

**THE USE OF AUTHENTIC MATERIAL TO IMPROVE STUDENTS’
READING COMPREHENSION**

(A Classroom Action Research of SMP 20 Kota Bengkulu at Seventh Grade Student
in the Academic Year 2018/2019)

THESIS

Submitted as a Particular Requirements for the Degree of Sarjana Pendidikan (S.Pd) in
English Education Departement of IAIN Bengkulu



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MOTTOS

HARD WORK FOR FUTURE IS BETTER THAN HAVING FUN

WITHOUT GOALS

(WIRASMI)

BE PART OF SOMEONE'S SUCCESS

(WIRASMI)

﴿الْعِقَابِ شَدِيدُ اللَّهِ إِنَّ اللَّهَ وَاتَّقُوا وَالْعُدْوَانَ إِلَّا تَمْرَعَلَى تَعَاوَنُوا وَلَا وَالْتَقَوَى الْبِرِّ عَلَى وَتَعَاوَنُوا﴾

Dan tolong-menolonglah kamu dalam (mengerjakan) kebajikan dan takwa, dan jangan tolong menolong dalam berbuat dosa dan pelanggaran. Dan bertakwalah kamu kepada Allah, Sesungguhnya Allah Amat beratsiksa-Nya.

(Q.S, Al Maa-idah:2)

DEDICATION

With great love, I will be before thankful and dedicated this thesis to:

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Finally this thesis is expected to provide useful knowledge and information to the teachers and other researchers. Moreover, the writer pleased to accept more suggestion and contribution for the betterment thesis.

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ABSTRACT

Wirasmi Handayani, 2018,

The Use of Authentic Material To Improve Students' Reading Comprehension (A Classroom Action Research for Seventh Grade Student of SMP 20 Kota Bengkulu in the Academic Year 2018/2019)."

Advisors : 1. Dr. Syamsul Rizal, M.Pd 2. Nadrah, M.Pd,

There fact that most of the seventh grade students of SMP 20 Kota Bengkulu have limited vocabulary to comprehend the text well; they do not know the context of word usage, they get difficulty to communicate effectively in English, they cannot compose their writing task successfully, and not able to listen the English words from speakers. In this study, researchers examined the used of authentic material techniques in improving students' reading comprehension. This research was classroom action research, which consisted of pre-assessment, cycle 1 and cycle 2. Each cycle was given the implementation of action on teaching material about descriptive text. The subject of the study was the students at seventh grade students of SMP 20 Bengkulu. There were 32 students (23 males and 9 females). The aim of this research was to find out whether authentic material increase students' reading comprehension at the seventh grade students of SMP 20 Bengkulu. The technique for collected the data were several technique such as giving test, observation, and interview. Based on data analysis, it can be seen that there were significant different in the result of development students' behavior after learn used this media and result of the average achievement the students' pre-assessment was 49,22%, and test cycle 2 was 78.28%. Based on the finding, it could be concluded that authentic material can be alternative way to teach English, especially to improve the students' reading comprehension.

Keywords :Reading Comprehension, Authentic Material, Classroom Action Research.

ABSTRAK

The Use of Authentic Material To Improve Students' Reading Comprehension (A Classroom Action Research for Seventh Grade Student of SMP 20 Kota Bengkulu in the Academic Year 2018/2019).

Pembimbing :1. Dr. Syamsul Rizal, M.Pd 2. Nadrah, M.Pd,

Adanya fakta yang terdapat pada siswa SMP 20 Bengkulu bahwa sebagian besar siswa memiliki kosakata yang terbatas untuk memahami teks dengan baik, mereka tidak tahu konteks penggunaan kata. Mereka mengalami kesulitan untuk berkomunikasi secara efektif dalam bahasa Inggris, mereka tidak dapat menyusun tugas menulis mereka dengan sukses, dan tidak dapat mendengarkan kata-kata dari pembicara. Dalam penelitian ini, peneliti menguji penggunaan authentic material dalam meningkatkan pemahaman membaca siswa. Penelitian ini merupakan penelitian tindakan kelas yang terdiri dari pre-test, siklus 1 dan siklus 2. Masing-masing siklus diberikan tindakan pengajaran dengan materi deskriptif teks. Subjek dalam penelitian ini adalah siswa kelas 7 SMP 20 Bengkulu. Mereka terdiri dari 32 siswa (23 siswa laki-laki) dan (9 siswa perempuan). Tujuan dari penelitian ini adalah untuk mengetahui apakah authentic material dapat meningkatkan pemahaman membaca siswa kelas VII SMP 20 Bengkulu. Teknik untuk mengumpulkan data melalui beberapa cara seperti pengamatan, wawancara dan test. Berdasarkan analisis data, itu bisa dilihat bahwa ada perbedaan yang tinggi dalam pencapaian hasil siswa dari perkembangan minat siswa setelah belajar menggunakan authentic material ini dan hasil rata-rata nilai pada pre-tes adalah 49,22% dan pada tes siklus 2 adalah 78,28%. Berdasarkan temuan hasil itu, dapat disimpulkan bahwa authentic material bisa menjadi cara yang bagus untuk mengajarkan bahasa ingris, terutama dalam meningkatkan pemahaman membaca.

Kata Kunci : *Pemahaman Membaca, Materi Asli, Penelitian Tindakan Kelas.*

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CHAPTER I

INTRODUCTION

A. Background of Study

English is an international language that is very important to study because it is used in the world of communication, by learning English we can know a lot of information not just in our country even in the world. Based on Tiwari, English is International language in the sense that it help in interlinking the people living in other countries of the world¹. In this era, speak English well support us to easy in getting a job. Paul said, all languages in the world today English deserves to be regarded as a world language². That why learn English is very important. In Indonesia, English is language that learned at school even from primary school. In English teaching and learning process, there are four skills which are identified as paramount importance; listening, speaking, reading and writing³. Regarding to its importance of English, the government of Indonesia puts English as a compulsory subject for junior high school and senior high school. In junior high school, the students who graduated from school are expected to communicate in English both in oral and written form.

¹Saket Raman Tiwari, *Teaching of English* (New Delhi : S. B. Nagia, 2008), p.4.

²C. Paul Verghese, *Teaching English as Second Language*(New Delhi : Sterling Publisher Private Limiter, 2007), p.1

³Brown, H.D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Francisco State University.

One of the ways people can develop the knowledge is through reading. Reading is a way that people mostly do to get the important and recent information or knowledge.⁴ Everyday, people get different information from different reading material, they read material related to their needs. Nowadays, many newspapers, magazines and articles are written in English. Besides, people can get other information from the text at internet, brochure, billboard and at other resources.

In English learning, reading is one of most essential skills to be mastered. The importance of reading is also stated in the School-based Curriculum of Junior High School.⁵ The ability to read opens up new knowledge and opportunities. It enables students to gain information, to get some pleasure, and do many things that are part of modern life, such as, reading newspapers, magazines, maps and so on. That is why reading plays important roles in teaching and learning process of English. Moreover, the importance of reading is also stated in the School-bas.

In reading process, to comprehend the text the students should be able to manage every part of text, because it is easy to gain the comprehension in reading when the readers are able to organize the text. Nuttall said that reading is an activity that essentially concerned with the transfer of meaning from mind to

⁴Nurmala Cahyani, “*The Effectiveness Of Using Authentic Material In Teaching Students’ Reading Comprehension At First Grade Of Sman 28 Kabupaten Tangerang*”, (A Thesis. Department Of English Education Faculty of Tarbiyah and Teachers’ Training Syarif Hidayatullah State Islamic University Jakarta, 2015), p.1.

⁵Departement Pendidikan Nasional, Kurikulum SMP/MTS, Jakarta :Depdiknas, p

mind, a message from a writer to a reader. Reading needs comprehension to understand the context and get the new information of the texts.⁶ It means that reading is not just to get some information and knowledge but, the reader tried to understand and look for the meaning what the writer's mind. Related with Allah SWT said in Holly Book Al Qur'an :

﴿الْأَكْرَمُ وَرَبُّكَ أَقْرَأُ﴾ عَلَّقَ مِنْ الْإِنْسَانِ خَلَقَ ﴿خَلَقَ الَّذِي رَبِّكَ بِأَسْمِ أَقْرَأُ﴾
 ﴿يَعَلِّمُ لَمْ مَّا الْإِنْسَانُ عَلَّمَ﴾ بِالْقَلَمِ عَلَّمَ الَّذِي

Meaning :

*Read in the name of Your Lord Lord and who created. He created man from a clot. Read and Your Lord is Most Honorable. Who taught (to write) with the pen. Taught man what he knew not. (Q.S Al-Alaq: 1-5).*⁷

From the holly book Al-Qur'an above, Allah SWT says that reading is an obiligantory for muslim. Reading is the part of worship because reading is command from the God derectly.

In learning reading comprehension, some students find some difficulties to comprehend. They do not construct it of the material, what the text about and they are hard to find out the problem in the text in the details of the text. The solutions are the students have to read critically, and the teacher must select good

⁶Nuttall, *Teaching reading skills in a foreign Language* (London: Heinemann, 1996). P.168-169

⁷Kementerian Agama RI, *AL-Qur;an dan Terjemahan*, (Bandung: CV Mikraj Khasanah Ilmu, 2011), P.302.

technique to teach it. The teaching of English is important to develop especially in teaching reading comprehension because the technique of teaching can be affect the student's success. Therefore, the teacher must select good media, method, and strategy to teach.

Based on the interview (see appendix 1) from students and teacher in seventh grade of SMP 20 Bengkulu, on Thursday, October 9th 2017, there are 32 students in E class. Most of students have many problems in mastering English and this situation makes them lazy to study English. Learners usually have many problems in mastering English words. They have limited vocabulary to comprehend the text well; they do not know the context of word usage, they get difficulty to communicate effectively in English, they cannot compose their writing task successfully, and not able to listen the English words from speakers. The student should be have enough vocabulary, it would helped them made understanding the reading text of their English lesson.⁸

Moreover, providing the appropriate reading materials for the students is important to enhance their motivation in reading activities. However, it is not enough to tell them to read a lot. Harmer states that the students need to be offered a program which includes appropriate materials, guidance, tasks, and facilities. The Communicative Language Teaching highlighted the fundamentally communicative properties and the teaching and learning process characterized by

⁸Nudiahtul Fitri Yani, S.Pd, English teacher of seventh grade on SMP 20 Bengkulu, *Interviewed* on October 9th 2017.

authenticity and real-world simulation. One of doing so is to include the use of authentic materials in the reading activities. There are sources of Authentic Materials: newspapers, menus, comics, brochures, TV programs, magazines, the internet, movies, songs, literature (novels, poems and short stories), and etcetera.⁹ Many authors and researchers have asserted that authentic materials have appositive effect on learners. The use of authentic materials helps to bridge the between classroom knowledge and students' capacity to participate in real-world events. In other words, in corporation authentic materials helps students acquire an effective communicative competence in the target language.

Because of these considerations, the researcher interested in conducting the research entitled “the use of authentic material to improve students' reading comprehension of seventh grade students at SMP 20 Kota Bengkulu.”

B. Identification of Problems

The identification of the problem in this research are:

1. They have limited vocabulary to comprehend the text well
2. They do not know the context of word usage
3. They get difficulty to communicate effectively in English
4. They cannot compose their writing task successfully
5. Not able to listen the English words from speakers

⁹Amir Marzban, “*The Effect of Authentic Texts on Motivation and Reading Comprehension of EFL Students at Intermediate Level of Proficiency*”. ISSN 1799-2591, Vol. 5. No. 1, <http://dx.doi.org/1017507/tpls.0501.11>

C. Limitation of the Problem

This research was limited using authentic material to improve students' reading comprehension. (A Classroom Action Research of Seventh Grade Students at SMP 20 Kota Bengkulu in the Academic Year 2018/2019).”

D. Research Question

The research question this research; how can the use of authentic material improve students' reading comprehension at the seventh grade students of SMP 20 kota Bengkulu?

E. The Objective of the research

The objective of this research was to find out whether authentic material Improve students' reading comprehension at the seventh grade students of SMP 20 kota Bengkulu.

F. Significance of the study

This study is expected to produce outcomes that will be useful for the development of the English teaching-learning process. There are some expected advantages of the study, as follows:

1. For the students it can be motivated students to increase their interest in learning English since they would find out that learning English was not always difficult to learn
2. The researcher hopes that from this research can gave input for school about the using of authentic material in teaching English reading comprehension and can be useful for the students in general.

3. For the researcher herself, the research can develop her reading ability,
4. It can give the view to the other researchers that the research has contribution in teaching reading.

G. The Definition of Key Term

The explanation about the key terms are given in order that the title is easy to understand

1. Reading comprehension is about understanding written texts and the ability to process text, understand its meaning, and to integrate it with what the reader already knows.
2. Authentic materials are text which is not used for teaching purposes. They contain a real language as the native speakers used in real life communication.

CHAPTER II

LITERATURE REVIEW

A. Reading Comprehension

1. Definition of Reading Comprehension

Reading is very important activity in human life. This is due to the fact that most people mostly get information through reading. In this modern era, moreover, when every aspect of human life develops faster and faster, it becomes more essential since the development is recorded and issued through media. Reading comprehension is defined as the ability to read text for understanding purposes.¹⁰

Then, Merisou proposes that reading comprehension is a complex process in which the reader constructs meaning by interacting with the text using his previous knowledge and experience and information that can be found in the text.¹¹ The more background information related to the text the reader processes, the easier it is for him to understand the text. Merisou asserts that when reading the text, someone activates their previous knowledge about the topic. The acquisition of reading comprehension is learning to understand writing as well as one understands spoken language has empirical justification. Comprehension

¹⁰Spooner, A. R., Gathercole, S. E., & Baddeley, A. D. (2006). Does weak readingcomprehension reflect an integration deficit? *Journal Of Research In Reading*, 29 (2), 173-193.

¹¹Merisou-Storm, T. 2007. Primary School Students' Reading Comprehension Skills.*Scandinavian Journal of Educational Research*. Available website: <http://www.scandinavian.com/journal>. P.1.

occurs as the reader builds a mental representation of a text message". The comprehension processes that bring about this representation occur at multiple levels across units of language: word level, (lexical processes), sentence level (syntactic processes), and text level. Across these levels, processes of word identification, parsing, referential mapping, and a variety of inference processes all contribute, interacting with the reader's conceptual knowledge, to produce a mental model of the text.

In addition, according to Sadoski reading comprehension is the process in getting meaning of the texts.¹² It is an active process in which readers try to interpret the meaning of the texts. Without any effort to interpret the texts' meaning, the texts will remain meaningless. The meaning of the text is not something which is instantly offered. It requires the readers to do reading comprehension process. To comprehend the texts, the readers have to do interaction and engagement with the texts.¹³

Based on all definitions, it can be concluded reading comprehension as the ability to find the stated or unstated writer's idea in the text. The essence of reading comprehension is that understanding all information delivered by the writer. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text.

¹²Sadoski, M. 2004. *Conceptual Foundation of Teaching Reading*. New York: Guilford Publication. P.67.

¹³RAND Reading Study Group. 2002. *Reading for Understanding: Toward an R&D Program in Reading Comprehension*. Santa Monica, CA: RAND. P.11

2. Purpose of Reading Comprehension

The purpose of reading comprehension is to understanding the text in order to get the information and knowledge. People read depending on situation or purposes. Reading is an activity with a purpose. A person may read in order to gain information or variety existing knowledge, or in order to critique a writer's ideas or writing style. Nuttal said that people read a text in order to get something or information or meaning from the text.¹⁴

According to Grabe and Stoller the purpose of reading as follow:¹⁵

a. *Reading to Search for Simple Information and Reading to Skim*

Reading to search simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used to often in reading tasks that it is probably best seen as a type reading ability.

Reading to skim (i.e. sampling segments of the text for a general understanding) is a common part of many reading tasks and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

¹⁴Christine Nuttal. *Teaching reading skill in a foreign Language*, (Jordan Hill: Oxport ox28 EJ. 1996). p.3-4

¹⁵William Grabe & Fredicka L. Stoller. *Teaching And Researching Reading*, (New York: Routledge. 2013), p.5-8

b. *Reading to Learn From Text*

Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information from a text. It requires abilities to:

- Remember main ideas as well as a number of details that elaborate the main and supporting ideas in the text.
- Recognize and build rhetorical frames that organize the information in the text.
- Link the text to the reader's knowledge base.

Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension (primarily due to rereading and reflection strategies to help remember information).

c. *Reading to Integrate Information, writers, and Critique Text*

Reading to integrate information requires additional about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read that the reader can decide what information to integrate and how it for the readers' goal.

d. Reading for General Comprehension

The action of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose for reading, underlying and supporting most other purposes for reading. Second, general reading comprehension is actually more complex than commonly assumed.

Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills informing a general meaning representation of main idea, and efficient coordination of many processes under very limited time constraints.

3. Kind of Reading

One important activity to do when someone wants to comprehend certain texts is activating background knowledge.

Bos and Vaugh mention three types of reading comprehension based on how readers activate their background knowledge to construct the meaning. The first type belongs to what is textually explicit. In this type, readers are facilitated by some information that is clearly asserted in the text. Therefore, readers do not need to break their background knowledge deeply. The second type belongs to what textual implicit is. In this reading type, readers need to make use of their background knowledge to find out the information of the text, because the information that is obtained in the text is not enough to help them in

comprehending the text. The last type belongs to what scripturally implicit is¹⁶. When readers read using this reading type, they have to open their background knowledge deeply to understand about the text. There is no information within the text both derived explicitly and implicitly. In this kind of situation, readers should have a large knowledge that can help them to comprehend the text.

According to Brown stated the kinds of reading is based on kinds of text that have taught. Than, he also distinguish between 4 kinds of reading¹⁷:

a. Oral reading

Oral reading is an activity in reading that gives students opportunities to read some text by directly with correct intonation and pronunciation. Besides that, it can be the way of students to practice their speaking ability.

b. Silent reading

Silent reading is an activity of the reader in read text without produce sounds.

c. Intensive reading

Intensive reading is an activity in reading text with more emphasize at grammatical, structure word, literature to understanding the meaning of text.

¹⁶Bos, S.C. and Vaughn, S. 2009. *Strategies for Teaching Students with Learning and Behaviour Problems Seventh Edition*. New Jersey: Pearson Education.

¹⁷H. Douglas Brown. *Teaching by Principle: An Interactive Approach to Language Pedagogy Second Edition* (California; Longman, 2000), p.312

d. Extensive reading

Deferent from intensive reading where extensive reading is an activity in reading which is just to understanding the general of text without specific detail. Where the purpose is just for enjoyment.

Those types of reading comprehension are often practiced by students unconsciously. The teacher should prompt and guide students to practice the reading types. Therefore, students have various ways of reading. In this case, the teacher should not teach students the theories of reading type. The teacher can only guide the reading activity using the reading type.

4. Assessing Reading Comprehension

To see whether the students do make progress in reading comprehension or not, an assessment should be done. According to Brown assessment is the process of measure that is done by the teacher whenever students practice language skills.¹⁸ The teacher can assess the students during the learning process and after the learning process.

Moreover, according to Caldwell assessment and instruction can happen at the same time.¹⁹ It can be said that the assessment is a part of the teaching process. Assessment can be done by the teacher during the lesson; when students respond to a question, give comment, and ask questions. Inteaching reading

¹⁸H. Douglas Brown. *Language Assessment Principles and Classroom Practices*, (San Francisco: Pearson education. 2004), p.4

¹⁹Joanne Schudt Caldwell. *Reading Assessment; A Primer for Teachers and Coache*,(New York: The Guilford Press. 2008), p.15

comprehension, the teacher needs to assess the students' competence in reading comprehension. The teacher can use some reading assessments that are proposed by Alderson, as follows:

a. Integrative test

Integrative test is testing students reading comprehension on more than one aspect. It aims to assess more than how well students read, but also how students understand the text and respond to the message of the text.

b. The cloze test and gap-filling test

The cloze test is a test that is constructed by deleting from selected texts every number of words (usually being a number somewhere between 5 and 12). Test taker has to restore some words that have been deleted. Whereas gap-filling test is a test which is constructed by deleting some words in a rational basis so there is no pseudo-random deletion.

c. Multiple-choice techniques

A multiple-choice technique is a testing technique that provides choices for students in answering the questions. Using multiple-choice techniques, testers can control the range of possible answers as distracters and the students' thought process when they are responding to the text.

d. Matching techniques

Matching technique is testing technique which allows students to match against each other. For example match the title to its paragraph.

e. Dichotomous techniques

Dichotomous technique is a testing technique which presents a statement which is related to the target text, and provides two choices only for students to answer. For example, exercise true or false and agree or disagree.

f. Short-answer techniques

Short-answer technique is a testing technique which allows students to answer a question in a few words or a brief response.

g. The summary test

The summary test is a testing technique which asks students to summarize the main idea of the text that they have been read. The teacher can choose more than one of reading assessments to check students' competence. The teacher also can use for example two reading assessments to assess students' competence of one reading text. Those reading assessments can be used to measure the students' competence in the form of score.

The teacher can choose more than one of reading assessments to check students' competence. The teacher also can use for example two reading assessments to assess students' competence of one reading text. Those

reading assessments can be used to measure the students' competence in the form of score.²⁰

According to Rizal, Sharpe stated that identifies five types of questions commonly used in reading tests. The 5 types of questions are: (1) questions for knowing main ideas, (2) vocabulary questions in context (using context for vocabulary), (3) scanning for details, (4) making inferences, and (5) finding references (locating references), and questions referring to the passage.²¹

B. Authentic Material

1. Definition of Authentic Material

Authentic materials had been used for language learning for several years ago due to the rise of communicative approach. The goal of that approach is to develop communicative competence in a real life. Authentic materials: "sometimes called "contextualized" or "authentic" real-life materials are those that a student encounters in everyday life but that were not created for educational purposes. They include and websites, magazines, pill bottles, utility bills, newspapers, as well as driver's manuals, and clothing labels. Authentic materials are natural, practical, useful, interesting and appropriate materials that

²⁰J. Charles Alderson. *Assessing Reading*, (Cambridge: Cambridge University Press. 2000), p.222-233

²¹Syamsul Rizal. Developing Esp Reading Comprehension Instructional Materials Through Schema Theory Approach At Pai Study Program Of Tarbiyah Faculty Of Iain Bengkulu, *The Journal of UAD TEFL International Conference*, Vol 1. No 1, 2017. p.494.

already exist in real life and those are not made to be used in language classes but those can be used for language teaching purposes.²²

According to Harmer authentic materials are the language where no concessions are made to a foreign speaker.²³ It contains the authentic language and reflects real-world uses of language compared with the contrived content. It means that the authentic materials are very interesting in the teaching and learning process especially reading.

Martinez defines that “Authentic would be material designed for native speakers of English used in the classroom in a way similar to the one it was designed for”. In this section, the advantages of using authentic materials in language teaching will be explored, and also the drawbacks of using them will be discussed. Peacock authentic materials is the materials that have been produced to fulfill some social purpose in the language community.²⁴

Morro in Gilmore: “an authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of sort.” Charlene Polio was referring to materials that were not created for language learning purposes. Instead, they were created with some real-life goal for, generally, native speakers. They include both spoken and written language samples. Some obvious examples include magazine ads,

²²Ferid Kilickaya. Authentic Material in Content in EFL Classrooms, *The Journal Internet TESL Journal*, Vol.x No.7, 2004, p.462

²³Jeremy Harmer. *The Practice of English Language Teaching*, (England: Pearson Education Limited. 2001). p.205

²⁴Peacock Matthew. 1997. “The Effect of Authentic Materials on the Motivation of EFL Learners”. *ELT Journal*. Vol 51, 1997, p.146.

television shows, movie reviews, conversations between native speakers, train schedules, nutrition labels, and others, most of which can be found on the Internet. Sources of authentic materials: newspapers, menus, the Internet, brochures movies, CD, songs, , TV programs, magazines, comics, literature (novels, poems and short stories), leaflets, tickets, catalogues, postcards, bills, receipts, labels, stamps, wrappings, recipes, business cards, etc.

Based on all definitions, it can be concluded that authentic material is the text that is designed for native speakers and not for language teaching purposes,

2. Procedure of Using Authentic Material in Teaching Reading Comprehension

Wide range of authentic materials has become available to use in the classroom. The sources of authentic materials are infinite such as newspapers, the internet, magazines, brochures and so on. One of the most useful sources is the internet where there are wide ranges of sources provided and they are continuously updated and also easy to access. When choosing the authentic materials from the various sources, there are some criteria that should take in to consideration. Nuttall cited in Berardo gives three main criteria in choosing authentic materials to be used in classroom.²⁵

²⁵Christine Nuttal. *Teaching Reading Skills in the Foreign Language*, (Oxford: Macmillan Publishers Limited. 2000),

a) Suitability of content

The texts should be interesting, motivating and also relevant to the students' needs.

b) Exploitability

Exploitability refers to how the text can be used and exploited in order to develop the competence of the learners in the teaching and learning process.

c) Readability

Readability refers to the level of difficulty in the texts. It is about the amount of new vocabulary and new structure contained in the texts.

Together with those criteria, Berardo also adds two more criteria in his study. The first is variety, which are the various types of texts. It is used in the classroom to avoid the students' boredom and also presentation. It is how the texts are presented in the classroom, whether the texts look attractive and interesting or not. The presentation of the texts plays a role to grab the students' attention. He also proposes some questions which are used to check before choosing authentic materials.

Table 2.1
Important factors in choosing authentic materials

Important factors in choosing authentic materials	
Suitability of Content	<p>Does the text interest the student?</p> <p>Is it relevant to the student's needs?</p> <p>Does it represent the type of material that the student will use outside of the classroom?</p>
Exploitability	<p>Can the text be exploited for teaching purposes?</p> <p>For what purpose should the text be exploited?</p> <p>What skill/strategies can be developed by exploiting the text?</p>
Readability	<p>Is the text too easy / difficult for the student?</p> <p>Is it structurally too demanding / complex?</p> <p>How much new vocabulary does it contain? Is it relevant?</p>
Presentation	<p>Does it look authentic?</p> <p>Is it attractive?</p> <p>Does it grab the student's attention?</p> <p>Does it make the student want to read more?</p>

As shown above, bringing authentic materials into classrooms is important because they provide exposure to real-world language use. However,

authentic material which has been carelessly chosen can be extremely demotivating for the students. Instead of increasing the students' motivation, the difficult texts can decrease the level of the students' confidence and lead to failure. According to Senior in Berardo, when dealing with authentic materials, one should be bear in mind is that it should be done with a purpose. It needs to have a clear pedagogic goal for what precisely the teacher wants the students to learn from the materials. The role of the teacher is needed to make the students confident when handling authentic materials. Berardo gives possible solution which is to give text related tasks. There are three basic types of reading activities:²⁶

1. Pre-reading

This activity is used to activate existing schemata or background knowledge of the students. It also provides information of linguistic or social-cultural in adequacy to prepare the students for reading the text.

2. While-reading

It is used to encourage the students to be a flexible and active reader also to promote an interaction between reader and writer.

²⁶Sacha Anthony Berardo. The Use of Authentic Materials in the Teaching of Reading. *The Reading Matrix*, Vol.6 No.2, 2006, p.60-767

3. Post-reading

This activity often comes as questions that follow a text. It is used to test understanding.

Furthermore, Nuttal proposes guidance that can be used to teach those three stages. First, at the pre-reading stage before the students begin to read, providing a reason for reading, introducing the text, setting a top-down task, breaking up the text, dealing with new language and asking sign post questions can be a way to make the task more explicit and effective. Then, in while-reading, the way to organize the class determines how the teacher can guide students while they are reading. There are three broad modes of class organization which are the individual mode, teacher-centered class, group work or combination of those three modes. The last is when reading has been completed.

4. Advantages of authentic material

According to Sukirlan there are some advantages when the teacher uses authentic material in reading comprehension, as follows:²⁷

- a. Authentic material give positive effects on learners motivation. It means that the students will get high motivation when reading authentic material because authentic material contains a lot of

²⁷Sukirlan. *Modul Belajar Mata Kuliah Lesson Planning and Material Development*, (Bandar Lampung: University of Lampung. 2012), p.6

information in all aspects. But, the teacher should choose interesting material based on the students level and interest

- b. Authentic material provide authentic cultural information. It means that by reading authentic material, the students learn the culture of the target language unconsciously. Cultural information will help the students to increase their background knowledge. By using authentic material the students will know the behavior of the native language.
- c. Authentic Material contains pleasure of reading if the teacher can choose an interesting material for the students. In this case, the researcher will choose short story with interesting topic so that it will increase students' pleasure of reading. So, it is important to choose authentic text that has an interesting topic in order to get a pleasure of reading.
- d. It is supporting more creative approaching in teaching. So it is a good thing for the teacher.

C. Previous Study

In doing research, it is necessary to enclose a review of previous studies to avoid replication. Some similar studies have been found to find out the implementation of authentic material to improve reading comprehension.

The first previous study by Reza Pustika: using authentic texts made the students' comprehension ability was increased and the students more active in doing the activities in the classroom.²⁸

The second previous study is by Sri Wahyuni: there is significant difference between the English reading comprehension before and after being taught using using authentic.²⁹

The third previous study the researcher took the research conducted by Nining Yasrida: using authentic material in reading comprehension of students' low and high proficiency levels at sman3 Bandar Lampung.³⁰

In this research, there were some differences between the previous research above. The differences were about participants and location of this research that is used to improve the students reading comprehension.

²⁸Reza Pustika. *Improving Reading Comprehension Ability Using Authentic Materials For Grade Eight Students Of Mtsn Ngemplak*, (A Thesis. English Education Department Faculty of Languages and Arts State University of Yogyakarta. 2015),

²⁹Sri Wahyuni. *Using Authentic Materials to Improve Reading Comprehension of the Seventh Grade Students of Smp Muhammadiyah 10 Yogyakarta in the Academic Year of 2012/2013*, (A. Thesis. English Language Education Department Faculty of Arts and Languages Yogyakarta State University. 2013),

³⁰Nining Yasrida. *Using Authentic Material in Reading Comprehension of Students' Low And High Proficiency Levels at SMAN 3 Bandar Lampung* (A Thesis. Master In English Education Study Program Language And Arts Education, Department Teacher Training And Education Faculty Lampung, University Bandar Lampung 2014),

CHAPTER III

RESEARCH METHOD

The research method is very important in every research as a guideline to attain the objective of the study. Chapter three provides information about the research method that the researcher applied in his study. It consists of design of the research method, subject of research, time and setting, methods of data collection and test, method of data analysis, procedure of the research, and indicator of success.

A. Research Design

In this research the researcher was used a classroom action research. Action research in education is a type of research that aims to enact immediate changes in an educational setting. The reason of researcher used a classroom action research was to identify the problem of seventh grade students of SMP 20 Kota Bengkulu. As we know that classroom action research is a technique in increase the quality of English teachers' performance in instruction as well as students' achievement in learning English in classroom. It is used by teachers because they find some problems in the teaching learning process.

The research was used a classroom action research as an attempt to Improve reading comprehension teaching learning process and solved the problems that students had related to reading comprehension. Thus, the researcher tried to improve both teaching reading process and outcomes.

According to Wallace, classroom action research (CAR) is a type a classroom research carried out by the teacher in order to solves problems or to

find answer toward context-specific issues.³¹ It means that the the researcher or teacher need to identify real problems in the classroom before implementing in classroom action research (CAR).

Classroom action research has the important role and strategy to increase learning quality when implemented right and carefully. In other words, classroom action research (CAR) is a self-reflective activity which doing by educational actors in educational situation to fix the rationality and justice about: (a) their educational practices, (b) their comprehension about that practices, and (c) the situation that practices do.³²

Action research allows teachers to study their own classroom. According to Harmer, action research is the name given to a series of procedures teacher can engage in, perhaps because they wish to increase aspect of their teaching or alternative, because they wish to evaluate the success and/or appropiatly of certain in activities and procedures.³³ In conducting this research, the researcher made collaborative research. The researcher will help by the teacher in order to teach the goal of the research which is aimed to increase teaching method.

From the explanation above, it be could concluded that the strategy of teaching is depend on the reflection done by the researcher and the teacher, and then it is important for the researcher and the teacher make a relational note. In

³¹Michael J. Wallace, *Classroom Action Research for Language Teacher*, (Cambridge: Cambridge University Press, 2006) , P. 5.

³²Kunandar. *Langkah mudah penelitian tindakan kelas sebagai pengembangan profesi guru.*, (Jakarta: Rajawali Pers, 2008), p. 46

³³Jeremy Harmer, *The Practice of English Language Teaching*, 4th edition, (Pearson Longman, 2007), p, 414.

the reflection, the researcher and the teacher make the strategy to solve problem which appears in the classroom activity.

Based on Mertler, there are the stages of research³⁴

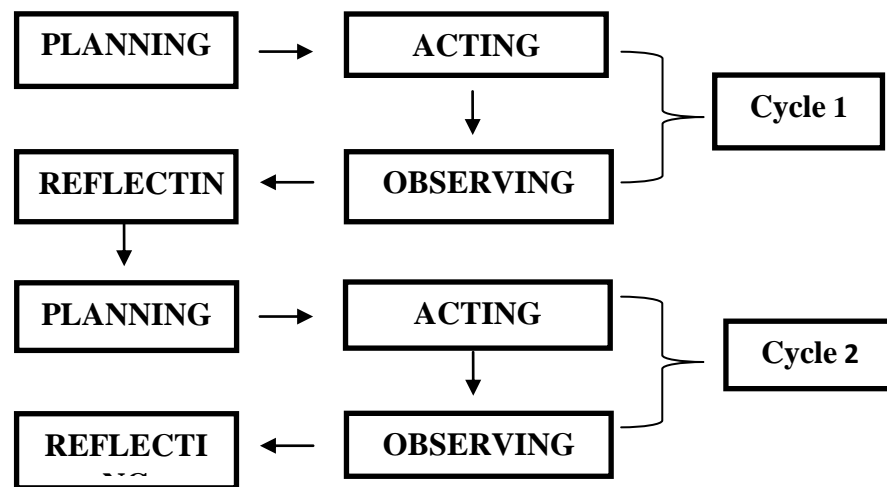


Figure 3.1

Stages of Research

B. Subject of the Research

As we know that the classroom action research does not know about the population and sample, because the effect of action is focus on the subject would be investigate. The subject of the research were the students VII E of SMPN 20 Bengkulu, in the Academic year of 2018/20189. There were of 32 students consisting of 26 male and 9 female. The researcher choose VII/E

³⁴Craig A. Mertler, *Action Research Teacher as Researcher in the Classroom*, 2nd ed (Sage: America, 2009), p. 16.

because this class is appropriate as respondents of this research because based on the English teacher, most of the students had problem in English especially in reading comprehension. In addition, this class consists of heterogenous students.

C. Research Instrument

The instruments of this research used test, observation sheet, documentations,, and interview.

1. Observation

Observation is the process of observed toward the subject of observation by using all of sense. An observation task is a focused activity to work on while observing a lesson in progress. It was focus on one or a small number of aspects of teaching learning and requires to observed to collect data or information from actual lesson.

The researcher observed the events in classroom during teaching learning process from beginning until the end. To observe the students, the researcher used observation checklist. It is used to describe a range of teacher and learner behaviors.

2. Interview

The researcher interview the teacher before and after applying classroom action research. It was done to know general description about learning process, students" situation in classroom, and the method or any

strategies usually implementing by the teacher in teaching authentic material. The researcher also interview the students to know that they respons toward the suggestion concept authentic material after classroom action research. In this case, interview will be conducted by researcher for the purpose of knowing student's difficulties toward reading comprehension.

3. Test

Test used to know or measure the effectiveness in improving the students' competence. Test is some questions which is use to measure knowledge, competence, intelligence, and ability of talent which is have by individual or group. In this study, the researcher use reading test in her study as the instrument for collecting data.

In this research there are 20 multiple-choice questions to be reading test. It was to find out the students' reading comprehension in pre assessment and each cycle.

4. Documentation

Documentation is form of some photos or some picture while implementing authentic material in increasing students' reading comprehension by the students during teaching and learning process.

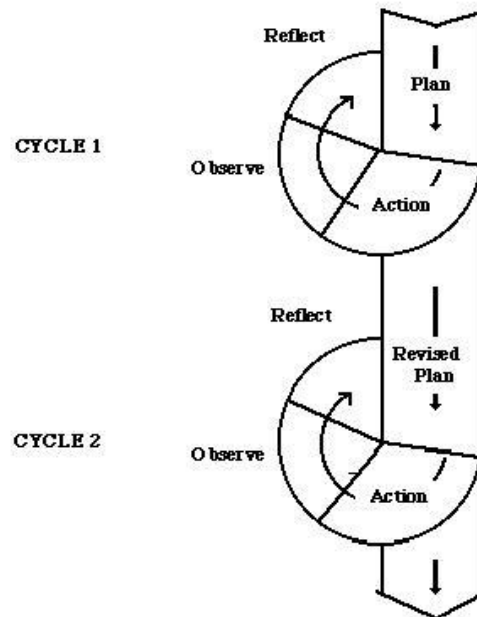
D. Technique of Data Collection

There are some data that are analyzed in the research: (a) The data from observation guide to observe the classroom. In selecting an observation checklist, it is necessary to match the purpose of research. The researcher used the instrument of observation to know the students' participation; (b) Interview guide to observe the classroom. Interview used to know the students' feeling, perception, and experiences during follow the treatment; (c) The data of students' test. The researcher given reading test using authentic material. In giving scores, the researcher referred to the rating scale model, but there is modification in this scoring guide. It would be used to measure students' reading comprehension of students in each cycle; (d) The documentation. It would used to take some picture while the research is doing the research.

E. Procedure of The Research

This study applying classroom action research, those are planning, acting, observing, and reflecting. In conducting this research, the systematic procedure was started from pre-assessment test for getting basic data; and giving some cycles to treat students in order to solve their problems; and then making significant improvement by designing new lesson plan to respond students' problem through observation and reflecting. Teacher might probably find a new problem or the previous unfinished problem yet after implementing first cycle. If it happens, it is necessary to continue to the second cycle in line with the same concept of the first cycle.

The following is the spiral chart proposed by Kemmis and McTaggart³⁵



1. Pre-assessment

In this part, the researcher gave pre-test by asking some questions, which is made into multiple choice item. The researcher prepared the class and gave the students test material in one hour without using a dictionary.

2. Treatment

According to Kasbolah's treatment, which consists of four actions, there are: planning, implementing, observation, and reflection.

³⁵Burns, A. 2010. *Doing Action Research in English Language Teaching*. Madison Ave, New York: Taylor & Francis e-Library. P.9

a. Cycle 1

1) Planning

The first step, the student discuss about thier problem in reading comprehension, and the researcher take a note about the students's problems. In relation to the application of action research, the researcher would make a prior preparation to the implementation of the action based on preliminary study. In this phase, the researcher had some critical things that should be done by researcher as follow:

- a) The researcher wrote the lesson plan of learning teaching process for reading comprehension.
- b) The researcher prepared a suitable model of summarization strategy in reading comprehension.
- c) The researcher prepared the material for the treatments and the final test of cycle 1.
- d) The researcher made some English reading exercises that would be done by the students during the treatments.

2) Implementing of Action

✓ *Pre- learning activities*

- a) Informed the students about the rule during the treatments were going to do
- b) The researcher activated background knowledge of students

c) Asked students to sit and follow the treatments in good way

✓ ***Whilst-learning activities***

a) The researcher informed the students about the materials they are going to learn.

b) The researcher explained definition of descriptive text

c) The researcher explained purposes of descriptive text

d) Identified the general structure of the material

e) Discussed the difficult and unfamiliar words

f) Gave some instructions to the students what they should do during the treatments.

g) The students had to understand about the materials that they have learned.

h) During the treatment, the researcher observed and directed students, and then researcher asked students in each group to reading the text in front of class.

i) The teacher helped the students to correct the mistakes in their material.

✓ ***Post-learning activities***

1) Reviewed the students' reading comprehension

2) Checked the students' reading text based on topic

3) The researcher gave conclusion of the material

4) Gave reading test to students individually at the end of each cycle.

3) Observation

Observation is one of the instruments in collecting data. Observe students' activities in teaching learning process and while they are doing assignment. They are many aspects that were observed the researcher and the teacher such as: students' attention, students' ability in understanding authentic material, students' activeness in doing task individually or group. So that the researcher should made a note in every activities and changing in learning process.

4) Reflection

The reflection was done every time after the implementation of the actions. The researcher have to analyze the evidence that researcher have gather. Have the problem be solve or not? If not, what steps would researcher try next? At the end of this period of reflection, ideas would usually arise for further cycle of action research. If the result of the first cycle fails, there is no significant increasement in the result of research. The researcher is able to renew its method by doing the second cycle to got the better result till got the satisfy one.

The successful actions would be continued in the next teaching and learning process but the unsuccessful actions were modified into the ones that were most suitable.

b. Cycle 2

Cycle two hold as well as the first cycle, and it was do besed on the result of the cycle one. In this research, the researcher will stop of the cycle if the score which is detained by researcher. The target score is 70.

F. Technique of Data Analysis

In this classroom action research, the researcher used quantitative and qualitative data. The quantitative data follow the test, transcript, and observation sheets. The quantitative data consisted of pre test score.

1. Analysis Technique for Qualitative Data

The qualitative data were gained from test. The researcher analyzed the qualitative data by following the technique of data analysis by Miles and Huberman. There are three steps proposed by them; displaying, reducing and verifying the data.³⁶ The researcher analyzed the data from the observation checklist and interview transcript. From the observation, the researcher and collaborator analyzed the description of the implementation process. Based on the interview transcript, the researcher and collaborator

³⁶Punch, Keith F. 2005. *Introduction to Social Research; Quantitative and Qualitative Approaches*. London: SAGE Publication Ltd. P.197

analyzed the opinions of the students related to the improvement of the students' reading comprehension. The researcher drew a conclusion of the data based on the theory, the reading pretest and posttest.

2. Analysis Technique for Quantitative Data

First, the researcher and collaborator give the individual score for student at the end of each cycle. According to Sudjana the reading grading as follow :

Table 3.1
The students' score interval

Interval Percentage	Qualification
85% -100%	Excellent
75% -84%	Good
60% -74%	Average
40% -59%	Poor
0% -39%	Very poor

After collecting a complete data from the students' score, the researcher count the mean score by using the following formula:

$$P = \frac{\sum x}{n}$$

Where:

P = Mean Score

$\sum X$ = Total of Students score

N = Total of Students

Then after the researcher knew the score the researcher want to know the increasement made by students. The researcher used formula as follow :

$$p = \frac{f}{n} \times 100\%$$

Where :

P = The class percentage

F = Frequency

N =Number of students

G. Indicator of Success

1. The successful indicators from an action in this research were teaching and learning process improve student's reading comprehension ability more effective with the students reach the minimum standard score and 70 % students actively participate in asking and answering a question during the lesson.
2. The result of student's reading comprehension ability scores reaches the Minimum Criteria of Mastery Learning (KKM) ≥ 75 .

CHAPTER IV

RESULT AND DISCUSSION

A. Result

The researcher presented the result from all part of this research. The data were gained from cycle 1 until cycle 2 collected to get the result. The fact the result showed those students" reading comprehension by using authentic material technique was increased. In order to assess the students" achievement, the researcher used an evaluation. The researcher used test, interview and observation to collect data. Next, the following are the elaboration of each activity.

1. Pre-assessment

Pre-assessment was given to the students at the beginning of the research. The researcher conducted pre-assessment on August, 14th2018. It was to measure and to know the students reading comprehension before the implementation of authentic material. In doing pre-assessment the researcher gave tasks for pre-assessment, there were 20 items multiple choice. At the and of class the researcher corrected the students' from the question, the score of the students in pre-assessment can be seen (see appendix 7).

After conducting the pre-assessment, the researcher calculated the result of pre-assessment. The mean score of pre-assessment was 49,21. The result of pre-assessment could be seen in following table and chart above:

Table 4.1**The Students' Category in Pre-Assessment Test**

No.	Score Interval	Category	Pre-assessment	
			Frequency	Percentages (%)
1.	85%-100%	Excellent	0	0%
2.	75%-84%	Good	2	6.25%
3.	60%-74%	Average	7	21.86%
4.	40%-59%	Poor	15	46.89%
5.	0%-39%	Very poor	8	25%
Total			32	100%

Based on the table above, there were 0 student in excellent category, there were 2 students in good category, there were 7 students in average category, there were 15 students in poor category, and there are 8 students in very poor category. Pre-assessment, the students total was 1575 score was with the mean score was 49,21%. Based on interval quality categories, which in process by Nugiantoro it was less because the mean score was failure categories. This problems made the students were lazy and fell difficult to understanding English word because They have limited vocabulary to comprehend the text. Based on the pre-assessment scores, the researcher needed to improve the students reading comprehension. The detail table of result was displayed in the appendix (see appendix 7), while

the score of the students in pre-assessment can be seen in the chart as follow:

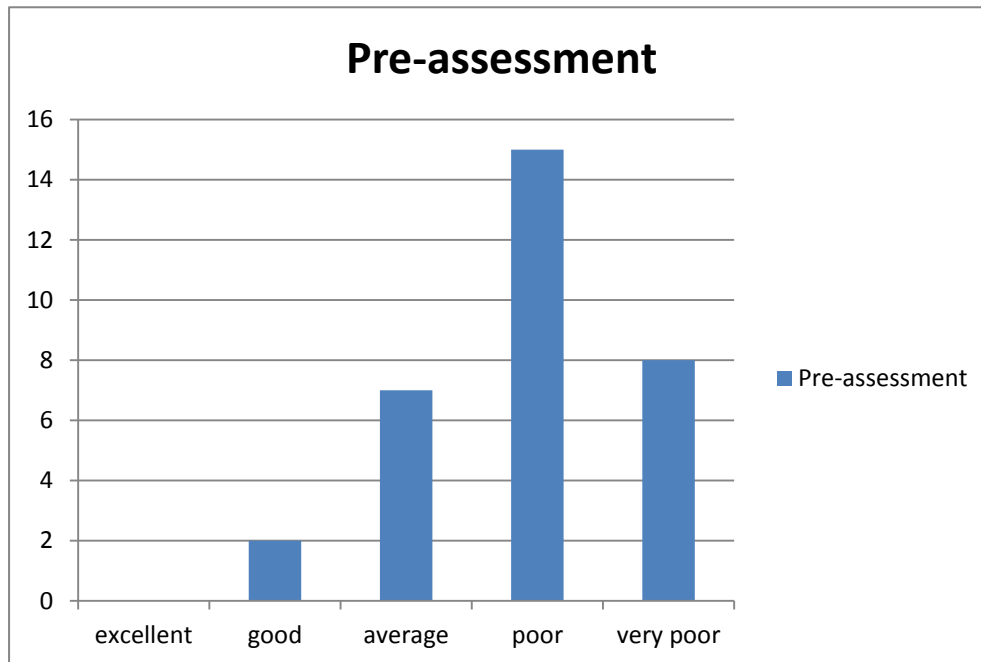


Figure 4.1

Percentage of Students' Reading Comprehension Score in Pre-assessment

Based on chart above, it can be concluded that the students ability in mastering reading comprehension were very low. Then researcher states to using authentic material to improve students' reading comprehension.

2. Description of cycle 1

There are three meetings on cycle 1. Here both researcher and collaborator applied teaching reading comprehension by using authentic material. Cycle 1 consisted of three meetings. The first meeting was conducted on Tuesday, August 13th 2018 with the material about

descriptive text, in this meeting all of students attended the meeting. The second meeting was conducted on Saturday, August 18th 2018. The Researcher used descriptive text in this research, all of students joined this meeting. And the third meeting was conducted on Tuesday, August 21th 2018 to give the students test on cycle 1.

Based on the problem stated in the background and the data found in the interview the actions in this research were done by applying authentic material in the process of reading comprehension. In this action, the researcher presented planning, action, observation and reflection.

1. Planning

- a. Determining the materials. In doing so, the researcher and collaborator discussed them together.
- b. Preparing a set of classroom instruction to implement the action.
 - Preparing a lesson plan each meeting in cycle 1
 - Preparing the instrument test of cycle 1
 - Preparing the observation sheet for cycle 1

2. The Implementation

In this research, the implementation of every cycle was conducted in three steps. They were pre-teaching activities, while teaching activity and post-teaching activity.

First meeting

- 1) Pre-teaching activity
 - a. The teacher asked students to pray together
 - b. The teacher gave greeting “good morning, students” and “how are you today “
 - c. The teacher checked the attendance list and called the students’ name one by one
 - d. The teacher gave questioning and answering with students as brainstorming
- 2) While teaching activity
 - a. The teacher introduced about the use authentic material to the students.
 - b. The teacher prepared authentic material the teacher showed the magazine to the students. After that, the teacher asked to explained what they thought about the magazine.
- 3) Post teaching activity
 - a. At the end of the lesson, the teacher gave the students a test. This activity was to check students’ understanding about this lesson.
 - b. The researcher and collaborator observed and evaluated students’ activity during teaching and learning process.

Second meeting

- 1) Pre-teaching activity
 - a. The teacher asked students to pray together
 - b. The teacher gave greeting “good morning, students” and “how are you today “
 - c. The teacher checked the attendance list and called the students’ name one by one
 - d. The teacher gave questioning and answering with students as brainstorming
- 2) While teaching activity
 - a. The teacher reviewed previous lesson
 - b. The teacher divided the students into several group. Each group consisted of five students. The students describe the authentic text given by teacher.
 - c. After that, one by one each group read the text in front of class.
- 3) Post teaching activity
 - a. At the end of the lesson, the teacher gave the students a test. This activity was to check students’ understanding about this lesson.
 - b. The researcher and collaborator observed and evaluated students’ activity during teaching and learning process.

Third meeting

- 1) Pre-teaching activity
 - a. The teacher asked students to pray together
 - b. The teacher gave greeting “good morning, students” and “how are you today “?
 - c. The teacher checked the attendance list and called the students’ name one by one
 - d. The teacher gave questioning and answering with students as brainstorming
- 2) While teaching activity
 - a. The teacher introduced authentic material and asked to read authentic text.
 - b. While the students reading the authentic text, the teacher asked the students about words that they found in the text and checked the meaning in the dictionary. The teacher pronounced of words correctly together and individual, and thus wrote on the whiteboard
 - c. The teacher make sure the student understand about the material. The teacher divided the students into several group. Each group consisted of five students. Descriptive text used in this research. The teacher explained about the

definition, generic structure about the descriptive text. Then,

The students describe the material given by teacher.

d. After that, one by one each group read the text in front of class.

3) Post teaching activity

a. At the end of the lesson, the teacher gave the students a test.

This activity was to check students' understanding about this lesson.

b. The researcher asked students to check the correct answer.

3. Observation

Observing was the process where the researcher and collaborator observed directly how the teaching and learning process during the implementation of cycle I by using authentic material. It aimed to observe the effects of the teaching design and implementation toward the students' reading comprehension of analytical exposition texts. The researcher observed students in the classroom, especially in teaching and learning reading comprehension by using authentic material. All the data in this stage were collected by using observation checklist filled by the collaborator. (see appendix 2)

The observation of this cycle had reordered the students' behavior, students motivation students in learning English. In the first cycle, the students had preparation for the lesson such as books, pens, and other

stationary supplies. However, only some students brought dictionary which made them difficult to knowing the meaning. Beside that, the students did not make a notes of new vocabulary. And thus, the students did all of the instruction from teacher. Such as answer question and completing the task from teacher. Beside that, the students participated passively during the process of teaching and learning activity. They were just silent while the researcher gave some questions and asked to pronounce the word, only some students appear their motivated and interested during follow the teaching learning process

4. The result of test in cycle 1

Table 4.2

The result of test in cycle 1

No.	Score Interval	Category	Cycle 1	
			Frequency	Percentages (%)
1.	85-100	Excellent	0	0%
2.	75-84	Good	15	46.9%
3.	60-74	Average	8	25%
4.	40-59	Poor	9	28.1%
5.	0-39	Very poor	0	0%
Total			32	100%

From the table above, it shows that students' reading comprehension consists of 0% excellent (achieved by 0 students), 46.9% good (achieved by 15 students), 25% average (achieved by 8 students), 28.1% poor (achieved by 9 students) and 0% very poor (achieved by 0 students). Calculations show that improving of student reading comprehension after being given an action is 67.81%. It was still categorized poor in appendix.

Graphically, the students' score on cycle 1 can be seen as follow:

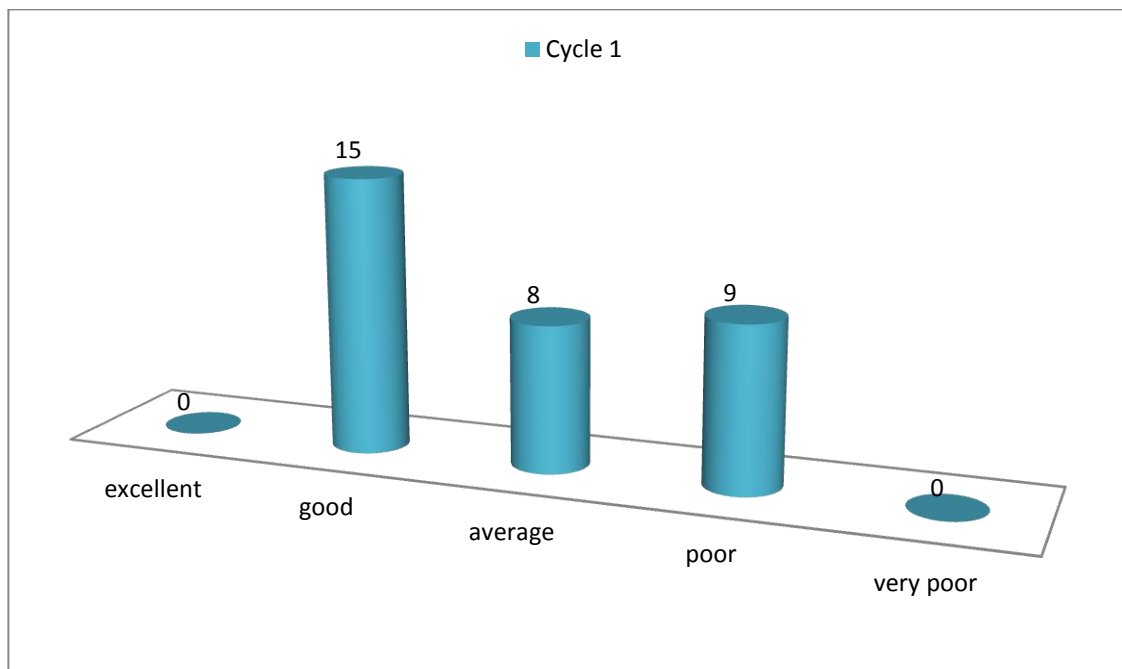


Figure 4.2

Percentage of Students' reading comprehension

Score in Cycle 1

Based on Figure 4.2, students' ability in reading comprehension, only a few students get good grades, but many students get enough grades. Although, there are still students who get low scores and fail. There is still

an increase compared to the first score in the pre-assessment. They did significant improvement in reading comprehension in this stage. Therefore, it was important to conduct the next cycle actions for the students because they had reached the research target.

5. Reflection

In the application of authentic material in the first cycle, there are some good things that have been achieved. However, there are some things that must be rearranged and changed. The following good things have been achieved in cycle I.

On the other handed, in the implementation of cycle 1, there were some things that had not been achieved well, and must be organized and changed. The following are:

1. Comparing to the Pre-assessment test, the students achievement in reading comprehension in cycle I increased even though the average score of the students was still low At the beginning, students' average score was 49.21%, while in cycle 1 was 67.81%. However, though there was any improvement toward students reading comprehension, the target of this research was not achieved yet.
2. The number of active students was increased. It could be shown from the less of number of students who chated during th lesson. Many students actively participated in thier group discussion. Then, many students actively responds to the classroom activities. The students had

started paid serious attention to the teacher's explanation and did the exercise seriously.

3. The number of inactive students and did irrelevant activities in the classroom was decreased. There were only some inactive students and did irrelevant activities during the lesson.
4. The students had implemented the teaching strategy well. It was very helpful for them to comprehend the text.

On the other hand, after implementing cycle 1 there were some things that must be re-organized and changed for better improvement in the next cycle. They were:

- 1) There were some students who did not pay serious attention during the lesson. They encouraged thier serious friends to chat irrelevant topics. They did not used the time for discussion with thier friend.
- 2) It needed to improve the number of students in giving reponds to the classroom activities. Some students were still reluctant to interact ith thier partners during the discussion.

3. Description of cycle 2

Cycle II was done as the follow up the cycle 1. In cycle I the researcher was not satisfied with the result of students score. In cycle 2, the researcher tried to be more creative in applying teaching reading comprehension by using authentic material. The purpose was to improve

the number of active students as well as students' score. The procedures of cycle II were done as follows:

1. Planning

The planning of this cycle was the continuation of the action that had been in cycle 1. However in cycle 2, there were some things reorganized. They are:

- a. Determining the materials. In doing so, the researcher and collaborator discussed them together.
- b. Preparing a set of classroom instruction to implement the action.
 - Preparing a lesson plan each meeting in cycle 2
 - Preparing the instrument test of cycle 2
 - Preparing the observation sheet for cycle 2

2. The Implementation of Action 2

In this research, the implementation of every cycle was conducted in three steps. They were pre-teaching activities, while teaching activity and post-teaching activity.

First meeting

- 1)*** Pre-teaching activity
 - a. The teacher asked students to pray together

- b. The teacher gave greeting “good morning, students” and “how are you today “?
 - c. The teacher checked the attendance list and called the students’ name one by one
 - d. The teacher gave questioning and answering with students as brainstorming
- 2) While teaching activity
- a. The teacher introduced authentic material more detail and asked to read authentic text that got from internet.
 - b. While the students reading the authentic text, the teacher asked the students about verb that they found in the text and checked the meaning in the dictionary. The teacher pronounced of words correctly together and individual, and thus wrote on the whiteboard
 - c. The teacher make sure the student understand about the material after that the teacher divided the students into several group. Each group consisted of five students. Descriptive text used in this research. The teacher explained about the definition, generic structure about the descriptive text. Then, The students describe the picture given by teacher.

- d. After that, one by one each group read the text in front of class.
- 3) Post teaching activity
 - a. At the end of the lesson, the teacher gave the students a test. This activity was to check students' understanding about this lesson.
 - b. The researcher asked students to check the correct answer.

Second meeting

- 1) Pre-teaching activity
 - a. The teacher asked students to pray together
 - b. The teacher gave greeting "good morning, students" and "how are you today"
 - c. The teacher checked the attendance list and called the students' name one by one
 - d. The teacher gave questioning and answering with students as brainstorming
- 2) While teaching activity
 - a. The teacher reviewed previous lesson
 - b. The teacher divided the students into several groups. Each group consisted of five students. The students describe the picture given by teacher.

- c. After that, one by one each group read the text in front of class
- 3) Post teaching activity
- a. At the end of the lesson, the teacher gave the students a test. This activity was to check students' understanding about this lesson.
 - b. The researcher and collaborator observed and evaluated students' activity during teaching and learning process.

Third meeting

- 1) Pre-teaching activity
- a. The teacher asked students to pray together
 - b. The teacher gave greeting "good morning, students" and "how are you today"?
 - c. The teacher checked the attendance list and called the students' name one by one
 - d. The teacher gave questioning and answering with students as brainstorming
- 2) While teaching activity
- a. The teacher introduced authentic material and asked to reading authentic text that got from internet

- b. While the students reading the authentic text, the teacher asked the students about verb that they found in the text and checked the meaning in the dictionary. The teacher pronounced of words correctly together and individual, and thus wrote on the whiteboard
 - c. The teacher make sure the student understand about the material. The teacher divided the students into several group. Each group consisted of five students. Descriptive text used in this research. The teacher explained about the definition, generic structure about the descriptive text. Then, The students describe the picture given by teacher.
 - d. After that, one by one each group read the text in front of class.
- 3) Post teaching activity
- a. At the end of the lesson, the teacher gave the students a test. This activity was to check students' understanding about this lesson.
 - b. The researcher asked students to checked the correct answer.

3. Observation

Based on the action above, the researcher observed and monitored during teaching learning process of action. In the second cycle, the students had preparation for the lesson such as pens, books and other stationary supplies. However, all of students brought dictionary which made them difficult to knowing the meaning. Beside that, all of students was make a notes of new vocabulary. And thus, the students did all of the instruction from teacher. Such as answer question and completing the task from teacher. Beside that, the students participated passively during classroom activity. When the researcher gave some questions and asked to pronounce the word, all students appear their motivated and interested during follow the teaching learning process.

4. The result of test in cycle II

Table 4.3

The result of test in cycle II

No.	Score Interval	Category	Cycle 2	
			Frequency	Percentages (%)
1.	85-100	Excellent	10	31.25%
2.	75-84	Good	16	50%
3.	60-74	Average	4	12.5%
4.	40-59	Poor	2	6.25%
5.	0-39	Very poor	0	0%
Total			32	100%

From the table above, it shows that students' reading comprehension consists of 31% excellent (achieved by 10 students), 50% good (achieved by 16 students), 12% average (achieved by 4 students), 6.25% poor (achieved by 2 students), and very poor 0% (achieved by 0 students). Calculations show that reading comprehension after being given an action is 78.28%. It was still categorized good in appendix.

Graphically, the students' score on cycle 1 can be seen as follow:

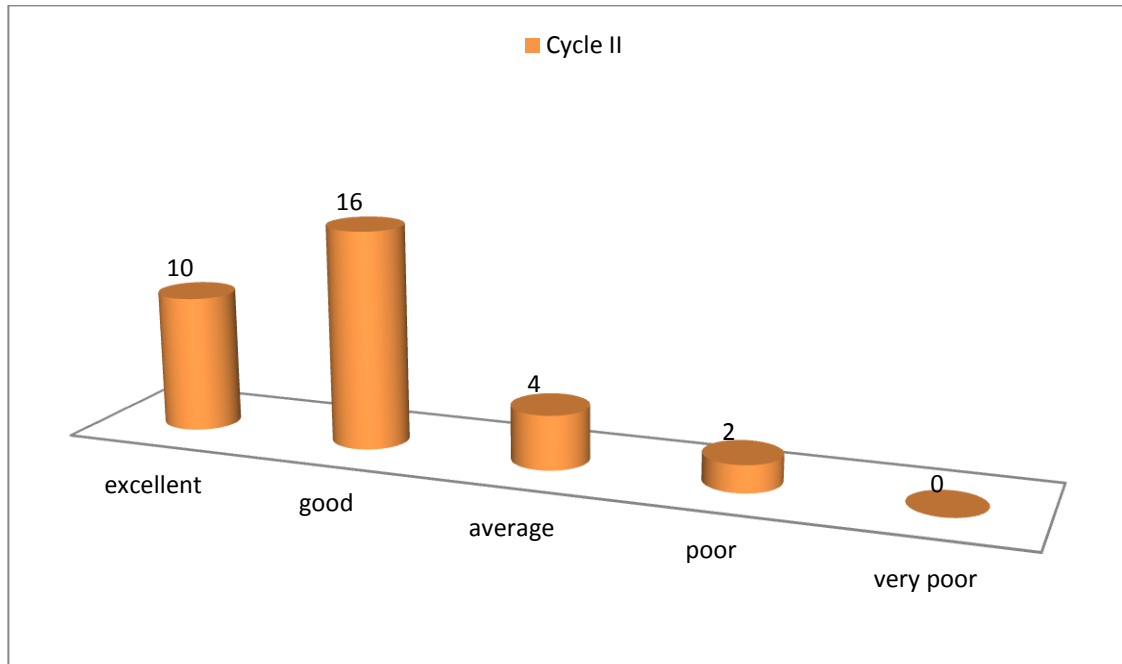


Figure 4.3
Students reading comprehension Score in Cycle II

Based on Figure 4.3, students' abilities in English reading comprehension are good. No qualified students fail and only a few students get low scores. Even though, it decreases compared to the score in the pre-assessment and cycle I. The researcher feels that the use of authentic material is effective enough to improve students' reading comprehension.

5. Reflection

In the implementation of authentic material in cycle I, there were some improvement that have been achieved. The following are the improvement that had been achieved in cycle II.

- a. Compared with cycle I, student achievement in reading comprehension in cycle II was improve. In the first cycle, the average score of students was 67.81% while in the second cycle it was 78.28%.
- b. The number of active students was increased. It could be shown from the less of number of students who chated during th lesson. Many students actively participated in thier group discussion. Then, many students actively responds to the classroom activities. The students had started paid serious attention to the teacher's explanation and did the exercise seriously.
- c. The number of inactive students and did irrelevant activities in the classroom was decreased. There were only some inactive students and did irrelevant activities during the lesson.
- d. The students had implemented the media well by authentic mterial. It was very helfull for them to comprehend the text.

4. Data Analysis

The analysis of this research was conducted through observation process and evaluation of students' reading comprehension result in each cycle, including pre-assessment and all cycles. the score were compared to see whether the action had an improvement or not.

Table 4.4**The Students' Improvement**

Interval	Category	Pre-assessment	Cycle 1	Cycle 2
85%-100%	Excellent	0%	0%	31.25%
75%-84%	Good	6.25%	46.9%	50%
60%-74%	Average	21.86%	25%	12.5%
40%-59%	Poor	46.89%	28.1%	6.25%
0%-39%	Very poor	25%	0%	0%

Based on the table above it could be seen improvement of the students in reading comprehension. After giving the action, the students' ability in reading comprehension were improved. It could in percentage on interval. Where was the students' reading comprehension was excellent level. It indicated that authentic material strategy was effective to improve students' reading comprehension in junior high school of SMP 20 Kota Bengkulu. For more detail about improvement of students reading comprehension could be seen on figure below:

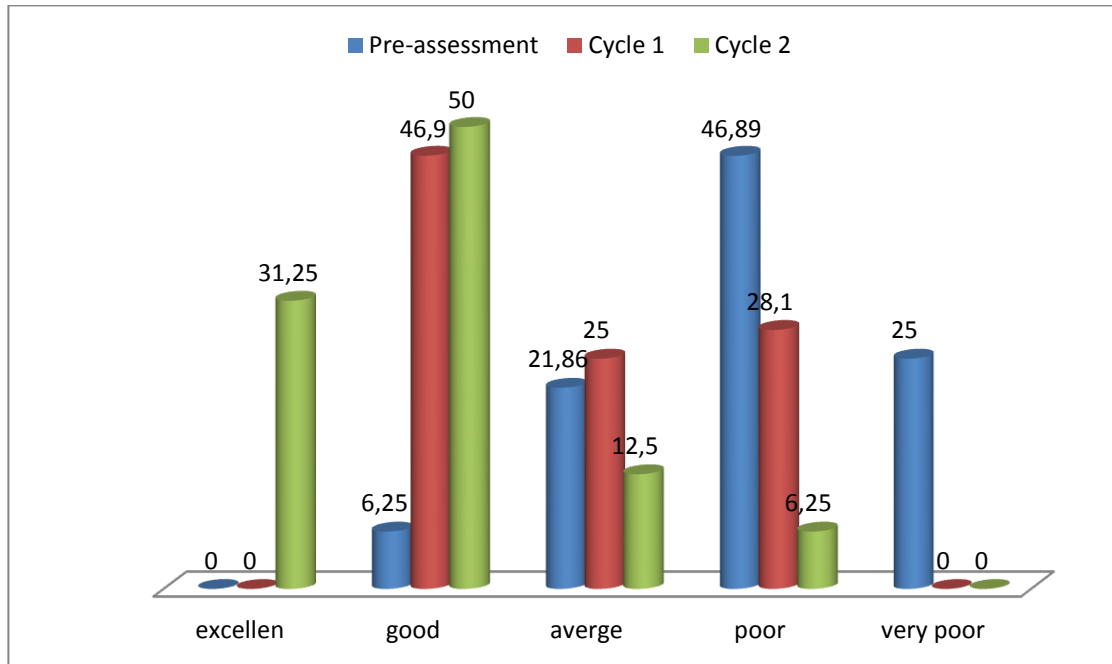


Figure 4.3

**The Improvement of Students Reading Comprehension from Pre-assessment,
Cycle 1, Cycle 2**

Based on the table above it could be seen improvement of the students in reading comprehension. After giving the action, the students' ability in reading comprehension were improved. It could in percentage on interval. Where was the students' reading comprehension was excellent level.

B. Discussion

Based on the result was from cycle 1 and cycle 2 this research. The students' reading comprehension improve after the action was given to the students. Only some students understand and follow the learning process

became most of them did it. The students seemed more enthusiast and interest during followed the learning. It could be taken some discussion that most of students were enthusiast and interested in the material by using authentic material technique. Most of them got better percentage of competence in significance level from cycle 1 and cycle 2.

The comprehend of reading comprehension for the seventh grade students of SMP 20 Kota Bengkulu in Academic Year 2018/2019 before being taught by using authentic material was poor. In this situation the students havemany problems in mastering English words and this situation makes them lazy to study English. The result of the reading comprehension for the seventhgrade students of SMP 20 Bengkulu in academic year 2018/2019 after they were taught by using authentic material was increasing.

It could be seen in the cycle 2 where the students reading comprehension improved effectively than action in cycle before where there no students was very poor in reading comprehension. It was showed by the result on cycle 2 percentage of average student reading comprehension was 12.5%, percentage of good 50% students reading comprehension was 50%, and 31.25% were excellent. It means that the cycle 2 above, the students' average score has reached the research target. The students had made significant improvement in cycle 2. The students' average score has reached the research target. It indicates that the researcher was not important to do cycle for giving actions in the

classroom. In other words, the actions were stopped in this cycle because the research target has reached by the students.

It based on Nuttal, Authentic texts can be motivating because they are proof that the language is used for real life purposes by real people. The students who are taught after being taught by using authentic material as technique were motivated doing the steps ordered by teacher. During the teaching process, teacher expects that students were that extracting real information from a real text in a different or new language can be extremely motivating, therefore increasing students' motivation for learning by exposing them to real language.

From the detail discussion above, in short, using authentic material was succeeded tested as one of good technique to apply by English teachers in teaching reading comprehension. After applying authentic material at seventh grade students of SMA 20 Bengkulu in the academic year 2018/2019, it can improve the students' reading comprehension. This strategy is recommended to other English teachers who have the same problems with eleventh grade students of SMP 20 Kota Bengkulu in the academic year 2018/2019.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

After completing this research, the result showed that Authentic material technique could improve the students' reading comprehension at the seventh grade of SMP 20 Kota Bengkulu in the academic year 2018/2019. The improvement was showed by the students' average score in pre-assessment test (49.21) that included into "Poor" category; and average score in cycle 2 test was (76.72) that included into "Good" category. The most important progress for students weretheir motivation, behavior, and classroom interaction. The students' motivation in learning English were better. They looked very curious in doing all activities in the classroom. The students became more focus in the classroom. They avoided doing indiscipline activities. The students looked enjoyable and fun during the lessons. They had very good interaction with teacher and friends in their groups. They participated very well in their group activities.

B. Suggestions

Based on the conclusion above, the researcher suggested the following suggesting points:

1. The authentic material technique work very good in the class the student understanding the text better and the students did not feel bored when reading the text.
2. Authentic material is recommended to the students to use to improve their reading comprehension.
3. The researcher would like to recommend to English teachers to use authentic material as one of technique in teaching English especially to increase students' reading comprehension.

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OBSERVATION CHECKLIST

TEACHER'S ACTIVITY IN TEACHING LEARNING PROCESS

Cycle/meeting : Pre-assesment/1

Tanggal :

Kelas : VII E SMP 20 KOTA BENGKULU

Berilah tanda checklis (√) pada nilai sesuai dengan pengamatan anda

No	Aspect	Nilai		
		Yes	No	Description (If Necessary)
1.	Kesiapan guru untuk membuka materi pembelajaran			
	a. Menarik perhatian			
	b. Memberikan motivasi			
	c. Menunjukkan kaitan materi			
	d. Menyampaikan tujuan			
2.	Penguasaan materi ajar			
	a. Orientasi, motivasi dan bahasa (sederhana dan jelas)			
	b. Sistematika dan variasi penjelasan metode mengajar			
	c. Penguasaan metode mengajar			

	d. Kesiapan materi ajar dengan metode yang di siapkan			
3.	Strategy yang digunakan			
	a. Ketepatan strategy dengan tujuan pembelajaran			
	b. Kesesuaian dalam langkah-langkah pembelajaran pada strategy yang digunakan			
4.	Performance			
	a. Suara intonasi, nada dan irama			
	b. Gerakan guru			
	c. Pola interaksi perhatian pada siswa			
	d. Ekspresi roman muka			
5.	Bertanya			
	a. Pertanyaan jelas dan konkrit			
	b. Memberikan waktu berfikir untuk menjawab			
	c. Pemerataan pertanyaan pada siswa			
6.	Menutup pembelajaran			
	a. Menarik kesimpulan			
	b. Memberi dorongan psikologis			

	c. Mengevaluasi			
	JUMLAH			

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Wirasmi Handayani

NIM. 1416232941

OBSERVATION CHECKLIST

STUDENTS' ACTIVITY IN TEACHING LEARNING PROCESS

Cycle/meeting : Pre-assesment/1

Tanggal :

Kelas : VII E SMP 20 BENGKULU

Berilah tanda checklis (√) pada nilai sesuai dengan pengamatan anda

No	Aspect	Nilai		
		Yes	No	Description (If Necessary)
1.	Kesiapan siswa untuk menerima materi pembelajaran			
	a. Masuk kelas tepat waktu			
	b. Kesiapan alat belajar (buku, pena, kamus, pensil, etc.) c. Tidak melakukan pekerjaan lain yang akan mengganggu proses belajar			
2.	Antusiasme siswa dalam mengikuti kegiatan belajar			
	a. Menyimak seluruh informasi yang disampaikan oleh guru			
	b. Tidak mengobrol dengan teman sebangku/kelompok kecuali membahas bahan pelajaran			
	c. Memberikan tanggapan terhadap aktivitas dikelas			
	d. Mempresentasikan hasil diskusi mereka didepan kelas			

	Aktivitas siswa dalam kegiatan diskusi kelompok			
3.	a. Mengajukan pendapat pada saat diskusi kelompok			
	b. Melaksanakan diskusi kelompok sampai batas waktu yang ditentukan			
	c. Memperlihatkan hasil yang ditulis oleh kelompok lain dalam belajar			
	Aktivitas siswa dalam mengerjakan tugas			
4.	a. Mengerjakan tugas yang diberikan			
	b. Mengacungkan tangan dan menjawab soal latihan			
	c. Memberi tanggapan atas jawaban dari soal-soal yang telah dikerjakan oleh teman			
	Partisipasi siswa dalam menutup kegiatan pembelajaran			
5.	a. Membuat kesimpulan materi yang telah diberikan			
	b. Memperbaiki atau menambah kesimpulan teman yang masih kurang lengkap			
	c. Mencatat kesimpulan atau rangkuman materi yang diberikan			
	JUMLAH			

Collaborator

Researcher

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OBSERVATION CHECKLIST

TEACHER'S ACTIVITY IN TEACHING LEARNING PROCESS

Cycle/meeting :1/1

Tanggal :

Kelas : VII E SMP 20 KOTA BENGKULU

Berilah tanda checklis (√) pada nilai sesuai dengan pengamatan anda

No	Aspect	Nilai		
		Yes	No	Description (If Necessary)
1.	Kesiapan guru untuk membuka materi pembelajaran			
	e. Menarik perhatian			
	f. Memberikan motivasi			
	g. Menunjukkan kaitan materi			
	h. Menyampaikan tujuan			
2.	Penguasaan materi ajar			
	e. Orientasi, motivasi dan bahasa (sederhana dan jelas)			
	f. Sistematika dan variasi penjelasan metode mengajar			
	g. Penguasaan metode mengajar			

	h. Kesiapan materi ajar dengan metode yang di siapkan			
3.	Strategy yang digunakan			
	c. Ketepatan strategy dengan tujuan pembelajaran			
	d. Kesesuaian dalam langkah-langkah pembelajaran pada strategy yang digunakan			
4.	Performance			
	e. Suara intonasi, nada dan irama			
	f. Gerakan guru			
	g. Pola interaksi perhatian pada siswa			
	h. Ekspresi roman muka			
5.	Bertanya			
	d. Pertanyaan jelas dan konkrit			
	e. Memberikan waktu berfikir untuk menjawab			
	f. Pemerataan pertanyaan pada siswa			
6.	Menutup pembelajaran			
	d. Menarik kesimpulan			
	e. Memberi dorongan psikologis			

	f. Mengevaluasi			
	JUMLAH			

Collaborator

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Researcher

Wirasmi Handayani

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OBSERVATION CHECKLIST

STUDENTS' ACTIVITY IN TEACHING LEARNING PROCESS

Cycle/meeting : 1/I

Tanggal :

Kelas : VII E SMP 20 BENGKULU

Berilah tanda checklis (√) pada nilai sesuai dengan pengamatan anda

No	Aspect	Nilai		
		Yes	No	Description (If Necessary)
1.	Kesiapan siswa untuk menerima materi pembelajaran			
	d. Masuk kelas tepat waktu			
	e. Kesiapan alat belajar (buku, pena, kamus, pensil, etc.) f. Tidak melakukan pekerjaan lain yang akan mengganggu proses belajar			
2.	Antusiasme siswa dalam mengikuti kegiatan belajar			
	e. Menyimak seluruh informasi yang disampaikan oleh guru			
	f. Tidak mengobrol dengan teman sebangku/kelompok kecuali membahas bahan pelajaran			
	g. Memberikan tanggapan terhadap aktivitas dikelas			
	h. Mempresentasikan hasil diskusi mereka didepan kelas			

	Aktivitas siswa dalam kegiatan diskusi kelompok			
3.	d. Mengajukan pendapat pada saat diskusi kelompok			
	e. Melaksanakan diskusi kelompok sampai batas waktu yang ditentukan			
	f. Memperlihatkan hasil yang ditulis oleh kelompok lain dalam belajar			
	Aktivitas siswa dalam mengerjakan tugas			
4.	d. Mengerjakan tugas yang diberikan			
	e. Mengacungkan tangan dan menjawab soal latihan			
	f. Memberi tanggapan atas jawaban dari soal-soal yang telah dikerjakan oleh teman			
	Partisipasi siswa dalam menutup kegiatan pembelajaran			
5.	d. Membuat kesimpulan materi yang telah diberikan			
	e. Memperbaiki atau menambah kesimpulan teman yang masih kurang lengkap			
	f. Mencatat kesimpulan atau rangkuman materi yang diberikan			
	JUMLAH			

Collaborator

Researcher

Nudiahtul Fitri Yani, S.Pd

Wirasmi Handayani

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NIM. 1416232941

TEACHER'S ACTIVITY IN TEACHING LEARNING PROCESS

Cycle/meeting : 1/II

Tanggal :

Kelas : VII E SMP 20 KOTA BENGKULU

Berilah tanda checklis (√) pada nilai sesuai dengan pengamatan anda

No	Aspect	Nilai		
		Yes	No	Description (If Necessary)
1.	Kesiapan guru untuk membuka materi pembelajaran			
	i. Menarik perhatian			
	j. Memberikan motivasi			
	k. Menunjukkan kaitan materi			
	l. Menyampaikan tujuan			
2.	Penguasaan materi ajar			
	i. Orientasi, motivasi dan bahasa (sederhana dan jelas)			
	j. Sistematis dan variasi penjelasan metode mengajar			
	k. Penguasaan metode mengajar			
	l. Kesiapan materi ajar dengan			

	metode yang di siapkan			
3.	Strategy yang digunakan			
	e. Ketepatan strategy dengan tujuan pembelajaran			
	f. Kesesuaian dalam langkah-langkah pembelajaran pada strategy yang digunakan			
4.	Performance			
	i. Suara intonasi, nada dan irama			
	j. Gerakan guru			
	k. Pola interaksi perhatian pada siswa			
	l. Ekspresi roman muka			
5.	Bertanya			
	g. Pertanyaan jelas dan konkrit			
	h. Memberikan waktu berfikir untuk menjawab			
	i. Pemerataan pertanyaan pada siswa			
6.	Menutup pembelajaran			
	g. Menarik kesimpulan			
	h. Memberi dorongan psikologis			
	i. Mengevaluasi			

	JUMLAH			
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Collaborator

Nudiahtul Fitri Yani, S.Pd

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Researcher

Wirasmi Handayani

NIM. 1416232941

OBSERVATION CHECKLIST

STUDENTS' ACTIVITY IN TEACHING LEARNING PROCESS

Cycle/meeting : 1/II

Tanggal :

Kelas : VII E SMP 20 BENGKULU

Berilah tanda checklis (√) pada nilai sesuai dengan pengamatan anda

No	Aspect	Nilai		
		Yes	No	Description (If Necessary)
1.	Kesiapan siswa untuk menerima materi pembelajaran			
	g. Masuk kelas tepat waktu			
	h. Kesiapan alat belajar (buku, pena, kamus, pensil, etc.) i. Tidak melakukan pekerjaan lain yang akan mengganggu proses belajar			
2.	Antusiasme siswa dalam mengikuti kegiatan belajar			
	i. Menyimak seluruh informasi yang disampaikan oleh guru			
	j. Tidak mengobrol dengan teman sebangku/kelompok kecuali membahas bahan pelajaran			
	k. Memberikan tanggapan terhadap aktivitas dikelas			
	l. Mempresentasikan hasil diskusi mereka didepan kelas			

	Aktivitas siswa dalam kegiatan diskusi kelompok			
3.	g. Mengajukan pendapat pada saat diskusi kelompok			
	h. Melaksanakan diskusi kelompok sampai batas waktu yang ditentukan			
	i. Memperlihatkan hasil yang ditulis oleh kelompok lain dalam belajar			
	Aktivitas siswa dalam mengerjakan tugas			
4.	g. Mengerjakan tugas yang diberikan			
	h. Mengacungkan tangan dan menjawab soal latihan			
	i. Memberi tanggapan atas jawaban dari soal-soal yang telah dikerjakan oleh teman			
	Partisipasi siswa dalam menutup kegiatan pembelajaran			
5.	g. Membuat kesimpulan materi yang telah diberikan			
	h. Memperbaiki atau menambah kesimpulan teman yang masih kurang lengkap			
	i. Mencatat kesimpulan atau rangkuman materi yang diberikan			
	JUMLAH			

Collaborator

Researcher

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TEACHER'S ACTIVITY IN TEACHING LEARNING PROCESS

Cycle/meeting : 1/III

Tanggal :

Kelas : VII E SMP 20 KOTA BENGKULU

Berilah tanda checklis (√) pada nilai sesuai dengan pengamatan anda

No	Aspect	Nilai		
		Yes	No	Description (If Necessary)
1.	Kesiapan guru untuk membuka materi pembelajaran			
	m. Menarik perhatian			
	n. Memberikan motivasi			
	o. Menunjukkan kaitan materi			
	p. Menyampaikan tujuan			
2.	Penguasaan materi ajar			
	m. Orientasi, motivasi dan bahasa (sederhana dan jelas)			
	n. Sistematika dan variasi penjelasan metode mengajar			
	o. Penguasaan metode mengajar			
	p. Kesiapan materi ajar dengan			

	metode yang di siapkan			
3.	Strategy yang digunakan			
	g. Ketepatan strategy dengan tujuan pembelajaran			
	h. Kesesuaian dalam langkah-langkah pembelajaran pada strategy yang digunakan			
4.	Performance			
	m. Suara intonasi, nada dan irama			
	n. Gerakan guru			
	o. Pola interaksi perhatian pada siswa			
	p. Ekspresi roman muka			
5.	Bertanya			
	j. Pertanyaan jelas dan konkrit			
	k. Memberikan waktu berfikir untuk menjawab			
	l. Pemerataan pertanyaan pada siswa			
6.	Menutup pembelajaran			
	j. Menarik kesimpulan			
	k. Memberi dorongan psikologis			
	l. Mengevaluasi			

	JUMLAH			
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Collaborator

Researcher

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OBSERVATION CHECKLIST

STUDENTS' ACTIVITY IN TEACHING LEARNING PROCESS

Cycle/meeting : 1/III

Tanggal :

Kelas : VII E SMP 20 BENGKULU

Berilah tanda checklis (√) pada nilai sesuai dengan pengamatan anda

No	Aspect	Nilai		
		Yes	No	Description (If Necessary)
1.	Kesiapan siswa untuk menerima materi pembelajaran			
	j. Masuk kelas tepat waktu			
	k. Kesiapan alat belajar (buku, pena, kamus, pensil, etc.) l. Tidak melakukan pekerjaan lain yang akan mengganggu proses belajar			
2.	Antusiasme siswa dalam mengikuti kegiatan belajar			
	m. Menyimak seluruh informasi yang disampaikan oleh guru			
	n. Tidak mengobrol dengan teman sebangku/kelompok kecuali membahas bahan pelajaran			
	o. Memberikan tanggapan terhadap aktivitas dikelas			
	p. Mempresentasikan hasil diskusi mereka didepan kelas			

	Aktivitas siswa dalam kegiatan diskusi kelompok			
3.	j. Mengajukan pendapat pada saat diskusi kelompok			
	k. Melaksanakan diskusi kelompok sampai batas waktu yang ditentukan			
	l. Memperlihatkan hasil yang ditulis oleh kelompok lain dalam belajar			
	Aktivitas siswa dalam mengerjakan tugas			
4.	j. Mengerjakan tugas yang diberikan			
	k. Mengacungkan tangan dan menjawab soal latihan			
	l. Memberi tanggapan atas jawaban dari soal-soal yang telah dikerjakan oleh teman			
	Partisipasi siswa dalam menutup kegiatan pembelajaran			
5.	j. Membuat kesimpulan materi yang telah diberikan			
	k. Memperbaiki atau menambah kesimpulan teman yang masih kurang lengkap			
	l. Mencatat kesimpulan atau rangkuman materi yang diberikan			
	JUMLAH			

Collaborator

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TEACHER'S ACTIVITY IN TEACHING LEARNING PROCESS

Cycle/meeting : II/1

Tanggal :

Kelas : VII E SMP 20 KOTA BENGKULU

Berilah tanda checklis (√) pada nilai sesuai dengan pengamatan anda

No	Aspect	Nilai		
		Yes	No	Description (If Necessary)
1.	Kesiapan guru untuk membuka materi pembelajaran			
	q. Menarik perhatian			
	r. Memberikan motivasi			
	s. Menunjukkan kaitan materi			
	t. Menyampaikan tujuan			
2.	Penguasaan materi ajar			
	q. Orientasi, motivasi dan bahasa (sederhana dan jelas)			
	r. Sistematika dan variasi penjelasan metode mengajar			
	s. Penguasaan metode mengajar			
	t. Kesiapan materi ajar dengan			

	metode yang di siapkan			
3.	Strategy yang digunakan			
	i. Ketepatan strategy dengan tujuan pembelajaran			
	j. Kesesuaian dalam langkah-langkah pembelajaran pada strategy yang digunakan			
4.	Performance			
	q. Suara intonasi, nada dan irama			
	r. Gerakan guru			
	s. Pola interaksi perhatian pada siswa			
	t. Ekspresi roman muka			
5.	Bertanya			
	m. Pertanyaan jelas dan konkrit			
	n. Memberikan waktu berfikir untuk menjawab			
	o. Pemerataan pertanyaan pada siswa			
6.	Menutup pembelajaran			
	m. Menarik kesimpulan			
	n. Memberi dorongan psikologis			
	o. Mengevaluasi			

	JUMLAH			
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Collaborator

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OBSERVATION CHECKLIST

STUDENTS' ACTIVITY IN TEACHING LEARNING PROCESS

Cycle/meeting : II/I

Tanggal :

Kelas : VII E SMP 20 BENGKULU

Berilah tanda checklis (√) pada nilai sesuai dengan pengamatan anda

No	Aspect	Nilai		
		Yes	No	Description (If Necessary)
1.	Kesiapan siswa untuk menerima materi pembelajaran			
	m. Masuk kelas tepat waktu			
	n. Kesiapan alat belajar (buku, pena, kamus, pensil, etc.) o. Tidak melakukan pekerjaan lain yang akan mengganggu proses belajar			
2.	Antusiasme siswa dalam mengikuti kegiatan belajar			
	q. Menyimak seluruh informasi yang disampaikan oleh guru			
	r. Tidak mengobrol dengan teman sebangku/kelompok kecuali membahas bahan pelajaran			
	s. Memberikan tanggapan terhadap aktivitas dikelas			
	t. Mempresentasikan hasil diskusi mereka didepan kelas			

	Aktivitas siswa dalam kegiatan diskusi kelompok			
3.	m. Mengajukan pendapat pada saat diskusi kelompok			
	n. Melaksanakan diskusi kelompok sampai batas waktu yang ditentukan			
	o. Memperlihatkan hasil yang ditulis oleh kelompok lain dalam belajar			
	Aktivitas siswa dalam mengerjakan tugas			
4.	m. Mengerjakan tugas yang diberikan			
	n. Mengacungkan tangan dan menjawab soal latihan			
	o. Memberi tanggapan atas jawaban dari soal-soal yang telah dikerjakan oleh teman			
	Partisipasi siswa dalam menutup kegiatan pembelajaran			
5.	m. Membuat kesimpulan materi yang telah diberikan			
	n. Memperbaiki atau menambah kesimpulan teman yang masih kurang lengkap			
	o. Mencatat kesimpulan atau rangkuman materi yang diberikan			
	JUMLAH			

Collaborator

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TEACHER'S ACTIVITY IN TEACHING LEARNING PROCESS

Cycle/meeting : II/II

Tanggal :

Kelas : VII E SMP 20 KOTA BENGKULU

Berilah tanda checklis (√) pada nilai sesuai dengan pengamatan anda

No	Aspect	Nilai		
		Yes	No	Description (If Necessary)
1.	Kesiapan guru untuk membuka materi pembelajaran			
	u. Menarik perhatian			
	v. Memberikan motivasi			
	w. Menunjukkan kaitan materi			
	x. Menyampaikan tujuan			
2.	Penguasaan materi ajar			
	u. Orientasi, motivasi dan bahasa (sederhana dan jelas)			
	v. Sistematika dan variasi penjelasan metode mengajar			
	w. Penguasaan metode mengajar			
	x. Kesiapan materi ajar dengan			

	metode yang di siapkan			
3.	Strategy yang digunakan			
	k. Ketepatan strategy dengan tujuan pembelajaran			
	l. Kesesuaian dalam langkah-langkah pembelajaran pada strategy yang digunakan			
4.	Performance			
	u. Suara intonasi, nada dan irama			
	v. Gerakan guru			
	w. Pola interaksi perhatian pada siswa			
	x. Ekspresi roman muka			
5.	Bertanya			
	p. Pertanyaan jelas dan konkrit			
	q. Memberikan waktu berfikir untuk menjawab			
	r. Pemerataan pertanyaan pada siswa			
6.	Menutup pembelajaran			
	p. Menarik kesimpulan			
	q. Memberi dorongan psikologis			
	r. Mengevaluasi			

	JUMLAH			
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Collaborator

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Researcher

Wirasmi Handayani

NIM. 1416232941

OBSERVATION CHECKLIST

STUDENTS' ACTIVITY IN TEACHING LEARNING PROCESS

Cycle/meeting : II/II

Tanggal :

Kelas : VII E SMP 20 BENGKULU

Berilah tanda checklis (√) pada nilai sesuai dengan pengamatan anda

No	Aspect	Nilai		
		Yes	No	Description (If Necessary)
1.	Kesiapan siswa untuk menerima materi pembelajaran			
	p. Masuk kelas tepat waktu			
	q. Kesiapan alat belajar (buku, pena, kamus, pensil, etc.) r. Tidak melakukan pekerjaan lain yang akan mengganggu proses belajar			
2.	Antusiasme siswa dalam mengikuti kegiatan belajar			
	u. Menyimak seluruh informasi yang disampaikan oleh guru			
	v. Tidak mengobrol dengan teman sebangku/kelompok kecuali membahas bahan pelajaran			
	w. Memberikan tanggapan terhadap aktivitas dikelas			
	x. Mempresentasikan hasil diskusi mereka didepan kelas			

	Aktivitas siswa dalam kegiatan diskusi kelompok			
3.	p. Mengajukan pendapat pada saat diskusi kelompok			
	q. Melaksanakan diskusi kelompok sampai batas waktu yang ditentukan			
	r. Memperlihatkan hasil yang ditulis oleh kelompok lain dalam belajar			
	Aktivitas siswa dalam mengerjakan tugas			
4.	p. Mengerjakan tugas yang diberikan			
	q. Mengacungkan tangan dan menjawab soal latihan			
	r. Memberi tanggapan atas jawaban dari soal-soal yang telah dikerjakan oleh teman			
	Partisipasi siswa dalam menutup kegiatan pembelajaran			
5.	p. Membuat kesimpulan materi yang telah diberikan			
	q. Memperbaiki atau menambah kesimpulan teman yang masih kurang lengkap			
	r. Mencatat kesimpulan atau rangkuman materi yang diberikan			
	JUMLAH			

Collaborator

Researcher

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TEACHER'S ACTIVITY IN TEACHING LEARNING PROCESS

Cycle/meeting : II/III

Tanggal :

Kelas : VII E SMP 20 KOTA BENGKULU

Berilah tanda checklis (√) pada nilai sesuai dengan pengamatan anda

No	Aspect	Nilai		
		Yes	No	Description (If Necessary)
1.	Kesiapan guru untuk membuka materi pembelajaran			
	y. Menarik perhatian			
	z. Memberikan motivasi			
	aa. Menunjukkan kaitan materi			
	bb. Menyampaikan tujuan			
2.	Penguasaan materi ajar			
	y. Orientasi, motivasi dan bahasa (sederhana dan jelas)			
	z. Sistematika dan variasi penjelasan metode mengajar			
	aa. Penguasaan metode mengajar			
	bb. Kesiapan materi ajar dengan			

	metode yang di siapkan			
3.	Strategy yang digunakan			
	m. Ketepatan strategy dengan tujuan pembelajaran			
	n. Kesesuaian dalam langkah-langkah pembelajaran pada strategy yang digunakan			
4.	Performance			
	y. Suara intonasi, nada dan irama			
	z. Gerakan guru			
	aa. Pola interaksi perhatian pada siswa			
	bb. Ekspresi roman muka			
5.	Bertanya			
	s. Pertanyaan jelas dan konkrit			
	t. Memberikan waktu berfikir untuk menjawab			
	u. Pemerataan pertanyaan pada siswa			
6.	Menutup pembelajaran			
	s. Menarik kesimpulan			
	t. Memberi dorongan psikologis			
	u. Mengevaluasi			

	JUMLAH			
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Collaborator

Nudiahtul Fitri Yani, S.Pd

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Researcher

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OBSERVATION CHECKLIST

STUDENTS' ACTIVITY IN TEACHING LEARNING PROCESS

Cycle/meeting : II/III

Tanggal :

Kelas : VII E SMP 20 BENGKULU

Berilah tanda checklis (√) pada nilai sesuai dengan pengamatan anda

No	Aspect	Nilai		
		Yes	No	Description (If Necessary)
1.	Kesiapan siswa untuk menerima materi pembelajaran			
	s. Masuk kelas tepat waktu			
	t. Kesiapan alat belajar (buku, pena, kamus, pensil, etc.) u. Tidak melakukan pekerjaan lain yang akan mengganggu proses belajar			
2.	Antusiasme siswa dalam mengikuti kegiatan belajar			
	y. Menyimak seluruh informasi yang disampaikan oleh guru			
	z. Tidak mengobrol dengan teman sebangku/kelompok kecuali membahas bahan pelajaran			
	aa. Memberikan tanggapan terhadap aktivitas dikelas			
	bb. Mempresentasikan hasil diskusi mereka didepan kelas			

	Aktivitas siswa dalam kegiatan diskusi kelompok			
3.	s. Mengajukan pendapat pada saat diskusi kelompok			
	t. Melaksanakan diskusi kelompok sampai batas waktu yang ditentukan			
	u. Memperlihatkan hasil yang ditulis oleh kelompok lain dalam belajar			
	Aktivitas siswa dalam mengerjakan tugas			
4.	s. Mengerjakan tugas yang diberikan			
	t. Mengacungkan tangan dan menjawab soal latihan			
	u. Memberi tanggapan atas jawaban dari soal-soal yang telah dikerjakan oleh teman			
	Partisipasi siswa dalam menutup kegiatan pembelajaran			
5.	s. Membuat kesimpulan materi yang telah diberikan			
	t. Memperbaiki atau menambah kesimpulan teman yang masih kurang lengkap			
	u. Mencatat kesimpulan atau rangkuman materi yang diberikan			
	JUMLAH			

Collaborator

Researcher

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TEACHER'S ACTIVITY IN TEACHING LEARNING PROCESS

Cycle/meeting : III/I

Tanggal :

Kelas : VII E SMP 20 KOTA BENGKULU

Berilah tanda checklis (√) pada nilai sesuai dengan pengamatan anda

No	Aspect	Nilai		
		Yes	No	Description (If Necessary)
1.	Kesiapan guru untuk membuka materi pembelajaran			
	cc. Menarik perhatian			
	dd. Memberikan motivasi			
	ee. Menunjukkan kaitan materi			
	ff. Menyampaikan tujuan			
2.	Penguasaan materi ajar			
	cc. Orientasi, motivasi dan bahasa (sederhana dan jelas)			
	dd. Sistematika dan variasi penjelasan metode mengajar			
	ee. Penguasaan metode mengajar			
	ff. Kesiapan materi ajar dengan			

	metode yang di siapkan			
3.	Strategy yang digunakan			
	o. Ketepatan strategy dengan tujuan pembelajaran			
	p. Kesesuaian dalam langkah-langkah pembelajaran pada strategy yang digunakan			
4.	Performance			
	cc. Suara intonasi, nada dan irama			
	dd. Gerakan guru			
	ee. Pola interaksi perhatian pada siswa			
	ff. Ekspresi roman muka			
5.	Bertanya			
	v. Pertanyaan jelas dan konkrit			
	w. Memberikan waktu berfikir untuk menjawab			
	x. Pemerataan pertanyaan pada siswa			
6.	Menutup pembelajaran			
	v. Menarik kesimpulan			
	w. Memberi dorongan psikologis			
	x. Mengevaluasi			

	JUMLAH			
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Collaborator

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Researcher

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OBSERVATION CHECKLIST

STUDENTS' ACTIVITY IN TEACHING LEARNING PROCESS

Cycle/meeting : III/I

Tanggal :

Kelas : VII E SMP 20 BENGKULU

Berilah tanda checklis (√) pada nilai sesuai dengan pengamatan anda

No	Aspect	Nilai		
		Yes	No	Description (If Necessary)
1.	Kesiapan siswa untuk menerima materi pembelajaran			
	v. Masuk kelas tepat waktu			
	w. Kesiapan alat belajar (buku, pena, kamus, pensil, etc.) x. Tidak melakukan pekerjaan lain yang akan mengganggu proses belajar			
2.	Antusiasme siswa dalam mengikuti kegiatan belajar			
	cc. Menyimak seluruh informasi yang disampaikan oleh guru			
	dd. Tidak mengobrol dengan teman sebangku/kelompok kecuali membahas bahan pelajaran			
	ee. Memberikan tanggapan terhadap aktivitas dikelas			
	ff. Mempresentasikan hasil diskusi mereka didepan kelas			

	Aktivitas siswa dalam kegiatan diskusi kelompok			
3.	v. Mengajukan pendapat pada saat diskusi kelompok			
	w. Melaksanakan diskusi kelompok sampai batas waktu yang ditentukan			
	x. Memperlihatkan hasil yang ditulis oleh kelompok lain dalam belajar			
	Aktivitas siswa dalam mengerjakan tugas			
4.	v. Mengerjakan tugas yang diberikan			
	w. Mengacungkan tangan dan menjawab soal latihan			
	x. Memberi tanggapan atas jawaban dari soal-soal yang telah dikerjakan oleh teman			
	Partisipasi siswa dalam menutup kegiatan pembelajaran			
5.	v. Membuat kesimpulan materi yang telah diberikan			
	w. Memperbaiki atau menambah kesimpulan teman yang masih kurang lengkap			
	x. Mencatat kesimpulan atau rangkuman materi yang diberikan			
	JUMLAH			

Collaborator

Researcher

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TEACHER'S ACTIVITY IN TEACHING LEARNING PROCESS

Cycle/meeting : III/II

Tanggal :

Kelas : VII E SMP 20 KOTA BENGKULU

Berilah tanda checklis (√) pada nilai sesuai dengan pengamatan anda

No	Aspect	Nilai		
		Yes	No	Description (If Necessary)
1.	Kesiapan guru untuk membuka materi pembelajaran			
	gg. Menarik perhatian			
	hh. Memberikan motivasi			
	ii. Menunjukkan kaitan materi			
	jj. Menyampaikan tujuan			
2.	Penguasaan materi ajar			
	gg. Orientasi, motivasi dan bahasa (sederhana dan jelas)			
	hh. Sistematika dan variasi penjelasan metode mengajar			
	ii. Penguasaan metode mengajar			
	jj. Kesiapan materi ajar dengan			

	metode yang di siapkan			
3.	Strategy yang digunakan			
	q. Ketepatan strategy dengan tujuan pembelajaran			
	r. Kesesuaian dalam langkah-langkah pembelajaran pada strategy yang digunakan			
4.	Performance			
	gg. Suara intonasi, nada dan irama			
	hh. Gerakan guru			
	ii. Pola interaksi perhatian pada siswa			
	jj. Ekspresi roman muka			
5.	Bertanya			
	y. Pertanyaan jelas dan konkrit			
	z. Memberikan waktu berfikir untuk menjawab			
	aa. Pemerataan pertanyaan pada siswa			
6.	Menutup pembelajaran			
	y. Menarik kesimpulan			
	z. Memberi dorongan psikologis			
	aa. Mengevaluasi			

	JUMLAH			
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Collaborator

Researcher

Nudiahtul Fitri Yani, S.Pd

Wirasmi Handayani

NIP. 198207222006042009

NIM. 1416232941

OBSERVATION CHECKLIST

STUDENTS' ACTIVITY IN TEACHING LEARNING PROCESS

Cycle/meeting : III/III

Tanggal :

Kelas : VII E SMP 20 BENGKULU

Berilah tanda checklis (√) pada nilai sesuai dengan pengamatan anda

No	Aspect	Nilai		
		Yes	No	Description (If Necessary)
1.	Kesiapan siswa untuk menerima materi pembelajaran			
	y. Masuk kelas tepat waktu			
	z. Kesiapan alat belajar (buku, pena, kamus, pensil, etc.) aa. Tidak melakukan pekerjaan lain yang akan mengganggu proses belajar			
2.	Antusiasme siswa dalam mengikuti kegiatan belajar			
	gg. Menyimak seluruh informasi yang disampaikan oleh guru			
	hh. Tidak mengobrol dengan teman sebangku/kelompok kecuali membahas bahan pelajaran			
	ii. Memberikan tanggapan terhadap aktivitas dikelas			
	jj. Mempresentasikan hasil diskusi mereka didepan kelas			

	Aktivitas siswa dalam kegiatan diskusi kelompok			
3.	y. Mengajukan pendapat pada saat diskusi kelompok			
	z. Melaksanakan diskusi kelompok sampai batas waktu yang ditentukan			
	aa. Memperlihatkan hasil yang ditulis oleh kelompok lain dalam belajar			
	Aktivitas siswa dalam mengerjakan tugas			
4.	y. Mengerjakan tugas yang diberikan			
	z. Mengacungkan tangan dan menjawab soal latihan			
	aa. Memberi tanggapan atas jawaban dari soal-soal yang telah dikerjakan oleh teman			
	Partisipasi siswa dalam menutup kegiatan pembelajaran			
5.	y. Membuat kesimpulan materi yang telah diberikan			
	z. Memperbaiki atau menambah kesimpulan teman yang masih kurang lengkap			
	aa. Mencatat kesimpulan atau rangkuman materi yang diberikan			
	JUMLAH			

Collaborator

Researcher

Nudiahtul Fitri Yani, S.Pd

Wirasmi Handayani

NIP. 198207222006042009

NIM. 1416232941

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMPN 20Kota Bengkulu

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Describing Things

Kelas /Semester : VII/

Tahun Pelajaran : 2018/2019

Alokasi Waktu : 2 x 45 Menit

Kompetensi Inti (KI)

- KI 1 : Menunjukkan perilaku yang berterima dalam lingkungan personal, sosial budaya, akademik, dan profesi
- KI 2 : Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pendek dan sederhana
- KI 3 : Berkomunikasi secara interpersonal, transaksional, dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, konkret dan imajinatif, yang terdekat dengan kehidupan dan kegiatan peserta didik sehari-hari di rumah, sekolah, dan masyarakat
- KI 4 : Menyusun teks lisan dan tulis, pendek dan sederhana dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar

A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar

- 3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/ fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense)
- 4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah

laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dan sesuai konteks

Indikator Pencapaian Kompetensi

- Fungsi sosial
 - Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya.
- Struktur teks
 - Memulai
 - Menanggapi (diharapkan/di luar dugaan)
- Unsur kebahasaan
 - Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda
 - Kalimat deklaratif (positif dan negatif) dalam simple present tense
 - Kalimat interrogative: *Yes/No question; Wh-question*
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
 - Tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI

B. Tujuan Pembelajaran

Setelah mengikutiserangkaian kegiatan pembelajaran pesertadidik mampumemahami descriptive text dan mampu menulis describative text sederhana.

C. Materi Pembelajaran

Descriptive text

D. MetodePembelajaran

Menggunakan Athentic Material Strategy

E. Media/alat

1. Media/alat : Gambar, papan tulis, spidol,

F. Langkah-langkah Pembelajaran

a. PENDAHULUAN (10 menit)

1. Guru memberi salam (greeting);
2. Guru memeriksa kehadiran siswa
3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
4. Guru memberikan review tentang materi sebelumnya
5. Guru mengajukan pertanyaan terkait dengan materi

b. KEGIATAN INTI

Tahap	Kegiatan Pembelajaran	Waktu
TELAAH (MENGAMATI)	<ul style="list-style-type: none"> - Siswa mengamati sebuah gambar yang di berikan guru - Dengan bimbingan guru, siswa siswa mendiskripsikan gambar tersebut 	10 menit
EKSPLORASI (MENANYA)	<ul style="list-style-type: none"> - Guru membagi kelas menjadi beberapa kelompok. Masing- masing kelompok terdiri dari 5 orang (partner) - Dalam kelompoknya, siswa mendiskripsikan gambar yang diberikan oleh guru. 	10 menit
RUMUSKAN	<ul style="list-style-type: none"> - Masih secara berkelompok, Siswa berlatih mendeskripsikan tentang seseorang secara berkelompok - Guru membimbing dan mengarahkan (berkeliling ke setiap kelompok) 	20 menit
PRESENTASIKAN	<ul style="list-style-type: none"> - Siswa mengkomunikasikan informasi yang diperoleh dan hasil dikusi di depan kelas yang ditanggapi oleh siswa yang lain 	10 menit
APLIKASIKAN	<ul style="list-style-type: none"> - Siswa mengungkapkan deskripsi dari orang di sekitar 	

c. **Penutup (10 menit)**

1. Guru bersama siswa melakukan review pembelajaran yang telah berlangsung.
2. Sebagai kegiatan tindak lanjut guru memberi tugas baik individu maupun kelompok untuk mengamati lingkungan sekitar tempat tinggal siswa
3. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan yang akan datang

G. Penilaian

1. Tipe : tertulis
2. Jenis soal : pilihan ganda
3. Instrument : lampiran **Bengkulu, Agustus 2018**

Collaborator

Researcher

Nudiahtul Fitri Yani, S.Pd

Wirasmi Handayani

NIP. 198207222006042009

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**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan : SMPN 20 Kota Bengkulu
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Describing Things
Kelas /Semester : VII/
Tahun Pelajaran : 2018/2019
Alokasi Waktu : 2 x 45 Menit

Kompetensi Inti (KI)

- KI 1 : Menunjukkan perilaku yang berterima dalam lingkungan personal, sosial budaya, akademik, dan profesi
- KI 2 : Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pendek dan sederhana
- KI 3 : Berkomunikasi secara interpersonal, transaksional, dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, konkret dan imajinatif, yang terdekat dengan kehidupan dan kegiatan peserta didik sehari-hari di rumah, sekolah, dan masyarakat
- KI 4 : Menyusun teks lisan dan tulis, pendek dan sederhana dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar

A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar

- 3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/ fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense)

4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dan sesuai konteks

Indikator Pencapaian Kompetensi

- Fungsi sosial
 - Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya.
- Struktur teks
 - Memulai
 - Menanggapi (diharapkan/di luar dugaan)
- Unsur kebahasaan
 - Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda
 - Kalimat deklaratif (positif dan negatif) dalam simple present tense
 - Kalimat interogative: *Yes/No question; Wh-question*
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
 - Tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI

B. Tujuan Pembelajaran

Setelah mengikutiserangkaian kegiatan pembelajaran pesertadidik mampumemahami descriptive text dan mampu menulis descriptive text sederhana.

C. Materi Pembelajaran

Descriptive text

D. Metode Pembelajaran

Menggunakan Athentic Material Strategy

E. Media/alat,

1. Media/alat : Gambar, papan tulis, spidol

F. Langkah-langkah Pembelajaran

a. PENDAHULUAN (10 menit)

1. Guru memberi salam (greeting);
2. Guru memeriksa kehadiran siswa
3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
4. Guru memberikan review tentang materi sebelumnya
5. Guru mengajukan pertanyaan terkait dengan materi

b. KEGITAN INTI

Tahap	Kegiatan Pembelajaran	Waktu
TELAAH (MENGAMATI)	<ul style="list-style-type: none"> - Siswa mengamati sebuah gambar yang di berikan guru - Dengan bimbingan guru, siswa siswa mendiskripsikan gambar tersebut 	10 menit
EKSPLORASI (MENANYA)	<ul style="list-style-type: none"> - Guru membagi kelas menjadi beberapa kelompok. Masing- masing kelompok terdiri dari 5 orang (partner) - Dalam kelompoknya, siswa mendiskripsikan gambar yang diberikan oleh guru. 	10 menit
RUMUSKAN	<ul style="list-style-type: none"> - Masih secara berkelompok, Siswa berlatih mendeskripsikan tentang seseorang secara berkelompok 	20 menit

	- Guru membimbing dan mengarahkan (berkeliling ke setiap kelompok)	
PRESENTASIKAN	- Siswa mengkomunikasikan informasi yang diperoleh dan hasil dikusi di depan kelas yang ditanggapi oleh siswa yang lain	10 menit
APLIKASIKAN	- Siswa mengungkapkan deskripsi dari orang di sekitar	

c. Penutup (10 menit)

1. Guru bersama siswa melakukan review pembelajaran yang telah berlangsung.
2. Sebagai kegiatan tindak lanjut guru memberi tugas baik individu maupun kelompok untuk mengamati lingkungan sekitar tempat tinggal siswa
3. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan yang akan datang

G. Penilaian

1. Tipe : tertulis
2. Jenis soal : pilihan ganda
3. Instrument : lampiran

Collaborator

Bengkulu, Agustus 2018

Researcher

Nudiahtul Fitri Yani, S.Pd

Wirasmi Handayani

NIP. 198207222006042009

NIM.1416232941

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan : SMPN 20 Kota Bengkulu
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Describing Things
Kelas /Semester : VII/
Tahun Pelajaran : 2018/2019
Alokasi Waktu : 2 x 45 Menit

Kompetensi Inti (KI)

- KI 1 : Menunjukkan perilaku yang berterima dalam lingkungan personal, sosial budaya, akademik, dan profesi
- KI 2 : Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pendek dan sederhana
- KI 3 : Berkomunikasi secara interpersonal, transaksional, dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, konkret dan imajinatif, yang terdekat dengan kehidupan dan kegiatan peserta didik sehari-hari di rumah, sekolah, dan masyarakat
- KI 4 : Menyusun teks lisan dan tulis, pendek dan sederhana dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar

A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar

- 3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/ fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense)

4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dan sesuai konteks

Indikator Pencapaian Kompetensi

- Fungsi sosial
 - Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya.
- Struktur teks
 - Memulai
 - Menanggapi (diharapkan/di luar dugaan)
- Unsur kebahasaan
 - Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda
 - Kalimat deklaratif (positif dan negatif) dalam simple present tense
 - Kalimat interogative: *Yes/No question; Wh-question*
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
 - Tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI

B. Tujuan Pembelajaran

Setelah mengikutiserangkaian kegiatan pembelajaran pesertadidik mampumemahami descriptive text dan mampu menulis descriptive text sederhana.

C. Materi Pembelajaran

Descriptive text

D. Metode Pembelajaran

Menggunakan Athentic Material Strategy

E. Media/alat

1. Media/alat : Gambar, papan tulis

F. Langkah-langkah Pembelajaran

a. PENDAHULUAN (10 menit)

1. Guru memberi salam (greeting);
2. Guru memeriksa kehadiran siswa
3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
4. Guru memberikan review tentang materi sebelumnya
5. Guru mengajukan pertanyaan terkait dengan materi

b. KEGITAN INTI

Tahap	Kegiatan Pembelajaran	Waktu
TELAAH (MENGAMATI)	<ul style="list-style-type: none"> - Siswa mengamati sebuah gambar yang di berikan guru - Dengan bimbingan guru, siswa siswa mendiskripsikan gambar tersebut 	10 menit
EKSPLORASI (MENANYA)	<ul style="list-style-type: none"> - Guru membagi kelas menjadi beberapa kelompok. Masing- masing kelompok terdiri dari 5 orang (partner) - Dalam kelompoknya, siswa mendiskripsikan gambar yang diberikan oleh guru. 	10 menit
RUMUSKAN	<ul style="list-style-type: none"> - Masih secara berkelompok, Siswa berlatih mendeskripsikan tentang seseorang secara berkelompok - Guru membimbing dan mengarahkan 	20 menit

	(berkeliling ke setiap kelompok)	
PRESENTASIKAN	- Siswa mengkomunikasikan informasi yang diperoleh dan hasil dikusi di depan kelas yang ditanggapi oleh siswa yang lain	10 menit
APLIKASIKAN	- Siswa mengungkapkan deskripsi dari orang di sekitar	

c. Penutup (10 menit)

1. Guru bersama siswa melakukan review pembelajaran yang telah berlangsung.
4. Sebagai kegiatan tindak lanjut guru memberi tugas baik individu maupun kelompok untuk mengamati lingkungan sekitar tempat tinggal siswa
5. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan yang akan datang

G. Penilaian

1. Tipe : tertulis
2. Jenis soal : pilihan ganda
3. Instrument : lampiran

Bengkulu, Agustus 2018

Collaborator

Researcher

Nudiahtul Fitri Yani, S.Pd

Wirasmi Handayani

NIP. 198207222006042009

NIM.1416232941

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan : SMPN 20 Kota Bengkulu
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Describing Things
Kelas /Semester : VII/
Tahun Pelajaran : 2018/2019
Alokasi Waktu : 2 x 45 Menit

Kompetensi Inti (KI)

- KI 1 : Menunjukkan perilaku yang berterima dalam lingkungan personal, sosial budaya, akademik, dan profesi
- KI 2 : Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pendek dan sederhana
- KI 3 : Berkomunikasi secara interpersonal, transaksional, dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, konkret dan imajinatif, yang terdekat dengan kehidupan dan kegiatan peserta didik sehari-hari di rumah, sekolah, dan masyarakat
- KI 4 : Menyusun teks lisan dan tulis, pendek dan sederhana dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar

A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar

- 3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/ fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense)

4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dan sesuai konteks

Indikator Pencapaian Kompetensi

- Fungsi sosial
 - Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya.
- Struktur teks
 - Memulai
 - Menanggapi (diharapkan/di luar dugaan)
- Unsur kebahasaan
 - Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda
 - Kalimat deklaratif (positif dan negatif) dalam simple present tense
 - Kalimat interogative: *Yes/No question; Wh-question*
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
 - Tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI

B. Tujuan Pembelajaran

Setelah mengikutiserangkaian kegiatan pembelajaran pesertadidik mampumemahami descriptive text dan mampu menulis descriptive text sederhana.

C. Materi Pembelajaran

Descriptive text

D. Metode Pembelajaran

Menggunakan Athentic Material Strategy

1. **Media/alat**, Media/alat : Gambar, papan tulis, spidol,

E. Langkah-langkah Pembelajaran

a. PENDAHULUAN (10 menit)

1. Guru memberi salam (greeting);
2. Guru memeriksa kehadiran siswa
3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
4. Guru memberikan review tentang materi sebelumnya
5. Guru mengajukan pertanyaan terkait dengan materi

b. KEGITAN INTI

Tahap	Kegiatan Pembelajaran	Waktu
TELAAH (MENGAMATI)	<ul style="list-style-type: none"> - Siswa mengamati sebuah gambar yang di berikan guru - Dengan bimbingan guru, siswa siswa mendiskripsikan gambar tersebut 	10 menit
EKSPLORASI (MENANYA)	<ul style="list-style-type: none"> - Guru membagi kelas menjadi beberapa kelompok. Masing- masing kelompok terdiri dari 5 orang (partner) - Dalam kelompoknya, siswa mendiskripsikan gambar yang diberikan oleh guru. 	10 menit
RUMUSKAN	<ul style="list-style-type: none"> - Masih secara berkelompok, Siswa berlatih mendeskripsikan tentang seseorang secara berkelompok - Guru membimbing dan mengarahkan (berkeliling ke setiap kelompok) 	20 menit

PRESENTASIKAN	- Siswa mengkomunikasikan informasi yang diperoleh dan hasil dikusi di depan kelas yang ditanggapi oleh siswa yang lain	10 menit
APLIKASIKAN	- Siswa mengungkapkan deskripsi dari orang di sekitar	

c. Penutup (10 menit)

1. Guru bersama siswa melakukan review pembelajaran yang telah berlangsung.
2. Sebagai kegiatan tindak lanjut guru memberi tugas baik individu maupun kelompok untuk mengamati lingkungan sekitar tempat tinggal siswa
3. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan yang akan datang

F. Penilaian

4. Tipe : tertulis
5. Jenis soal : pilihan ganda
6. Instrument : lampiran

Bengkulu, Agustus 2018

Collaborator

Researcher

Nudiahtul Fitri Yani, S.Pd

Wirasmi Handayani

NIP. 198207222006042009

NIM.1416232941

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan : SMPN 20 Kota Bengkulu
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Describing Things
Kelas /Semester : VII/
Tahun Pelajaran : 2018/2019
Alokasi Waktu : 2 x 45 Menit

Kompetensi Inti (KI)

- KI 1 : Menunjukkan perilaku yang berterima dalam lingkungan personal, sosial budaya, akademik, dan profesi
- KI 2 : Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pendek dan sederhana
- KI 3 : Berkomunikasi secara interpersonal, transaksional, dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, konkret dan imajinatif, yang terdekat dengan kehidupan dan kegiatan peserta didik sehari-hari di rumah, sekolah, dan masyarakat
- KI 4 : Menyusun teks lisan dan tulis, pendek dan sederhana dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar

A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar

- 3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/ fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense)

4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dan sesuai konteks

Indikator Pencapaian Kompetensi

- Fungsi sosial
 - Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya.
- Struktur teks
 - Memulai
 - Menanggapi (diharapkan/di luar dugaan)
- Unsur kebahasaan
 - Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda
 - Kalimat deklaratif (positif dan negatif) dalam simple present tense
 - Kalimat interrogative: *Yes/No question; Wh-question*
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
 - Tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI

B. Tujuan Pembelajaran

Setelah mengikutiserangkaian kegiatan pembelajaran pesertadidik mampumemahami descriptive text dan mampu menulis descriptive text sederhana.

C. Materi Pembelajaran

Descriptive text

D. Metode Pembelajaran

Menggunakan Athentic Material Strategy

E. Media/alat,

1. Media/alat : Gambar, papan tulis, spidol.

F. Langkah-langkah Pembelajaran

a. PENDAHULUAN (10 menit)

1. Guru memberi salam (greeting);
2. Guru memeriksa kehadiran siswa
3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
4. Guru memberikan review tentang materi sebelumnya
5. Guru mengajukan pertanyaan terkait dengan materi

b. KEGIATAN INTI

Tahap	Kegiatan Pembelajaran	Waktu
TELAAH (MENGAMATI)	<ul style="list-style-type: none"> - Siswa mengamati sebuah gambar yang di berikan guru - Dengan bimbingan guru, siswa siswa mendiskripsikan gambar tersebut 	10 menit
EKSPLORASI (MENANYA)	<ul style="list-style-type: none"> - Guru membagi kelas menjadi beberapa kelompok. Masing- masing kelompok terdiri dari 5 orang (partner) - Dalam kelompoknya, siswa mendiskripsikan gambar yang diberikan oleh guru. 	10 menit
RUMUSKAN	<ul style="list-style-type: none"> - Masih secara berkelompok, Siswa berlatih mendeskripsikan tentang seseorang secara berkelompok - Guru membimbing dan mengarahkan 	20 menit

	(berkeliling ke setiap kelompok)	
PRESENTASIKAN	- Siswa mengkomunikasikan informasi yang diperoleh dan hasil diskusi di depan kelas yang ditanggapi oleh siswa yang lain	10 menit
APLIKASIKAN	- Siswa mengungkapkan deskripsi dari orang di sekitar	

c. Penutup (10 menit)

1. Guru bersama siswa melakukan review pembelajaran yang telah berlangsung.
2. Sebagai kegiatan tindak lanjut guru memberi tugas baik individu maupun kelompok untuk mengamati lingkungan sekitar tempat tinggal siswa
3. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan yang akan datang

G. Penilaian

1. Tipe : tertulis
2. Jenis soal : pilihan ganda
3. Instrument : lampiran

Collaborator

Nudiahtul Fitri Yani, S.Pd

NIP. 198207222006042009

Bengkulu, Agustus 2018

Researcher

Wirasmi Handayani

NIM.1416232941

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan : SMPN 20 Kota Bengkulu
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Describing Things
Kelas /Semester : VII/
Tahun Pelajaran : 2018/2019
Alokasi Waktu : 2 x 45 Menit

Kompetensi Inti (KI)

- KI 1 : Menunjukkan perilaku yang berterima dalam lingkungan personal, sosial budaya, akademik, dan profesi
- KI 2 : Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pendek dan sederhana
- KI 3 : Berkomunikasi secara interpersonal, transaksional, dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, konkret dan imajinatif, yang terdekat dengan kehidupan dan kegiatan peserta didik sehari-hari di rumah, sekolah, dan masyarakat
- KI 4 : Menyusun teks lisan dan tulis, pendek dan sederhana dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar

A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar

- 3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/ fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense)

4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dan sesuai konteks

Indikator Pencapaian Kompetensi

- Fungsi sosial
 - Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya.
- Struktur teks
 - Memulai
 - Menanggapi (diharapkan/di luar dugaan)
- Unsur kebahasaan
 - Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda
 - Kalimat deklaratif (positif dan negatif) dalam simple present tense
 - Kalimat interrogative: *Yes/No question; Wh-question*
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
 - Tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat dirumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI

B. Tujuan Pembelajaran

Setelah mengikutiserangkaian kegiatan pembelajaran pesertadidik mampumemahami descriptive text dan mampu menulis descriptive text sederhana.

C. Materi Pembelajaran

Descriptive text

D. Metode Pembelajaran

Menggunakan Athentic Material Strategy

E. Media/alat

1. Media/alat : Gambar, papan tulis, spidol

F. Langkah-langkah Pembelajaran

a. PENDAHULUAN (10 menit)

1. Guru memberi salam (greeting);
2. Guru memeriksa kehadiran siswa
3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
4. Guru memberikan review tentang materi sebelumnya
5. Guru mengajukan pertanyaan terkait dengan materi

b. KEGITAN INTI

Tahap	Kegiatan Pembelajaran	Waktu
TELAAH (MENGAMATI)	<ul style="list-style-type: none"> - Siswa mengamati sebuah gambar yang di berikan guru - Dengan bimbingan guru, siswa siswa mendiskripsikan gambar tersebut 	10 menit
EKSPLORASI (MENANYA)	<ul style="list-style-type: none"> - Guru membagi kelas menjadi beberapa kelompok. Masing- masing kelompok terdiri dari 5 orang (partner) - Dalam kelompoknya, siswa mendiskripsikan gambar yang diberikan oleh guru. 	10 menit
RUMUSKAN	<ul style="list-style-type: none"> - Masih secara berkelompok, Siswa berlatih mendeskripsikan tentang seseorang secara berkelompok - Guru membimbing dan mengarahkan 	20 menit

	(berkeliling ke setiap kelompok)	
PRESENTASIKAN	- Siswa mengkomunikasikan informasi yang diperoleh dan hasil diskusi di depan kelas yang ditanggapi oleh siswa yang lain	10 menit
APLIKASIKAN	- Siswa mengungkapkan deskripsi dari orang di sekitar	

c. Penutup (10 menit)

1. Guru bersama siswa melakukan review pembelajaran yang telah berlangsung.
2. Sebagai kegiatan tindak lanjut guru memberi tugas baik individu maupun kelompok untuk mengamati lingkungan sekitar tempat tinggal siswa
3. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan yang akan datang

G. Penilaian

1. Tipe : tertulis
2. Jenis soal : pilihan ganda
3. Instrument : lampiran

Collaborator

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NIP. 198207222006042009

Bengkulu, Agustus 2018

Researcher

Wirasmi Handayani

NIM.1416232941

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMPN 20Kota Bengkulu

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Describing Things

Kelas /Semester : VII/

Tahun Pelajaran : 2018/2019

Alokasi Waktu : 2 x 45 Menit

Kompetensi Inti (KI)

- KI 1 : Menunjukkan perilaku yang berterima dalam lingkungan personal, sosial budaya, akademik, dan profesi
- KI 2 : Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pendek dan sederhana
- KI 3 : Berkomunikasi secara interpersonal, transaksional, dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, konkret dan imajinatif, yang terdekat dengan kehidupan dan kegiatan peserta didik sehari-hari di rumah, sekolah, dan masyarakat
- KI 4 : Menyusun teks lisan dan tulis, pendek dan sederhana dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar

A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar

- 3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/ fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense)
- 4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah

laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dan sesuai konteks

Indikator Pencapaian Kompetensi

- Fungsi sosial
 - Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya.
- Struktur teks
 - Memulai
 - Menanggapi (diharapkan/di luar dugaan)
- Unsur kebahasaan
 - Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda
 - Kalimat deklaratif (positif dan negatif) dalam simple present tense
 - Kalimat interrogative: *Yes/No question; Wh-question*
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
 - Tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI

B. Tujuan Pembelajaran

Setelah mengikutiserangkaian kegiatan pembelajaran pesertadidik mampumemahami descriptive text dan mampu menulis descriptive text sederhana.

C. Materi Pembelajaran

Descriptive text

D. Metode Pembelajaran

Menggunakan Athentic Material Strategy

E. Media/alat

- i. Media/alat : Gambar, papan tulis, spidol,
- ii.

F. Langkah-langkah Pembelajaran

d. PENDAHULUAN (10 menit)

6. Guru memberi salam (greeting);
7. Guru memeriksa kehadiran siswa
8. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
9. Guru memberikan review tentang materi sebelumnya
10. Guru mengajukan pertanyaan terkait dengan materi

e. KEGIATAN INTI

Tahap	Kegiatan Pembelajaran	Waktu
TELAAH (MENGAMATI)	<ul style="list-style-type: none"> - Siswa mengamati sebuah gambar yang di berikan guru - Dengan bimbingan guru, siswa siswa mendiskripsikan gambar tersebut 	10 menit
EKSPLORASI (MENANYA)	<ul style="list-style-type: none"> - Guru membagi kelas menjadi beberapa kelompok. Masing- masing kelompok terdiri dari 5 orang (partner) - Dalam kelompoknya, siswa mendiskripsikan gambar yang diberikan oleh guru. 	10 menit
RUMUSKAN	<ul style="list-style-type: none"> - Masih secara berkelompok, Siswa berlatih mendeskripsikan tentang seseorang secara berkelompok - Guru membimbing dan mengarahkan (berkeliling ke setiap kelompok) 	20 menit
PRESENTASIKAN	<ul style="list-style-type: none"> - Siswa mengkomunikasikan informasi yang diperoleh dan hasil dikusi di depan kelas yang ditanggapi oleh siswa yang lain 	10 menit
APLIKASIKAN	<ul style="list-style-type: none"> - Siswa mengungkapkan deskripsi dari orang di sekitar 	

f. **Penutup (10 menit)**

1. Guru bersama siswa melakukan review pembelajaran yang telah berlangsung.
2. Sebagai kegiatan tindak lanjut guru memberi tugas baik individu maupun kelompok untuk mengamati lingkungan sekitar tempat tinggal siswa
3. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan yang akan datang

G. **Penilaian**

7. Tipe : tertulis
8. Jenis soal : pilihan ganda
9. Instrument : lampiran

Collaborator

Nudiahtul Fitri Yani, S.Pd

NIP. 198207222006042009

Bengkulu, Agustus 2018

Researcher

Wirasmi Handayani

NIM.1416232941

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMPN 20 Kota Bengkulu

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Describing Things

Kelas /Semester : VII/

Tahun Pelajaran : 2018/2019

Alokasi Waktu : 2 x 45 Menit

Kompetensi Inti (KI)

- KI 1 : Menunjukkan perilaku yang berterima dalam lingkungan personal, sosial budaya, akademik, dan profesi
- KI 2 : Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pendek dan sederhana
- KI 3 : Berkomunikasi secara interpersonal, transaksional, dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, konkret dan imajinatif, yang terdekat dengan kehidupan dan kegiatan peserta didik sehari-hari di rumah, sekolah, dan masyarakat
- KI 4 : Menyusun teks lisan dan tulis, pendek dan sederhana dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar

A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar

- 3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/ fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat declarative, interrogative, simple present tense)

4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dan sesuai konteks

Indikator Pencapaian Kompetensi

- Fungsi sosial
 - Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya.
- Struktur teks
 - Memulai
 - Menanggapi (diharapkan/di luar dugaan)
- Unsur kebahasaan
 - Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda
 - Kalimat deklaratif (positif dan negatif) dalam simple present tense
 - Kalimat interrogative: *Yes/No question; Wh-question*
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
 - Tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI

B. Tujuan Pembelajaran

Setelah mengikutiserangkaian kegiatan pembelajaran pesertadidik mampumemahami descriptive text dan mampu menulis descriptive text sederhana.

C. Materi Pembelajaran

Descriptive text

D. Metode Pembelajaran

Menggunakan Athentic Material Strategy

E. Media/alat

i. Media/alat : Gambar, papan tulis, spidol,

F. Langkah-langkah Pembelajaran**a. PENDAHULUAN (10 menit)**

11. Guru memberi salam (greeting);
12. Guru memeriksa kehadiran siswa
13. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
14. Guru memberikan review tentang materi sebelumnya
15. Guru mengajukan pertanyaan terkait dengan materi

b. KEGITAN INTI

Tahap	Kegiatan Pembelajaran	Waktu
TELAAH (MENGAMATI)	<ul style="list-style-type: none"> - Siswa mengamati sebuah gambar yang di berikan guru - Dengan bimbingan guru, siswa siswa mendiskripsikan gambar tersebut 	10 menit
EKSPLORASI (MENANYA)	<ul style="list-style-type: none"> - Guru membagi kelas menjadi beberapa kelompok. Masing- masing kelompok terdiri dari 5 orang (partner) - Dalam kelompoknya, siswa 	10 menit

	mendiskripsikan gambar yang diberikan oleh guru.	
RUMUSKAN	<ul style="list-style-type: none"> - Masih secara berkelompok, Siswa berlatih mendeskripsikan tentang seseorang secara berkelompok - Guru membimbing dan mengarahkan (berkeliling ke setiap kelompok) 	20 menit
PRESENTASIKAN	<ul style="list-style-type: none"> - Siswa mengkomunikasikan informasi yang diperoleh dan hasil dikusi di depan kelas yang ditanggapi oleh siswa yang lain 	10 menit
APLIKASIKAN	<ul style="list-style-type: none"> - Siswa mengungkapkan deskripsi dari orang di sekitar 	

c. Penutup (10 menit)

1. Guru bersama siswa melakukan review pembelajaran yang telah berlangsung.
2. Sebagai kegiatan tindak lanjut guru memberi tugas baik individu maupun kelompok untuk mengamati lingkungan sekitar tempat tinggal siswa
3. Guru menginformasikan rencana kegiatan pembelajaran untuk pertemuan yang akan datang.

G. Penilaian

10. Tipe : tertulis
11. Jenis soal : pilihan ganda
12. Instrument : lampiran

Bengkulu, Agustus 2018

Collaborator

Researcher

Nudiahtul Fitri Yani, S.Pd

Wirasmi Handayani

NIP. 198207222006042009

NIM.1416232941

Students' List of Gender

No.	Name	Gender (L/P)
1	Abel Arjuna Agung Jr	L
2	Aldo Gilang Pranca	L
3	Arini Riska Ramadona	P
4	Bayu Sudrajai	L
5	Bella Angraini	P
6	Bintang Ferdianto	L
7	Bintang Ramadhan	L
8	Bryan Zeqly	L
9	Chiko Daiman	L
10	Edo Tri Ramadani	L
11	Efrialdi Juliansaputra	L
12	Farhan Khoirullah	L
13	Friste Alfhagi Moreno	L
14	Framana Ari Wibowo	L
15	Genta Angri Anum	L
16	Hafizh Syaifudin	L
17	Hengky Saputra	L
18	Intan Nurul Aini	P
19	Komang Diyamika	L
20	Lidia Siva	P
21	Melda Juliani	P
22	Mim Sulton All Iman	L
23	Muhammad Okta Refaldi	L
24	Muhammad Risky	L
25	Nia Ramadhani	P
26	Olga Biswabri Ramadhan	L
27	Putri Enjela	P
28	Robin Ismail	L
29	Serly	P
30	Siti Amarsya Rosafia	P
31	Teriyo Maulana Yumistina	L
32	Zekie Ano Pratama	L

Collaborator

Researcher

Nudiahtul Fitri Yani, S.Pd
NIP. 198207222006042009

Wirasmi Handayani
NIM.1416232941

Students' reading comprehension score in pre-assessment

No.	Name	Score
1.	Abel Arjuna Agung Jr	75
2.	Aldo Gilang Pranca	35
3.	Arini Riska Ramadona	45
4.	Bayu Sudrajai	35
5.	Bella Angraini	55
6.	Bintang Ferdianto	75
7.	Bintang Ramadhan	30
8.	Bryan Zeqly	45
9.	Chiko Daiman	55
10.	Edo Tri Ramadani	45
11.	Efrialdi Juliansaputra	50
12.	Farhan Khoirullah	35
13.	Friste Alfhagi Moreno	30
14.	Framana Ari Wibowo	35
15.	Genta Angri Anum	60
16.	Hafizh Syaifudin	70
17.	Hengky Saputra	60
18.	Intan Nurul Aini	40
19.	Komang Diyamika	70
20.	Lidia Siva	40
21.	Melda Juliani	55
22.	Mim Sul-ton All Iman	60
23.	Muhammad Okta Refaldi	50
24.	Muhammad Risky	45
25.	Nia Ramadhani	40
26.	Olga Biswabri Ramadhan	45
27.	Putri Enjela	70
28.	Robin Ismail	45
29.	Serly	45
30.	Siti Amarsya Rosafia	70
31.	Teriyo Maulana Yumistina	35
32.	Zekie Ano Pratama	30
Score Total of Students		1575
Mean		49,21

Collaborator

Researcher

Nudiahtul Fitri Yani, S.Pd
NIP. 198207222006042009

Wirasmi Handayani
NIM. 1416232941

Students' Reading Comprehension Score in Cycle 1

No.	Name	Students' Score
1.	Abel Arjuna Agung Jr	80
2.	Aldo Gilang Pranca	60
3.	Arini Riska Ramadona	60
4.	Bayu Sudrajai	70
5.	Bella Angraini	75
6.	Bintang Ferdianto	80
7.	Bintang Ramadhan	75
8.	Bryan Zeqly	55
9.	Chiko Daiman	70
10.	Edo Tri Ramadani	75
11.	Efrialdi Juliansaputra	75
12.	Farhan Khoirullah	80
13.	Friste Alfhagi Moreno	60
14.	Framana Ari Wibowo	45
15.	Genta Angri Anum	80
16.	Hafizh Syaifudin	80
17.	Hengky Saputra	70
18.	Intan Nurul Aini	55
19.	Komang Diyamika	80
20.	Lidia Siva	75
21.	Melda Juliani	80
22.	Mim Sulton All Iman	70
23.	Muhammad Okta Refaldi	65
24.	Muhammad Risky	55
25.	Nia Ramadhani	70
26.	Olga Bisyabri Ramadhan	75
27.	Putri Enjela	80
28.	Robin Ismail	55
29.	Serly	55
30.	Siti Amarsya Rosafia	80
31.	Teriyo Maulana Yumistina	40
32.	Zekie Ano Pratama	45
Score total of students		2170
Mean		67.81

Collaborator

Researcher

Nudiahtul Fitri Yani, S.Pd
NIP. 198207222006042009

Wirasmi Handayani
NIM. 1416232941

Students' reading comprehension score in cycle 2

No.	Name	Cycle 2
1	Abel Arjuna Agung Jr	90
2	Aldo Gilang Pranca	75
3	Arini Riska Ramadona	75
4	Bayu Sudrajai	80
5	Bella Angraini	80
6	Bintang Ferdianto	95
7	Bintang Ramadhan	80
8	Bryan Zeqly	75
9	Chiko Daiman	80
10	Edo Tri Ramadani	80
11	Efrialdi Juliansaputra	80
12	Farhan Khoirullah	85
13	Friste Alfhagi Moreno	75
14	Framana Ari Wibowo	75
15	Genta Angri Anum	85
16	Hafizh Syaifudin	90
17	Hengky Saputra	80
18	Intan Nurul Aini	65
19	Komang Diyamika	85
20	Lidia Siva	80
21	Melda Juliani	90
22	Mim Sulton All Iman	80
23	Muhammad Okta Refaldi	70
24	Muhammad Risky	70
25	Nia Ramadhani	80
26	Olga Biswabri Ramadhan	85
27	Putri Enjela	90
28	Robin Ismail	70
29	Serly	70
30	Siti Amarsya Rosafia	90
31	Teriyo Maulana Yumistina	45
32	Zekie Ano Pratama	55
Score total of students		2505
Mean		78.28

Collaborator

Researcher

Nudiahtul Fitri Yani, S.Pd
NIP. 198207222006042009

Wirasmi Handayani
NIM.1416232941

Read the following text to answer questions number 1 to 3

I just got a new toy from my uncle. My uncle is a sailor. He bought me a robot when he sailed abroad. I love this robot.

My robot is very nice. It is about twenty centimeters tall. The colour of the robot is blue. The robot has a strong body. It has two big red eyes. Its two strong legs are covered with blade boots.

My robot can be moved with two medium sized batteries. After inserting the batteries at the back of the robot body, we can make it move when we push the button behind its neck. The robot will move its left and right foot in turn. It will move its two arms in turn too. However, the robot could not bend its feet and it moves forward only.

1. What are the colour of the robot's eyes?
 - A. Red
 - B. Blue
 - C. Black
 - D. White
2. What is the main idea of paragraph three?
 - A. A medium sized battery must be put to make the robot strong
 - B. Two batteries are needed to make the robot move
 - C. The writer's robot is difficult to move
 - D. The robot can move without batteries
3. From the text we know that ...
 - A. The robot can't move backward

- B. The robot's feet are bendable
- C. The robot can't move at all
- D. The robot has no arms

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

I have a pet. It is a dog and I call it Snowy. Snowy is a Chinese breed. It is small, fluffy and cute. It has thick white fur. When I cuddle it, the fur feels soft. Snowy does not like bones. Everyday it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Snowy plays with my cat. They get along well and never fight; maybe because Snowy does not bark a lot. It treats the other animals in our house gently, and it never bites shoes.

We always spend time together at home. We do many activities: playing balls, hide and seek, or racing in the backyard. In the afternoon, I usually take him for a walk. People love to see Snowy. Snowy is really a sweet and friendly pet.

4. What is the topic of the story?
 - A. A friendship between a cat and a dog
 - B. Spending time with a pet inside and outside the house
 - C. A friendly and sweet dog
 - D. A friendship between a pet and its owner
5. The main topic of paragraph two is
 - A. The writer's activities with his/her pet
 - B. Everybody loves to walk with

- Snowy
 C. Snowy is a cute and friendly dog
 D. Snowy always plays with the cat

6. Where does the writer usually spend the time with his pet?
 A. In the neighborhood
 B. On the street
 C. At school
 D. At home
7. What activity does the writer do after school with his pet?
 A. Cuddle it softly
 B. Take it for a walk
 C. Give it milk
 D. Let it play with the cat

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

A house is a place where we can find peace and happiness. I believe in it. I always feel happy and safe at home.

My house is small. It is located in the middle of a small town. It is two a storey house. My parent's bedroom is downstairs but my bedroom is upstairs. I like my bedroom very much. The view of the town from my bedroom is great.

In front of my house, there is a big playground for small children to play. It is always crowded in the afternoon- Parents bring their children to play there. From the window of my bedroom, I like to see the children playing. They are running around, swinging, sliding, and shouting to each other. Some children even do something that makes me laugh. They are so cute and their actions are funny sometimes.

In the evening, it is quite. Nobody was

playing in the playground. It is the time for me to do my homework and study my lesson. I love my house very much.

8. What is the text about?
 A. A house
 B. Two story house
 C. A peace and lovely house
 D. The writer's lovely house1

The writer watches the children playing from

- A. Downstairs
 B. Her bedroom
 C. The playground
 D. Her parent's bedroom

10. The writer can't study in the afternoon because

- A. Her bedroom is upstairs
 B. The house Is always crowded
 C. Her house is in the middle of the town
 D. The children are playing in the playground

Read the following text to answer questions number 11 to 13

I'm so happy to have a close friend. She is my beloved classmate, Fafa. We've known each other since we were in grade 8. We were in the same class, and we still are in grade 9 until now.

Fafa is a very kind and friendly girl. She is always ready to help other people. Although she comes from a rich family, she never looks down on other people. She is very sociable and has a lot of friends. She

can interact easily with people from different ages. Therefore, she is also popular among teachers and parents.

11. What is the text about?

- A. The writer's sister
- B. The writer's family
- C. The writer's deskmate
- D. The writer's best friend

12. What is the main idea of paragraph two?

- A. Fafa has good characters
- B. Fafa comes from a rich family
- C. Fafa is an eighth grader student
- D. Fafa is popular among neighbors

The underlined word in "she can interact easily with people" is closest in meaning to

- A. React
- B. Introduce
- C. Influence
- D. Communicate

Read the following text to answer questions number 14 to 17.

One of the most interesting places to visit is the Bird Park. It is located in the industrial area in Singapore, called Jurong. The bird park is about twelve kilometers from the centre of the city, and it's easy to get there by bus or by taxi.

It is one of the largest bird park in the world. The birds are kept in large cages, and there are hundreds of beautiful birds from many different parts of the world, including penguins, parrots, eagles, and ostriches.

There is a large lake in the park with a

restaurant beside it. There is also a very large cage which you can walk in to get a closer look at the birds.

It takes about two hours to see all the birds. You can walk around the park or ride on a bus. The best time to visit the park is in the early morning or late afternoon, when it is cooler.

14. How far is the park from the city?

- A. 2 km
- B. 10 km
- C. 12 km
- D. 100 km

15. Why do many people like to visit the bird park late in the afternoon?

- A. They are busy working in the morning
- B. The weather is not hot in the afternoon
- C. The birds in the park are caged in the morning
- D. They live in many different parts of the world

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

- A. The most interesting place in Singapore is the bird park
- B. There is a restaurant next to a large lake in the park
- C. There are hundreds of very beautiful birds in the cages
- D. Singapore Bird Park is the largest bird park in the world

17. "It is located in the industrial area in Singapore." (paragraph 1) What does the underlined word mean?

- A. Situated

- B. Held
- C. Conducted
- D. Performed

Read the following text to answer questions number 18 to 20.

The Luxury of Bintang Senggigi Hotel in
Lombok

Situated among beautiful tropical garden right by the sea, Bintang Senggigi Hotel offers a friendly atmosphere.

The accomodation comprises tastefully furnished air conditioned rooms with bar, bath, shower, and balcony or patio. For those who prefer extra-privacy, there are some elegant Sasak style bungalows around the gardens.

Other facilities include three restaurants, a 24-hour coffe shop, a swimming pool, tennis and badminton courts and shopping arcades. Watersports including windsurfing and sailing, can be arranged from the beach.

What is the text about?

- A. Bintang Senggigi Hotel
- B. Sasak style Bungalow
- C. Sport facilities
- D. A beautiful tropical garden

19. Which of the following is NOT TRUE about the hotel?

- A. It provides water sports
- B. It has a swimming pool
- C. Every room is air conditioned
- D. It has a restaurant and a coffee shop

20. Which facility is not provided in the hotel?

- A. A theatre
- B. A restaurant
- C. coffee shop
- D. A swimming pool

GOOD LUCK

DOCUMENTATIONS

Picture 1&2 The researcher introduced authentic material to the students.



Picture 3&4 The researcher monitors the students work in group.



Figure 5&6 The students read the model text.



Picture 7&8 The researcher ask to students about the text and then the students answer the questions.



Picture 9&10 The researcher read the text and the students replay



Picture 11&12 The students doing worksheets

