

**IMPROVING THE STUDENTS' READING COMPREHENSION
USING GRAPHIC ORGANIZER**

*(A Classroom Action Research at the Eleventh Grade Students of SMA Negeri 1
Sungguminasa Gowa)*



A THESIS

*Submitted in Partial Fulfillment of the Requirements for the
Degree of Education in English Education Department
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MOTTO AND DEDICATION

MOTTO

DO NOT FORGET TO SMILE

DO NOT FORGET TO BE HAPPY

AND DO NOT FORGET TO BE GRATEFUL



DEDICATION

I dedicate it for my beloved family, friends and all of the people who concerned in accomplishing this thesis. For the love, pray, support, motivation and help, i thank a lot of that.

ABSTRACT

FITRIA BINTI TAHIR, 2015. *Improving The Students' Reading Comprehension Using Graphic Organizer (A Classroom Action Research at the Eleventh Grade Students of SMA Negeri 1 Sungguminasa Gowa)*, under the thesis of english education department, the faculty of teacher training and educatio, makassar muhammadiyah university. Guided by H. Bahrhun Amin and Amar Ma'ruf.

This research purposed to find out the improvement of the students' reading comprehension using graphic organizer at the eleventh grade students of SMA Negeri 1 Sungguminasa Gowa.

This research was a classroom action research (C.A.R) which consisted of two cycles in which every cycle consisted of four meetings. The location of this research was taken at the eleventh grade students of SMA Negeri 1 Sungguminasa Gowa with the total students of this research consisted of 40 students. The instruments were reading test and observation sheet.

The research findings indicates that the improvement of the students' reading comprehension by using graphic organizer was improved significant. It was proved by the result students' mean score in cycle II was (8.04) which developed 22.21% from diagnostic test (D-test) mean score (5.29). the students' development in cycle II indicated that it had met the researcher score target. Based on the research, it found that the using graphic organizer method was effective because there was improvement of the students' reading comprehension in terms of literal comprehension dealing with main idea and supporting idea.

Based on the finding and discussion of the research, the researcher concluded that, the improvement of the students' reading comprehension using graphic organizer is improved significantly.

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

Alhamdulillah rabbil ‘alamin, for all the blessing, love, mercy, and guidance and much more that Allah gave to researcher to finish this thesis. Salam and shalawat are addressed to our chosen messenger Muhammad SAW.

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Finally, the researcher realized that this thesis have not been perfect yet and it still needs more suggestions and critics, thus more improvements for this thesis are strongly needed.

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Billahi fii sabilil haq fastabiqul khaerat

Wassalamu alaikum wr. Wb.

Makassar, Desember 2015

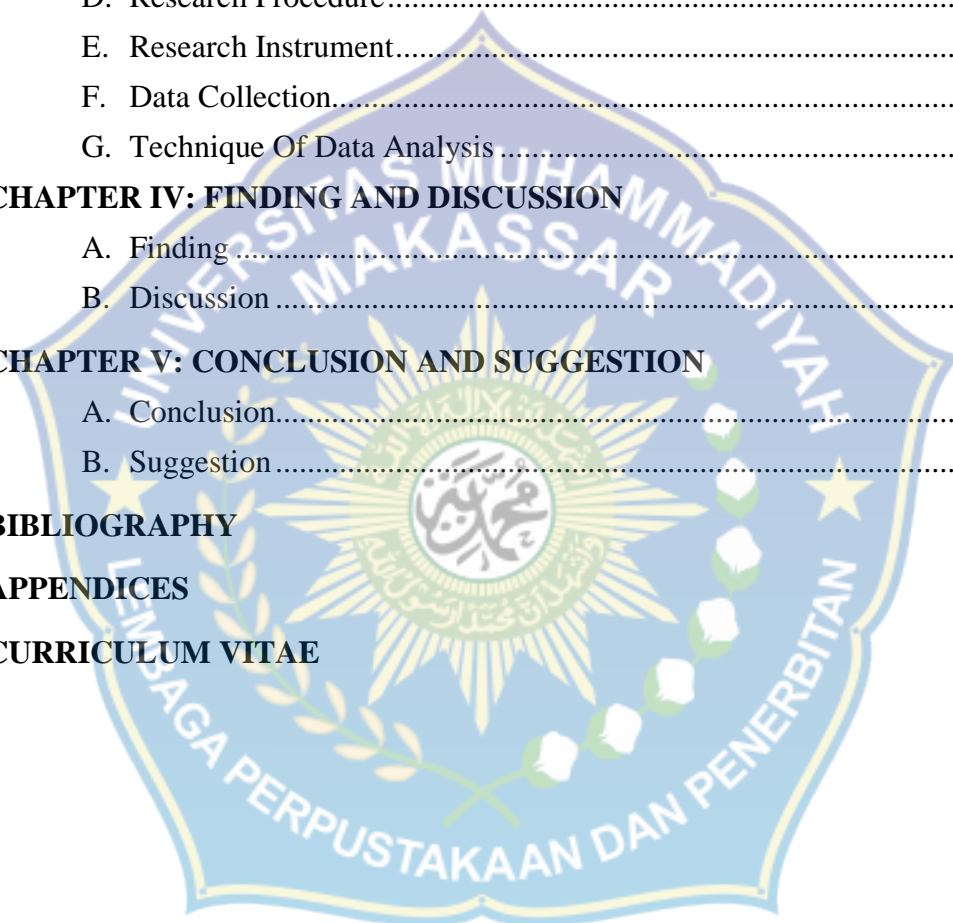
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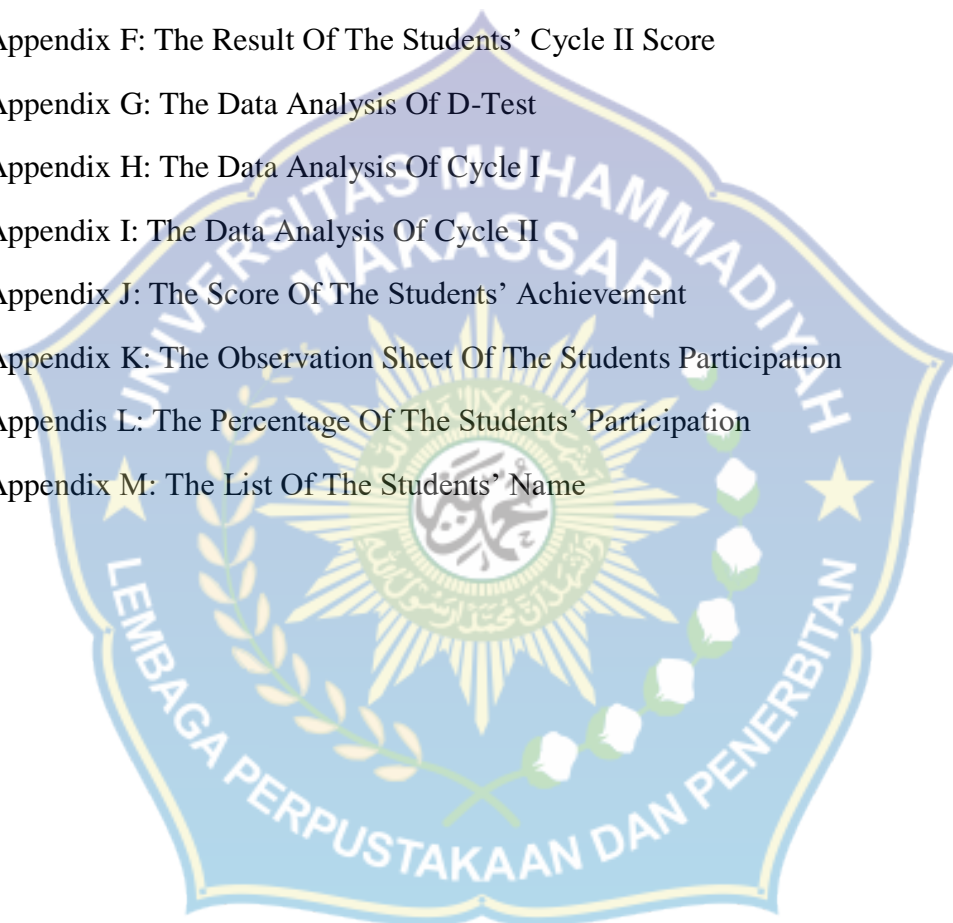
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CHAPTER I

INTRODUCTION

A. Background

English as one of international language has an important role in this world, because most of information used English language. Besides that some countries use English as a second language. Therefore, English has a big role in the development of the countries through science and technology.

The length of time spent in learning English, it is necessary to know that there are four skills to be mastered which cover reading, listening, speaking and writing. They are important factors in the process of English teaching and learning. In this sense the writer discusses reading especially on reading comprehension.

Tinker (1975) stated that "Reading comprehension is not just reading with a loud voice but also to establish and understanding the meaning of words, sentences, and paragraph sense the relationship among the ideas"

According to Goodman and Burke (1978) states that "Reading does not only read word by word in a sentence, but to comprehend the whole ideas composed by the writers through written text" and Smith (1980) states that "Reading is a complex process in which the reader uses mental content to obtain the meaning from written materials".

Reading is the skills which may often be used and retained the longest. It is an essential foundation of learning and seeking any information and knowledge.

Someone can increase their knowledge by reading many books, newspaper, encyclopedia and so on. The information one gets from reading helps their study and enables them to gain good grades.

Most of the students have low/poor achievement in comprehending reading text. This is affected by the low interest of the student toward reading because the reading text/material that is not interesting for the students.

Based on the observation and the teacher's information which is required that such problem above is also faced by the students of SMA Negeri 1 Sungguminasa Gowa. They are difficult to comprehend the reading text material. Therefore the English teachers are expected to always think and effort in helping to increase the students interesting in reading comprehension and presenting reading material. That's way the teacher should find new strategy which make the student interest in reading. One of strategy in teaching reading especially for reading comprehension is Graphic Organizer. It can be done easily in class reading activity, in small group, or by individual students.

Based on the statement above, the researcher take a research entitled "Improving the Students' Reading Comprehension Using Graphic Organizer (A Classroom Action Research at the Eleventh Grade Students of SMA Negeri 1 Sungguminasa Gowa)"

B. Problem Statement

Based on the background above, the problem statement is formulated as:

"How is the improvement of students' reading comprehension using graphic organizer?"

C. Objective of the research

The objective of the research is to find out the improvement of students' reading comprehension by using graphic organizer at the eleventh grade students of SMA Negeri 1 Sungguminasa Gowa.

D. Significance of the research

The result of the research is expected to be:

1. Useful and meaningful information for the teachers in teaching reading.
2. Useful particularly to improve the ability of reading comprehension for the students through Graphic Organizer Strategy.

E. Scope of the research

The scope of the research is limited to improve the students' reading comprehension by using Graphic Organizer type sequence at the eleventh grade students of SMA Negeri 1 Sungguminasa Gowa, that focus to finding main idea and supporting idea in the factual text.

Reading comprehension here means is not just reading with a loud voice but also to establish and understanding the meaning of words, sentences, and paragraph sense the relationship among the ideas. Tinker (1975)

Graphic organizer is a visual representation of information in the text. Graphic organizers are effective study guides that can provide students with a general overview of information, show patterns, and organize supporting facts. Jiang and Grabe (2007:34)

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

Gunawan (2013). Improving the Students' Reading Comprehension Through Graphic Organizer Method at the VII B Class Of Mts. Muallimin Muhammadiyah Makassar. The use of graphic organizer in participant the reading comprehension material at the vii b class of mts. Muallimin muhammadiyah makassar, can improves the students' achievement significantly.

Nirwana (2010). Improving the students reading comprehension by using graphic organizer at the first year students of Smk Muhammadiyah 3 Makassar. This strategy is very effective and significant in improving the students' reading comprehension.

Hariyati (2013). The Application of Graphic Organizer Method in Improving Reading Comprehension at the First Year Students of Smk Handayani Sungguminasa Gowa. The students of smk handayani sungguminasa gowa at the first year students make improvement in reading comprehension after getting the implementation of graphic organizer among two cycles.

All of the theses above use Graphic Organizer in improving the students' reading comprehension. It is related with this research which also using the Graphic Organizer to improve the students' reading comprehension with classroom action research. The theses show the significant improvement of the students' achievement after applying graphic organizer in teaching reading.

Based on the statement above, the writer concludes that using graphic organizer is effective for teaching and learning process to improving the students reading comprehension because they are usually enjoyable and the teacher give the students a chance to use their idea, to allow both students and teacher to see well the students are doing in their learning and give a break from the normal students-teacher arrangement in a classroom.

B. Concept of reading

1. Some definition of reading

Reading has various definition as they variety of people's point of view here the writer only expect some of them.

According to Hudgson in Somadayo (2013:115) states that reading is o process that is carried and used by the reader to gain the message that the author trying to convey through words in written language. That is an activity of the reader to process the written words to be understood and recognized the meaning.

According to Ruspita (2010:125), reading is a complex activity to construct text meaning based on visually encoded information. It is a receptive skill as the way in which people extract meaning from the discourse they see.

It is different with Anderson in Lestari (2012: 1), describes reading as important skill because students will make good progress and achieve well development in all academic areas with strengthen reading skill.

Reading is one of basic communicative skill, but it has very complex process. It can be say that, reading is process in which reader find information given

by the writer in the written form. In this case, reading can be said as an interactive process, check, and ask questions about what the text.

Based on the some explanations above it can be drawn that reading is complex activity that consist of two related processes those are recognition for the written language and comprehension for getting idea in passage.

2. The Types of Reading

Reading is an activity with a purpose someone may read for many reasons for instance to get information of variety existing knowledge or in order to critique a writer idea.

According to Abryct (2011), there are three types of reading, namely:

- a. Skimming reading is reading to confirm expectations; reading for communicative tasks.
- b. General reading or scanning is reading to extract specific information; reading for general understanding.
- c. Close reading or searching reading is reading for complete understanding; reading for detailed comprehension (information; function and discourse).

Skimming is the most rudimentary type of reading. Its object is to familiarize you as quickly as possible with the material to be read. Scanning is a technique that is helpful when you are looking for the answer to a known question. Close reading means not only reading and understanding the meanings of the individual printed words, but also involves making yourself sensitive to all the nuances and connotations of language a it is used by skilles writers.

3. Reading comprehension

Reading is similar to comprehension and they can even be used into one unit that is reading comprehension. Comprehension can be of understanding either spoken or written language. Besides that, reading comprehension is primarily a matter a developing appropriate, efficient comprehension strategies.

Tinker (1975) states that “Reading comprehension is not just reading with a loud voice but also to establish and understanding the meaning of words, sentences, and paragraph sense the relationship among the ideas”

Smith and Robinson (1980:205) state that reading comprehension means understanding, evaluating and utilizing the information and ideas though and interaction between reader and author. Reading comprehension is such a kind of dialogue between an author and reader in which a written language becomes the medium of print. It is mean that with understanding or comprehending the material that have written by the writer have do an interaction with the writer.

According to Mayer in Islamiah (2009:14) states that reading comprehension is understanding a text that is read or the process of “constructing meaning” from a text. Comprehension deals with constructing process because it includes all the elements of the reading process working together as a text is read to create representation of the text in the reader’s mind.

4. Level of reading comprehension

According to Burns (1984:177) that reading comprehension divided into four categories in the following below:

1. Literal reading

Literal reading is the skill of getting the primary, direct literal meaning of a word, ideas, sentence in context. It's little thinking or reasoning for it merely skill of finding what the author says. Some specific reading skill at the literal of comprehension is to understanding of the main idea and supporting idea.

a. Main idea

Main idea of a passage in reading is the central thought or message. In contrast of the term topic, the term main idea refers to the point of thought being expressed. The main idea is the point of the paragraph. It is the most important thought about the topic.

b. Supporting idea

Supporting idea is statement which support our topic or theme. It is support our main idea by explaining, describing, defining or otherwise giving information about it.

2. Interpretative reading

Interpretative reading involves thinking skills in which reader identify ideas and meaning that are not stated explicit in the written text. So, interpretative reading is higher than literal reading, identify motives, and make comparison. In other words, interpretative reading requires the reader to understand not only what the author means.

3. Critical reading

Critical reading includes both literal comprehension and interpretative reading. Critical reading occurs after the literal reading and interpretative reading when

a reader reads critically and evaluates what is read, that is the examinations critically and thoughts of the center edge validity.

4. Creative reading

Creative reading occurs when a reader applies what has been read to new situation and recombines the author's ideas to make new concept

C. Concept of Graphic Organizer

1. Definition of graphic organizer

Graphic Organizers are based on the learning psychology of David Ausubel. Ausubel theorized that learning takes place when a learner is able to integrate new ideas and information to existing ideas and information. The visual representation of information in graphic organizer allows learners to see a connection between learned information and new information.

Chmielewski and dansereau (1998) state that graphic organizer have received great attention and concern among general and special education research, as they depict a variety of relationships and structures in a single display. Teachers and students use them to create visual models of ideas presented in students' textbooks, classroom lectures, or video such as films and documentaries.

Jiang and grabe (2007: 34) state that graphic organizer is a visual representation of information in the text. Graphic organizers are effective study guides that can provide students with a general overview of information, show patterns, and organize supporting facts. They can also help students understand and memorize ideas. And than graphic organizer help students construct meaning. The following organizers can be used with any boook and across all grade levels. Use

them to assess your students' understanding of what they are reading, observe their thinking process on what you read as a class, as a group, or independently.

From the definition, it can be concluded that a graphic organizer is a simple visual diagram of ideas in paper, with a graphic organizer will engage the students' thinking skill to create the idea into visual presenting.

2. Types of Graphic Organizer

According to Nirwana (2010:15), there are some forms of types of graphic organizer which usually used for reading comprehension based on reading text type.

Namely:

a. Compare and contrast

Use to analyze similarities and differences between two things (people, places, events, ideas, etc.), by placing individual characteristics in either the left or right sections, and common characteristics within the overlapping section.

For example:

Story 1:

THE RATS AND THE ELEPHANTS

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then the king of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant's herd was totally set free. They danced with joy and thank the rats.

Story 2:

THE FLY AND THE BULL

There was once a little fly who thought he was very important. He felt proud of himself. One sunny morning, he flew around looking for someone to talk to. He saw a bull grazing in a field.

The little fly flew down and buzzed around the bull's head. The bull did not bother him. He went on chewing grass. The fly then buzzed right inside the bull's ear. The bull continued chewing grass. The fly thought, "what a stupid animal!". Now the fly decided to land on one of the bull's horns to make the bull notice him. He waited for the bull to say something, but the bull kept quiet. The fly then shouted angrily, "oh, bull, if you find that I am too heavy for you, let me know and I'll fly away!"

Then the bull laughed and said, "Little fly, I don't care if you stay or leave. You are so tiny that your weight does not make any difference to me, so please be quiet and leave me alone."

(taken from: angel's moral story)

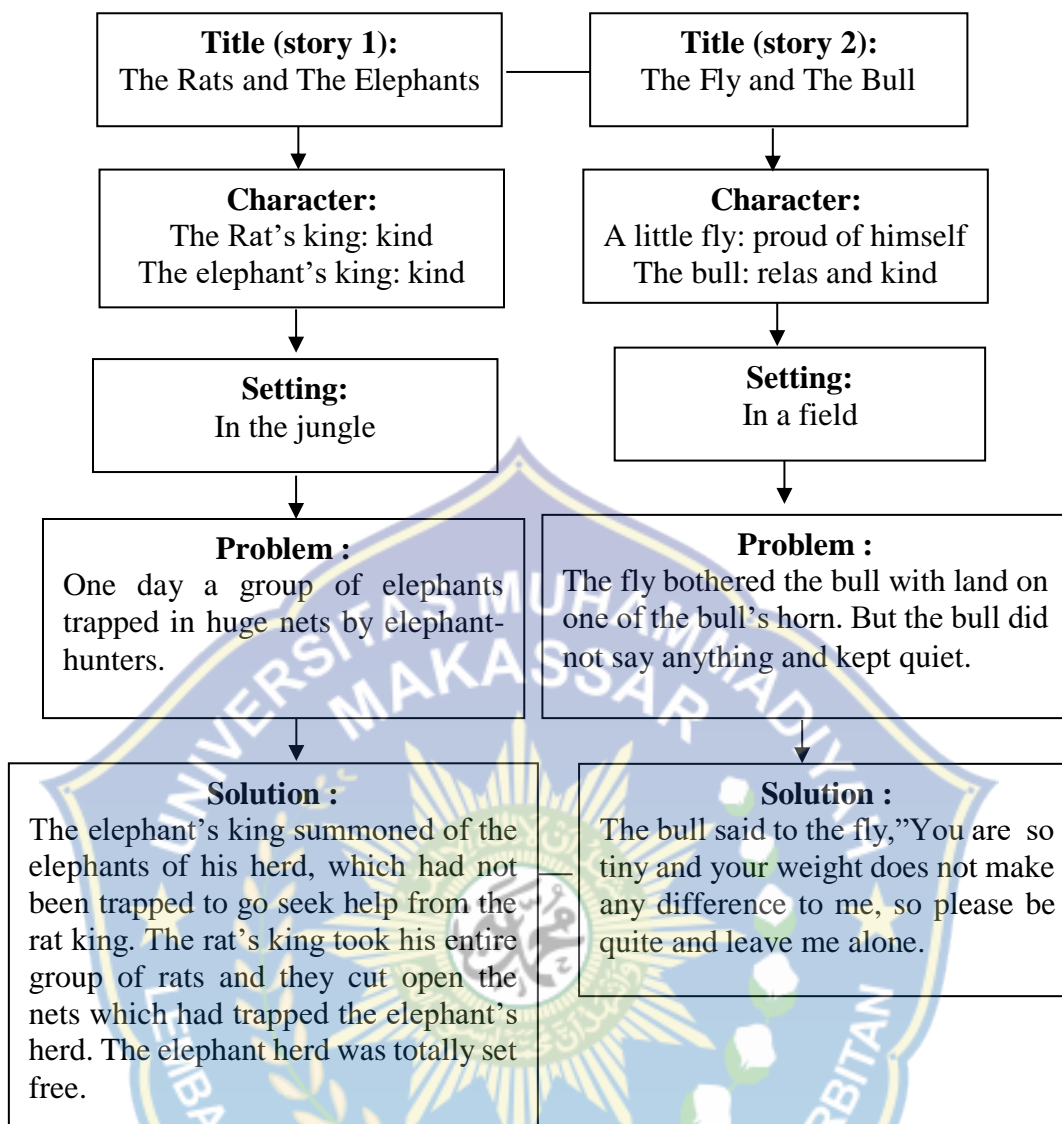


Figure 2.1 The example of graphic organizer type compare and contrast

b. Kwl chart

A kwl chart is a graphic organizer that helps students draw on what they already know before they learn new content. Graphic organizer present content in a visual or spatial manner, using chart and graphs. Students can create a kwl chart by dividing a piece of paper into three columns, the first column should say, "what you know". The second column, what you want to find out and the third column should say, what you learned.

A graphic organizer that help the student organize what they know, what they want, and what they learn about a topic before, during, and after students reads a topid. Sample:

Table 2.1 graphic organizer type kwl chart

What you know	What you want to find out	What you learned
.....
.....

For example:

Table 2.2 the example of graphic organizer type kwl chart

Topic : GRAVITY		
What you know	What you want to find out	What you learned
<ul style="list-style-type: none"> • It keeps us from floating around. • It makes things fall. • There is less gravity on the moon 	<ul style="list-style-type: none"> • What is gravity? • Why is there less gravity on the moon? 	<ul style="list-style-type: none"> • Gravity is the force that pulls objects towards earth. • The amount of gravity there is depends on the masses of the objects involved. The moon is a lot less massive than gravity on the moon than there is on earth.

c. Sequence

Sequence use to show how a series of events interact to produce a set of result again and again (weather phenomena, cycles of achievement and failure, the life

cycle). Sequencing is use to identify story or novel, there are some form of sequence in graphic organizer. Namely:

Student's name :

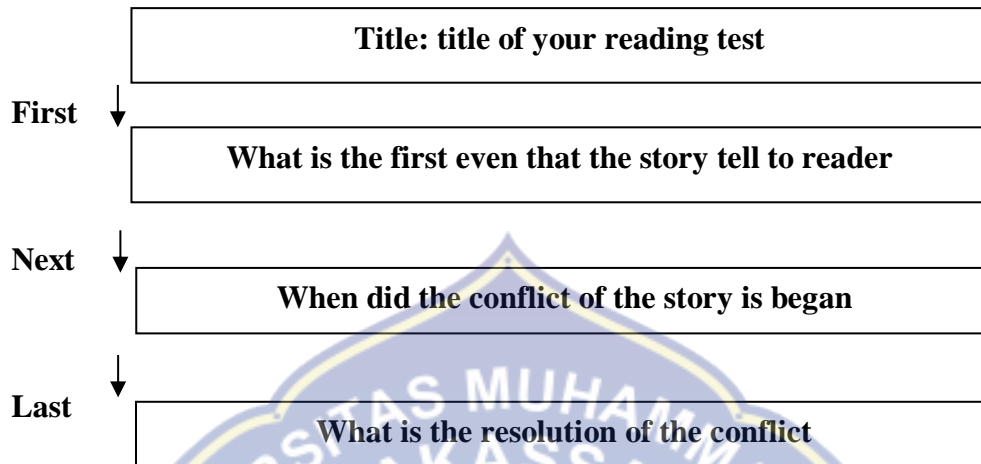


Figure 2.2 graphic organizer type sequence

For example:

THE FLY AND THE BULL

There was once a little fly who thought he was very important. He felt proud of himself. One sunny morning, he flew around looking for someone to talk to. He saw a bull grazing in a field.

The little fly flew down and buzzed around the bull's head. The bull did not bother him. He went on chewing grass. The fly then buzzed right inside the bull's ear. The bull continued chewing grass. The fly thought, "what a stupid animal!" Now the fly decided to land on one of the bull's horns to make the bull notice him. He waited for the bull to say something, but the bull kept quite. The fly then shouted angrily, "Oh, Bull, if you find that I am too heavy for you, let me know and I'll fly away!".

Then bull laughed and said, "Little fly, i don't care if you stay or leave. You are so tiny that your weight does not make any different to me, so please be quite and leave me alone."

(taken from: Angel's moral story)

Table 2.3 the example of graphic organizer type sequence

Title: the fly and the bull	
Characters	Setting
A little fly: proud of himself A bull: relax	In a field
Problem:	
The fly bothered the bull with land on one of the bull's horns. But the bull did not say anything and kept quite.	
Solution:	
The bull said to the fly, "You are so tiny and your weight does not make any difference to me, so please be quite and leave me alone."	

3. Ways to use graphic organizer in reading

Nirwana (2010:13) states that graphic organizers can be used in subjects such as science and social studies to improve comprehension in these areas as well as reading. The teacher should model the use of several organizers that are suited for the comprehension activity and guide their students which they practice applying what they have learned.

The main purpose of a graphic organizer is to provide a visual aid to facilitate learning and instruction. Most graphic organizers form a powerful visual picture of information and allow the mind 'to see' undiscovered patterns and

relationships. Although they have been applied across a range of curriculum subject areas, reading is by far the most well practiced application.

In her paper, Nirwana mention several steps instruction that will help students comprehend more when they are reading independently. The steps are:

1. Step 1

Select a graphic organizer that best applies to the reading assignment. For example, if the class has read a story or a novel, use a story web to demonstrate how to separate story elements such a plot, setting, main idea, conflict and resolution. If the class has read an informational text such as a chapter from a social studies textbook, use a K-W-L chart or a sequence organizer to outline important dates, people, and events.

2. Step 2

Complete a graphic organizer in class on the overhead projector or dry erase board. Do not use one that has already been completed. Explain to the class where you got the information that you are using or the strategies that helped you, such as using prior knowledge to make connections to the characters in a story.

3. Step 3

Observe students while they complete a graphic organizer in class. Pair students or put them in small group with three or five members. Walk around the room and listen to the discussions to assess their level of understanding. If possible, sit down with each group, look over their work and give immediate feedback and suggestions.

4. Step 4

Each time you demonstrate the use of graphic organizer, explain how they can be helpful when reading independently. It's doubtful your students will stop and complete a Venn diagram after they read a chapter in a novel at home, but they can learn to use the mental concept that this diagram teaches, which is comparison and contrast. Emphasize to your students that completing graphic organizer requires them to use specific strategies that will also help them obtain the meaning and relevance from the text.

D. Reading comprehension related to the curriculum

The readings that related to the curriculum are narrative, factual report, analytical exposition, spoof and hortatory exposition. These are some standard of competence related to the factual report text:

1. Understanding short functional written text and easy in the form of factual report, narrative and analytical exposition in daily life to access knowledge.
2. Understanding short functional text and essay in the form of factual report, narrative, spoof and hortatory exposition in daily life to access knowledge.

And these are some basic competence related to the factual report text:

1. Responding the meaning of formal and informal short functional text using written language accurately and understandably in daily life.
2. Responding the meaning and rethorical steps of an essay using written language accurately, fluently, and understandably in daily life and to access knowledge in the form of factual report, narrative, and analytical exposition.

3. Responding the meaning of formal and informal short functional text (for example: banner, poster, pamphlet) using written language accurately, fluently, and understandably in daily life and to access knowledge.
4. Responding the meaning and rethorical steps of an essay using written language accurately, fluently, and understandably in daily life and to access knowledge in the form of factual report, narrative, spoof and hortatory exposition.

E. Conceptual framework

The theoretical framework underlying in this research is given below

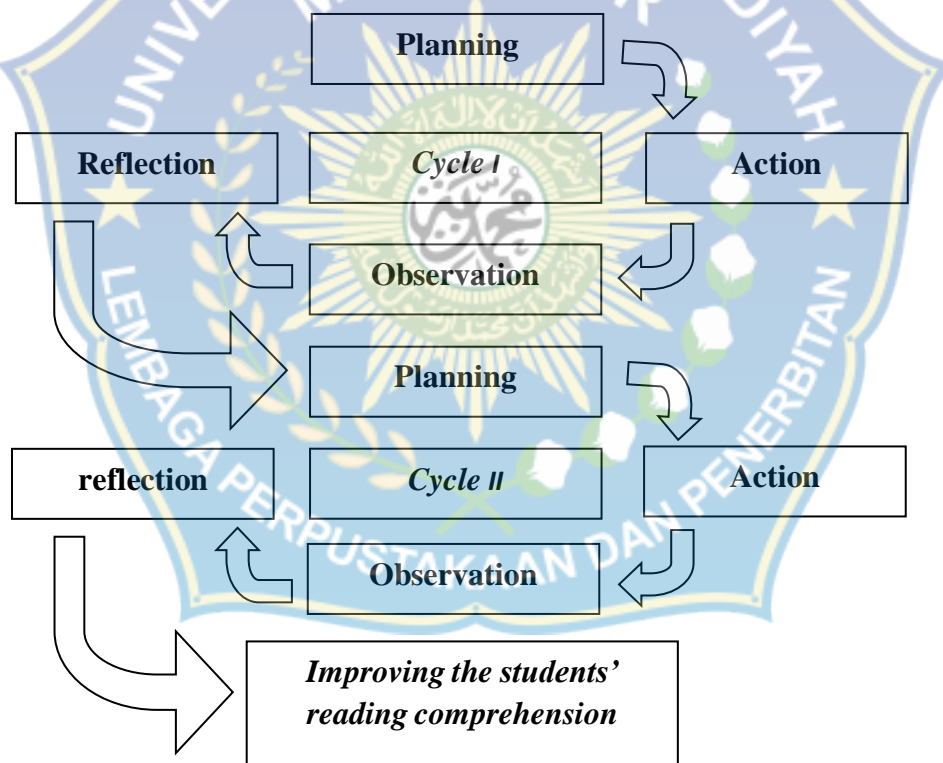


Figure 2.3 conceptual framework

The diagram above will be described as follow:

1. The planning

- a. Understanding the curriculum of the school in the second semester
- b. Make lesson planning based on the curriculum, and arrange material of lesson planning and should based on teaching of reading comprehension.

2. Action

- a. The teacher gives explanation to the students about how to comprehend a factual report text.
- b. The teacher gives one passage or reading material and read it followed by the students.
- c. The teacher controls and guides the students to comprehend the passage in reading activity by using “Sequence in Graphic Organizer”. In this sequence steps;
 1. Teachers asks the students to comprehend the reading material by using the sequence in graphic organizer that is explained before.
 2. Students read and answer the questions on the students worksheet. The students should determine the title, character, setting, problem and solution of the reading text with the example of sequence in the table of page 15.
 3. Teacher evaluates the students work.

3. Observation

- a. Identification the problem during learning activities.
- b. Give the chance to students for giving the question about the difficulty in learning process

- c. Give the student's chance for give suggestion in actio research.

4. Reflection

The result of data that have been done it would be continued in the analysis until it can be reflection after action research. The reflection it would be discuss as well as a guidance lecturer while teacher and should make research planning for the next cycle.

F. Action Hypothesis

Based on the conceptual framework above, if the Graphic Organizer of cooperative learning technique applied well, it will improve the students' ability in reading comprehension at the eleventh grade students of SMA Negeri 1 Sungguminasa Gowa.



CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research used a classroom action research (CAR). This classroom action research will be conducted in two cycles, and it will be continued in the cycle 3 if the result of the cycle 2 is not significant. It aim at observing the used the Graphic Organizer in improving the student's reading comprehension.

B. Research Variables and Indicators

1. Research Variables

There are two kinds of variable in this research, they are:

a. Independent variable

Independent variable of this research was the used of graphic organizer.

b. Dependent variable

Dependent variable of the research was students' reading comprehension.

2. Indicators

The indicators of reading comprehension focus in finding main idea and supporting idea in the text.

C. Research Subject

The research subject of this classroom action research was at the eleventh grade students of SMA Negeri 1 Sungguminasa Gowa. The number of the subject consisted of 40 students.

D. Research Procedure

In this research the writer used four stages, those are:

1. Planning
2. Acting
3. Observation
4. Reflection

Cycle 1

The activity in this research it has two weeks in four times meeting and then has stages as like that:

1. The planning
 - a. Understanding the curriculum of the school in the second semester
 - b. Made lesson planning based on the curriculum, and arranged material of lesson planning and should based on the teaching of reading comprehension.
2. Action
 - a. The teacher gave explanation to the students about how to comprehend a factual report text.
 - b. The teacher gave one passage or reading material and read it followed by the students then discuss about it.
 - c. The teacher controlled and guided the students to comprehend the passage in reading activity by using sequence in graphic organizer. In this sequence steps;

1. Teacher asked the students to comprehend the reading material by used sequence in graphic organizer that is explained before.
 2. Students read and answered the question on the student worksheet. The students should determine the title, character, setting, problem and solution of the reading text with the example of sequence in the table of page 15.
 3. Teacher evaluated the students work.
3. Observation
- a. Identification the problem during leaning activity
 - b. Gave the chance to students for give the question about the difficulty in learning process.
 - c. Gave the students' chance for give suggestion in action research.
4. Reflection
- The result of data that have been done it would be continued in the analysis until it can be reflection after action research. The reflection it would be discuss as well as guidance lecturer while teacher and should make research planning for the next cycle. The research plans for the next cycles which repair from cycle 1.

E. Research Instruments

In this research, the research used two instruments for collected data, as follow:

1. Observation

Observation used to find out the students' data about their presence and activeness in teaching and learning process.

2. Reading Test

Reading test used to acquire detail information about the students' ability and the students' achievement after teaching and learning process end. In this case the researcher will use multiple choice and essay test.

F. Data Collection

In collecting the data, the researcher used two instruments i.e. observation and reading test. The type of data collected consists of quantitative data in which the instrument used reading test and qualitative data in which the instrument used observation.

The way to take data as follows:

1. Observation; the observation of the students' activeness and presence in the teaching and learning process by using observation sheet.
2. Reading test; the researcher gave multiple choice and essay test to the students in order to know their ability and their improvement after taking action in cycles.

G. Technique Of Data Analysis

The data on the students' reading comprehension was analyzed in the following procedures:

1. Scoring students correct answer in reading comprehension
 - a. Rubric of main idea

Indicator	Score
• The answer includes a clear generalization that states or implies the main idea	4
• The answer states or implies the main idea from the story	3
• Indicator inaccurate or incomplete understanding of main idea	2
• The answer includes minimal or no understanding of main idea	1

Adapted from Harmer (1953:33)

b. Rubric of supporting ideas

Indicators	Score
<ul style="list-style-type: none"> Relevant, telling, quality details give reader important information that goes beyond the obvious or predictable 	4
<ul style="list-style-type: none"> Supporting idea and information were relevant, but one key issues maybe unsupported or more predictable than others 	3
<ul style="list-style-type: none"> Supporting idea and information were relevant, but one or more key issues are unsupported or fairly predictable 	2
<ul style="list-style-type: none"> Supporting idea and information were somewhat relevant, but several key issues were unsupported or are all fairly predictable 	1

Adapted from Harmer (1953:33)

$$\text{Score} = \frac{\text{Students' answer}}{\text{Maximum score (4)}} \times 10$$

(Sugiono, 1997:52)

2. To classify the students score, there are seven classifications which are used as follows:

Table 3.2 classification of students score

No	Classification	Score
1.	Excellent	9.6 – 10
2.	Very good	8.6 – 9.5
3.	Good	7.6 – 8.5
4.	Fairly good	6.6 – 7.5
5.	Fair	5.6 – 6.5
6.	Poor	4.6 – 5.5
7.	Very poor	0.0 – 4.5

(depdekbud, 2004:27)

3. To calculate the percentage of the students' score, the formula which is used as follows:

$$P = \frac{Fq}{4 \times N} \times 100\%$$

Notation:

P : Percentage

Fq : Frequency

N : The total number of students

(Sudjana in Asriani, 2012: 49)

4. The mean score of the students' reading comprehension test by used the following formula:

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

Note:

X : Mean score

$\sum x$: The sum of all score

N : A number of students

(Gay, 1981)

5. The percentage of the students' improvement in reading comprehension

$$p = \frac{x_2 - x_1}{x_1} \times 100\%$$

Note:

P : Percentage

x_1 : Cycle I

x_2 : Cycle II

(Gay, 1981)

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of findings and discussion of the research. The findings of the research presented the result of the improvement of the students' reading comprehension that covers further explanation of the findings.

A. Findings

The finding of this classroom action research deal with the answer of the problem statement which it aims to develop the students' reading comprehension focuses on literal comprehension. The result of the data findings found that teaching reading by using Graphic Organizer method can improve the students' reading comprehension and the students' observation in teaching and learning process improved significantly through Graphic Organizer method. It was proved by the improvement of students' participation in the first meeting of cycle I was 34.37% and in the last meeting of cycle II students' participation become 90.62%. It was indicated that the application of Graphic Organizer method can stimulated the students' activeness in teaching process.

1. The Improvement of the Students' Reading Comprehension Viewed from Literal Comprehension

The students' ability reading comprehension viewed from literal reading comprehension has been developed and it is indicated by the difference mean score and improvement between D-test, cycle 1 and cycle 2 test. The following

table shows the students' improvement which consisted of two indicators there are Main Idea and Supporting Idea:

Table 4.1 the students' improvement in literal reading comprehension

Indicators	The students' score		Improvement
	Cycle I	Cycle II	CI-CII (%)
Multiple Choice Test	6.87	9.44	37.40
Main Idea	6.31	7.37	16.79
Supporting Idea	6.5	7.31	12.46
Σx	19.68	24.12	66.65
\bar{X}	6.56	8.04	22.21

The data in the table above shows the students' ability to reading comprehension viewed from Literal Reading comprehension as the calculating result of the diagnostic test and students' test at the students' reading comprehension ability through Graphic Organizer method. The mean score in the students' test in cycle I was **6.56** and cycle II was **8.04**. the achievement of cycle II was greater than cycle I and diagnostic test ($8.04 > 6.56$).

In the cycle I, the students' score of main idea was 6.31 and the students' score of supporting idea was 6.5. From the result of main idea and supporting idea mean score in cycle I (6.56) was classified as fair. In other word, the score did not achieve and still far away from the score target were 7.0.

The researcher continued in cycle II, the students' score of main idea become 7.37, while the supporting idea was 7.31. Those score are classified as

fairly good. The result of main score above indicated that the score achieved the score target.

Based on the percentage above there are significant development of the students' ability to reading comprehension viewed from Literal Reading comprehension through Graphic Organizer method. To see clearly the improvement of the students' reading comprehension viewed from its Literal Reading comprehension, the researcher presented the following chart:

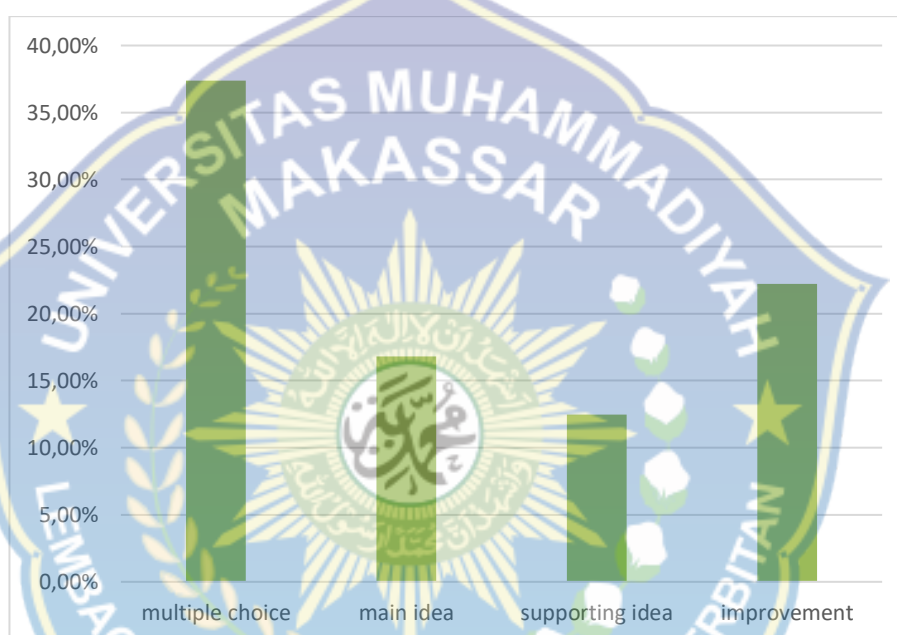


Figure 4.1 the students' improvement in literal reading comprehension

The chart above shows the improvement of the students' literal comprehension in which main idea was higher (16.79%) than supporting idea (12.46%). After evaluation in cycle I and cycle II, there was significant improvement of the students' literal comprehension where the result of cycle I was categorized as fair and cycle II categorized as good. The improvement is shown clearly in the chart above that was 22.21%.

2. The Improvement of the Students' Reading Comprehension by Using Graphic Organizer Method

The improvement of the students' reading ability through Graphic Organizer method can be seen clearly based on the following table:

Table 4.2 the students' improvement in reading comprehension

Variables	Mean score		Improvement
	Cycle I	Cycle II	CI-CII (%)
Literal reading comprehension	6.56	8.04	22.21

The table above clearly indicates the students' improvement to reading comprehension covering Literal reading comprehension. We can see that the mean score in cycle I was 6.56, classified as fair category. It develops to be good classification which the mean score was 8.04 in cycle II.

To see clearly the improvement of the students' reading ability, the following chart presented:

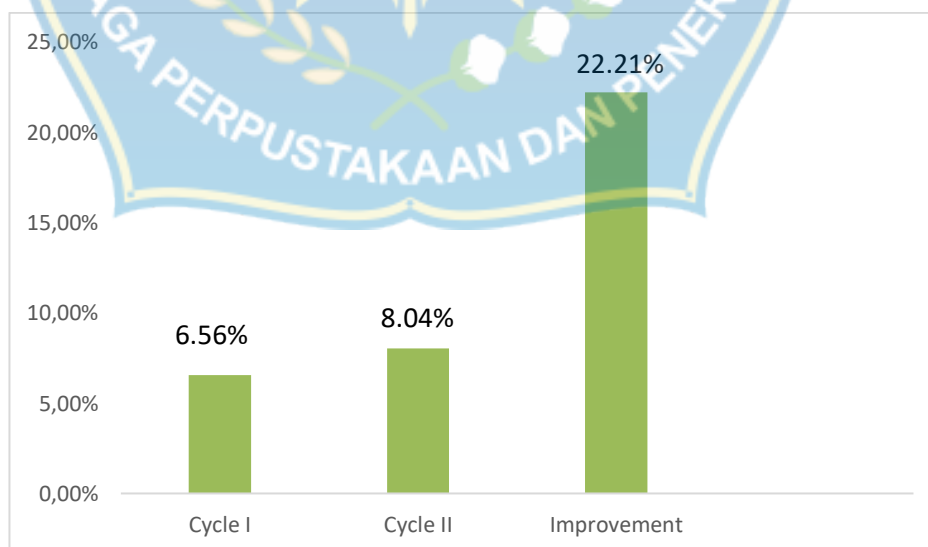


Figure 4.2 the students' improvement in reading comprehension

The chart above shows the improvement of the students' reading comprehension in cycle II was higher (8.04%) than that in cycle I (6.56%). After evaluation in cycle I and cycle II, there was improvement of the students' reading comprehension where the result of cycle I categorized as fair and cycle II categorized as good. The improvement shown clearly in the chart above was 22.21%.

3. The Implementation of Graphic Organizer Method to Improve the Students Reading Comprehension

The research finding indicated that the implementation of the students' reading comprehension by using Graphic Organizer method in teaching and learning process showed the improvement of the students' reading comprehension from the cycle I to cycle II during 8 meetings was taken by the observer through observation sheet. The process covered about literal comprehension from very poor to fairly good score.

The researcher has changed the activity more interesting in cycle II, in the first cycle the researcher gave less motivation and explanation about Graphic Organizer method to students, but in cycle II the students' really enjoyed the Graphic Organizer method because the researcher gave more motivation and explanation intensively. At the Diagnostic test, the students were hard to understand the text reading and lazy. The mean score in diagnostic test classification into poor score was 5.29. The researcher also gave explanation clearly what to do for easy understanding in reading comprehension. As the result the students become active and familiar with the condition in learning process

start to the **first** meeting in cycle I, the researcher gave the students the title about *Dolphins* to read and then the researcher asked the students' what they know about the title. After that the researcher gave to the students about the text material and the students read it. The student find out the meaning of the new words and making group to analyze and identification together based on the question. The **second** meeting, the researcher gave the title about *Sea Mammals*. Same as first meeting the students analyzed the story. The students began enthusiast. After that the researcher gave to the students about the text material and the students read it. The students wrote the important information and the researcher explain easily if they found the difficulties. Then students made a conclusion about the story and the researcher gave an explanation about the difficulties where the students' found. The **third** meeting, the researcher gave the title about *White Pelican*. The process of this meeting was same with the first and the second meeting. The **fourth** meeting, in this meeting the researcher gave story in the title *Scorpions*. The students' more interesting and the students looked enjoy in learning process by Graphic Organizer method.

The result after applying action of Graphic Organizer method showed the students' score was improving. This score was taken from students reading test and calculating by using in mean score and data analysis. After that the researcher used the score of test to find out the students' improvement percentage. The students' reading comprehension in cycle I was improvement but the mean score still low was 6.56.

The researcher decided to continue in cycle II. The **fifth** meeting, in this meeting the researcher still used Graphic Organizer method and gave the students in the title *Snakes*. Each student work individually, the researcher gave more motivation and enjoyed to learning process, because they gave interesting story. The **sixth** meeting, the researcher gave the students title about *Tiger*. Same as fifth meeting, the student analyzed the story. And given instruction to make conclusion at the end of meeting. The **seventh** meeting, the reseacher gave the students title about *Kangaroos*. In this meeting all the students looked enjoy and easily to understand the story. The **eight** meeting, the process same as the seventh meeting the title of short story in this meeting was *Komodo Dragons*. In this meeting, the students were enthusiast and very active in learning process.

The result of cycle II in using Graphic Organizer method showed that the students' improved. The score was taken from students' reading test and calculating in mean score in data analysis. And then the research used the mean score of cycle I and cycle II to find out the students' improvement percentage. This students' improvement in using Graphic Organizer method the mean score improved from 6.56 in cycle I to 8.04 in cycle II. It means that the use Graphic Organizer method can improve the students' reading comprehension.

B. Discussion

Related to the data collected of D-Test, Cycle I, and Cycle II in case of the students' improvement of literal comprehension dealing with main idea and supporting idea was improved. It was supported by the rate percentage an score

frequency in the result of the students before and after applying Graphic Organizer method. The explanation as below:

- a. The Students' Literal Comprehension in Identifying Main Idea and Supporting Idea before Applying Graphic Organizer Method.

Based on the d-test data, the score frequency and rate percentage of the students Literal Comprehension before the Graphic Organizer method applied, the students reading comprehension particularly in factual text was no one of the students' got excellent, very good, good, fairly good and very poor. The classification of the students before applying Graphic Organizer method was fair, poor. There was 12 students (30%) in fair classification, 28 students (70%) in poor classification.

The classification of the students were very poor, poor to fair. Most of the students were in low classification, it was caused that the students had no strategied/method given in learning process.

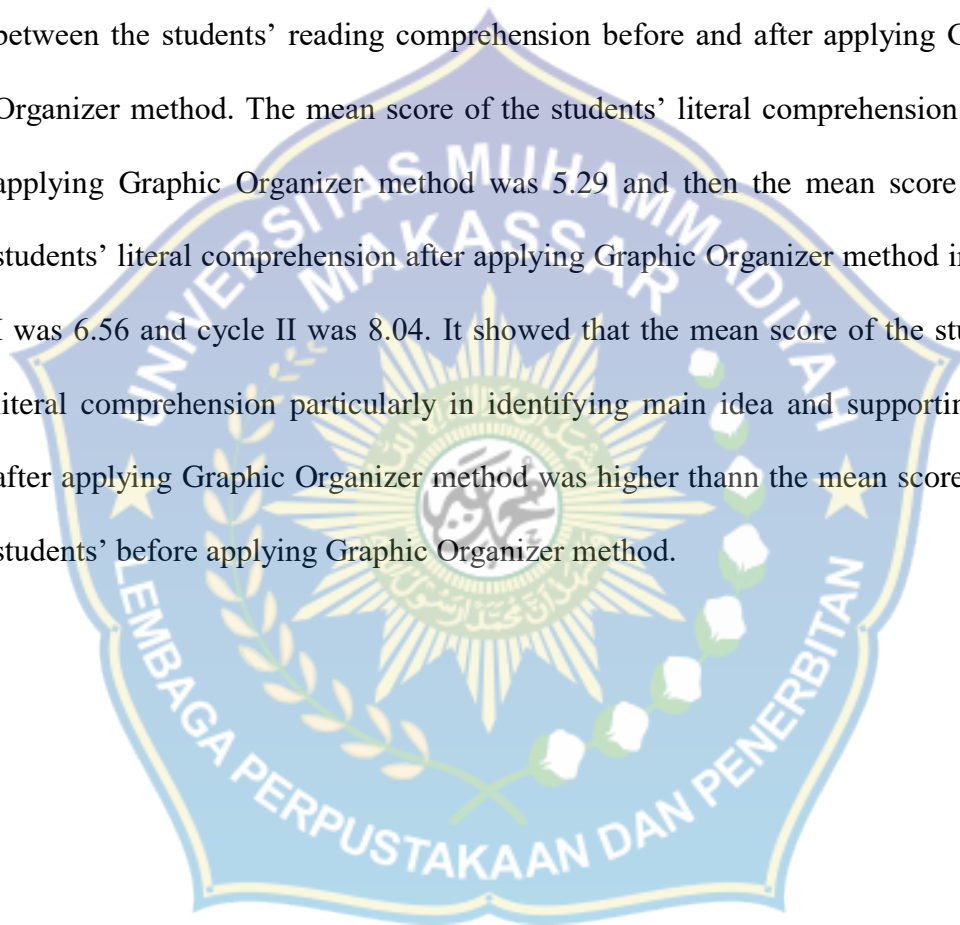
- b. The Students' Literal Comprehension in Identifying Main Idea and Supporting Idea after Applying Graphic Organizer Method.

Based on the cycle I and cycle II data, the score frequency and rate percentage of the students Literal Comprehension after the Graphic Organizer method applied in **cycle I**, the students reading comprehension particularly in factual text was no one of the students' got excellent, very good, good, and very poor. The classification of the students before applying Graphic Organizer method was fairly good, fair, and poor. There was 10 students (25%) in fairly good classification, 30 students (75%) in fair classification. Then, in **cycle II**, the students reading comprehension was no one of the students' got excellent, very

good, good, fairly good, and very poor. The classification of the students before applying Graphic Organizer method was fair, and poor. There was 5 students (12.5%) in fair classification, 35 students (87.5%) in fairly good classification.

c. The Difference of the Students' Literal Comprehension before and after Applying Graphic Organizer Method.

Under the previous consideration, there was the significance difference between the students' reading comprehension before and after applying Graphic Organizer method. The mean score of the students' literal comprehension before applying Graphic Organizer method was 5.29 and then the mean score of the students' literal comprehension after applying Graphic Organizer method in cycle I was 6.56 and cycle II was 8.04. It showed that the mean score of the students' literal comprehension particularly in identifying main idea and supporting idea after applying Graphic Organizer method was higher than the mean score of the students' before applying Graphic Organizer method.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with conclusion based on the research findings and discussion.

A. Conclusion

Based on the research findings and discussions in the previous chapter, the following conclusions are presented:

The improvement of the students' reading comprehension by using Graphic Organizer is improved significantly. It is proved by the result students' mean score in diagnostic test (D-Test) is 5.29. In cycle I it is developed 22.21% from diagnostic test. Based on the research, the use of Graphic Organizer also is effective to make the students more active in learning process, especially in reading activities.

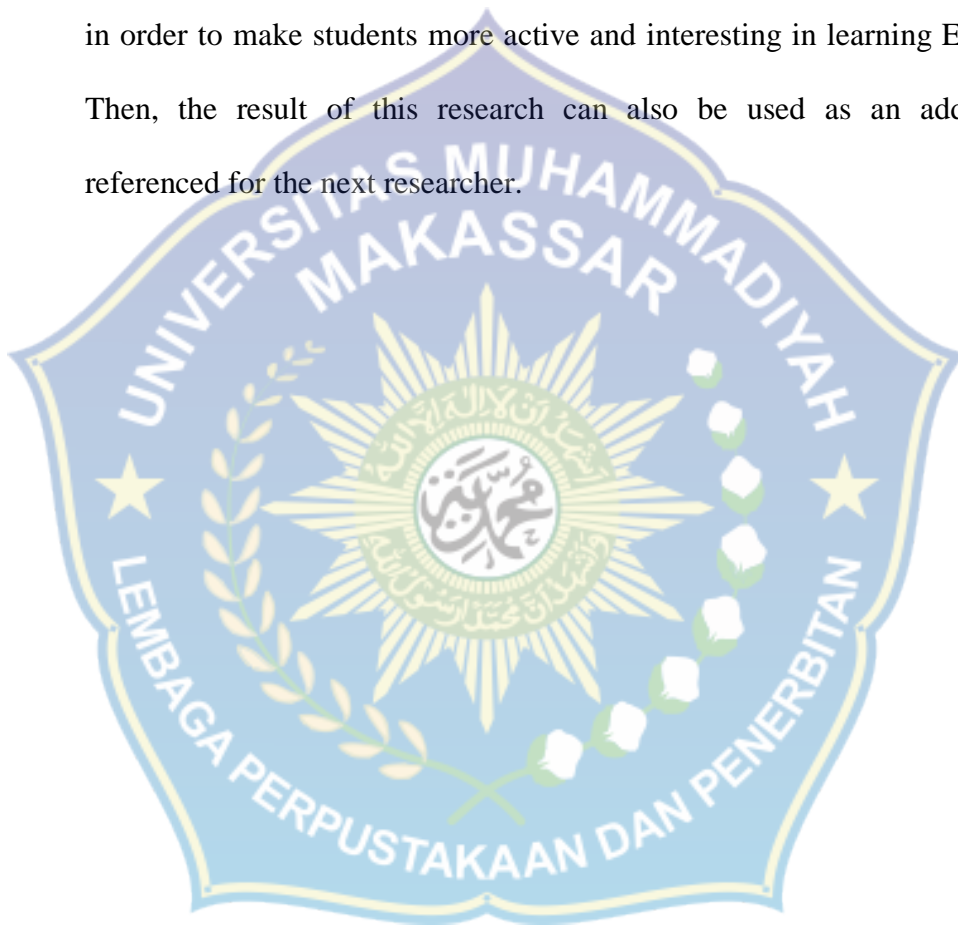
B. Suggestions

Based on the conclusion above the researcher would like to offer some suggestions as follows:

- a. For the students, they need to learn more either in informal or formal education. They can use the Graphic Organizer method in learning, especially in reading comprehension.
- b. For the English teachers, they can apply Graphic Organizer method in his or her class when teaching reading comprehension because it is an effective way to improve the students' reading comprehension. Besides

that the teachers should be creative in teaching English especially in teaching reading because it needs more strategy, technique or method in improving the students' reading comprehension.

- c. For the next researcher, in improving the students' reading comprehension, they can apply this method or finding another method, strategy or technique that would be useful or effective to be applied in the classroom in order to make students more active and interesting in learning English. Then, the result of this research can also be used as an additional referenced for the next researcher.



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CURRICULUM VITAE



Fitria binti tahir, was born on September, 11th 1992 in Petaling Jaya, Malaysia. She is the fourth child on her family from the marriage of her parents, Muh. Tahir And Pauziah Kasim. She has 2 brothers and 3 sisters. She graduated from the elementary school at SD Muhammadiyah Makassar in 2004, she continued in junior high school at Mts Negeri Model Makassar and graduated in 2007. Then, she graduated from the senior high school at MAN Model Makassar in 2010. At the same year, she continued her study at the University and she was registered as a student of English Department of FKIP Muhammadiyah University of Makassar.



APPENDIX A



DIAGNOSTIC TEST

Sumatran Rhinoceros

The Sumatran rhinoceros (*Dicerorhinus sumatrensis*) is the smallest rhino species. It is also the most distinctive rhinoceros. It has been hunted a lot that it is almost extinct. There are less than 300 Sumatran rhinoceroses surviving in Malaysia and Indonesia. Between 1985 and 1995, the number of Sumatran rhinos declined by 50 percent because of poaching and habitat destruction.

The Sumatran rhinoceros has unique grey or reddish-brown coat. It is believed to be the only survivor of the lineage that included the woolly rhinoceros. Sumatran rhinos stand up to 1.4 m (4.6 ft) at the shoulder and weigh up to 1,000 kg (2,200 lb). They have folded skin, like the other Asian rhinos, except that it is covered with coarse, bristly hair. The Sumatran is the only rhino in Asia with two horns. The front horn is usually the longest, reaching a length of 90 cm (36 inch), and the rear one is sometimes so small that the animal looks as if it is single-horned.

They live mainly in forest-covered hills near water and are known to be good at climbing slopes and swimming. They move mainly at night, and spend most of the day wallowing in mud-holes and pools. Sumatran rhinoceroses usually feed on leaves, twigs, and fruits.

Female rhinos reach sexual maturity at about the age of five or six. The males mature between the ages of seven and eight. However, they do not father calves until they have claimed a territory, which may take them three or four years. Rhinos always have a single calf, born after a gestation period of 15 to 18 months. The calf may feed on its mother's milk for up to two years, and it usually remains with its mother until she is about to give birth once more. The calf is only raised by its mother.

(http://kiyesoaluning.blogspot.com/2011/03/normal-0-false-false-false-en-us-x-none_26.html)

Multiple choice test

1. What does the first paragraph tell us about?
 - a. the description of sumatran rhinos
 - c. The number of Sumatran rhino

- b. The habitat of Sumatran rhino d. The destrucyion of habitat
2. Paragraph 3 mainly tells us about ...of the Sumatran rhino
a. habit b. food c.habitat d. life
3. Why is the sumatran rhinos almost extinct?
Because
a. people lokk after them c. people feed them
b. people hunt tthem d. people save them
4. The following is true based on the text?
a. There are a large number Sumatran rhinos
b. Female rhino has folded skin
c. Sunatran rhinos only live in Indonesia
d. Sunatran rhinos live in open forest
5. How tall is the sumatran rhino?
a. 40 cm b. 1.4 m c. 50 sm d. 14 cm
6. "...the rear one is"
"one" refers to
a. rhino b. horn c. length d. animal
7. "... the rear one is ..."
The underlined word hs similar meaning as ...
a. front b. small c. Single d. Back

Essay Test

1. What is the main idea of the fourth paragraph?
2. Mention the supporting idea of the fourth paragraph!

TEST CYCLE 1

GORILLAS

Gorillas are the largest of all the primates. A male gorilla can be 180 centimeters tall and can weigh 200 kilograms. Gorillas are very strong but they do not often fight. In fact they are peaceful animals. Gorillas live in small family groups of about 15. In a group there is one strong, older male, some young males, and a few females with their babies. They move slowly around a large area of jungle eating leaves and bushes.

In some ways gorillas are very like humans. When they are happy, they laugh and wave their arms. When they are angry, they beat their chests. When they are sad, they cry. But they cry quietly, without any tears. Unfortunately, people hunt and kill gorillas. They also cut down and burn their trees. There are now only about 10,000 gorillas left in the world.

(http://kiyesoaluning.blogspot.com/2011/03/normal-0-false-false-false-cn-us-x-none_26.html)

Multiple Choice Test

1. What does the text tell us about?
 - a. Amazing animal
 - b. Researchers
 - c. Elephants
 - d. gorillas
2. How tall can gorillas be?
 - a. one hundred and eighteen
 - b. one hundred eighty
 - c. eighteen hundred
 - d. two hundred
3. What is the purpose of the text above?
 - a. to retell about gorillas
 - b. to explain gorillas
 - c. to entertain the gorillas
 - d. to describe gorillas
4. What does paragraph 1 tell us about?
 - a. The size of gorillas
 - b. The strength of gorillas
 - c. The largest gorillas
 - d. The habitat of gorillas
5. The main idea of the second paragraph is
 - a. There are only about 10,000 gorillas in the world
 - b. People hunt and kill gorillas
 - c. Gorillas are like human

- d. When gorillas sad, they cry
6. How do gorillas live?
They live ...
a. alone b. in group c. peacefully d. nomad
7. “They also cut down and burn ...”
“They” here refers to
a. gorillas b. people c. humans d. females

Essay Test

1. What is the main idea of the second paragraph?
2. Mention supporting idea of the second paragraph!



TEST CYCLE II

Elephants: The Amazing Animals

Elephants are the largest land animals on earth. They have the largest brains of any mammal. Elephants talk to each other. Researchers have discovered more than 50 different types of calls that they use to communicate with each other.

Their trunks are strong enough to pick up trees but sensitive enough to pick up flowers. They use them as tools to sweep paths, to scratch themselves, to swat flies, and to draw in the dirt. They are good swimmers and use their trunks like snorkels. They live together in family groups. They help each other when in trouble. They join together to care for and rescue their young.

(http://kiyesoaluning.blogspot.com/2011/03/normal-0-false-false-false-en-us-x-none_26.html)

Multiple Choice Test

- What does the text tell us about?
 - amazing animal
 - elephants
 - researchers
- What is the main idea of the paragraph?
 - Elephants have largest brain
 - Elephants are the largest animals
 - Elephants has 50 different types
 - Elephants are good swimmers
- The elephants part of the body that is described in the text ...
 - head
 - ears
 - tusk
 - trunks
- How do they sweep paths?

They use

 - its feet
 - its head
 - its trunks
 - its brain
- “They use them ...”

Them refers to ...

 - elephants
 - flowers
 - trunks
 - researcher

6. "... to care for and rescue their ..."
The closest synonym of the word "rescue" is ...
a. bring b. feed c. save d. eat
7. "Researchers have discovered more than...."
The underlined word has the same meaning as
a. looked for b. got c. searched d. found

Essay Test

1. What is the main idea of the second paragraph?
2. Mention supporting idea of the second paragraph!



APPENDIX B

RPP



Rencana Pelaksanaan Pembelajaran

Satuan Pendidikan	: SMA Negeri 1 Sungguminasa
Kelas/Semester	: XI/II
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Teks Ilmiah Faktual
Pertemuan Ke	: 1
Alokasi Waktu	: 2x2jp

A. Kompetensi Inti

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

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.9 menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (*factual report*) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di kelas XI
- 4.13 Menangkap makna dalam teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di kelas XI

C. Indikator

1. Menunjukkan motivasi belajar yang sungguh-sungguh untuk bercakap menggunakan bahasa Inggris.
2. Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual.
3. Menangkap makna dalam teks ilmiah faktual.

D. Tujuan Pembelajaran

1. Siswa dapat menggunakan bahasa Inggris dalam bercakap.
2. Siswa dapat menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual.
3. Siswa dapat menangkap makna dalam teks ilmiah faktual.

E. Materi Pembelajaran

Teks ilmiah faktual (*factual report*) “DOLPHINS”

Fungsi sosial:

- Mengamati alam
- Menulis paparan ilmiah mengenai benda, binatang dan gejala/peristiwa alam

Struktur:

- Klasifikasi umum tentang binatang/benda yang ditulis, e.g.
Slow loris is a mammal. It is found in... it is a nocturnal animal. It is very small with
- Penggambaran mengenai bagian, sifat dan tingkah lakunya

Unsur kebahasaan:

- Kata kerja yang menggambarkan binatang/benda/gejala alam
- Kata sifat
- Berbagai kata benda terkait dengan benda/binatang/gejala alam yang diamati
- Ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi.
- Rujukan kata

F. Metode/Teknik: Graphic Organizer

G. Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none">• guru masuk dalam kelas dan langsung menyapa siswa menggunakan bahasa Inggris agar English environment dapat langsung tercipta di pertemuan pertama.• Guru dapat menggunakan kalimat “Good morning students”• Pastikan peserta didik merespon dengan menjawab kembali “Good morning, Man”• Jika siswa belum memberikan respon, jangan dulu melanjutkan pembelajaran.• Jika memungkinkan, guru dapat bertanya	10 menit

	kebeberapa siswa secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru.	
Inti	<ul style="list-style-type: none"> ✓ Siswa menyimak penjelasan guru tentang factual text dan graphic organizer ✓ Siswa menyimak berbagai contoh factual text yang disediakan. ✓ Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report. ✓ Siswa memilih graphic organizer yang sesuai dengan tugas yang diberikan oleh guru dan dikerjakan secara individu. ✓ Guru mengamati siswa sementara mereka menyelesaikan tugas menggunakan graphic organizer dalam kelas secara individu. ✓ Siswa mengumpulkan tugas factual text menggunakan graphic organizer. 	50 menit
Penutup	<ul style="list-style-type: none"> • Guru memberi penguatan materi • Memberi kesempatan kepada siswa untuk mengungkapkan kesulitan yang dialami • Memperhatikan rangkuman dan simpulan tentang hal-hal yang diajarkan. 	10 menit

H. Alat dan Sumber Belajar

Sumber : <http://panglia.blogspot.com/2012/09/soal-latihan-report-text-cls-xi.html>

Media : white board, board marker

I. Penilaian

No	Aspek yang dinilai	Teknik penilaian	Nilai
1	Sikap Terlibat aktif dan bertanggungjawab dalam proses pembelajaran	Pengamatan	
2	Pengetahuan Menyelesaikan tugas individu	Pengamatan dan tes	
3	Keterampilan Terampil menalar makna teks	Pengamatan	

1. Penilaian sikap

No.	Keterangan	Nilai
1.	Selalu	100
2.	Sering terlihat	80
3.	Kadang-kadang terlihat	70
4.	Jarang terlihat	60
5.	Belum terlihat	50

2. Penilaian pengetahuan

Kriteria penilaian tiap pertanyaan:

No.	Criteria	Score
1.	The meaning and grammar are correct	4
2.	The meaning is correct and some errors of grammar	3
3.	Some errors of meaning and grammar	2
4.	The meaning and grammar are incorrect	1
5.	No answer	0

Nilai = $\frac{\text{Jumlah Skor}}{\text{Jumlah Skor Maksimal}} \times 10$

Jumlah Skor Maksimal

3. Penilaian Keterampilan

No.	Keterangan	Nilai
1.	Baik sekali	100
2.	Baik	80
3.	Cukup	70
4.	Kurang	60
5.	Kurang sekali	50



Makassar, Agustus 2015

Mahasiswa

Fitria Binti Tahir

Nim. 10535 4735 10

Rencana Pelaksanaan Pembelajaran

Satuan Pendidikan : SMA Negeri 1 Sungguminasa

Kelas/Semester : XI/II

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Teks Ilmiah Faktual

Pertemuan Ke : II

Alokasi Waktu : 2x2jp

A. Kompetensi Inti

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

B. Kompetensi Dasar

- 1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.9 menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (*factual report*) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di kelas XI
- 4.13 Menangkap makna dalam teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di kelas XI

C. Indikator

1. Menunjukkan motivasi belajar yang sungguh-sungguh untuk bercakap menggunakan bahasa Inggris.
2. Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual.
3. Menangkap makna dalam teks ilmiah faktual.

D. Tujuan Pembelajaran

1. Siswa dapat menggunakan bahasa Inggris dalam bercakap.
2. Siswa dapat menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual.
3. Siswa dapat menangkap makna dalam teks ilmiah faktual.

E. Materi Pembelajaran

Teks ilmiah faktual (*factual report*) “SEA MAMMALS”

Fungsi sosial:

- Mengamati alam
- Menulis paparan ilmiah mengenai benda, binatang dan gejala/peristiwa alam

Struktur:

- Klasifikasi umum tentang binatang/benda yang ditulis, e.g.
Slow loris is a mammal. It is found in... it is a nocturnal animal. It is very small with

- Penggambaran mengenai bagian, sifat dan tingkah lakunya

Unsur kebahasaan:

- Kata kerja yang menggambarkan binatang/benda/gejala alam
- Kata sifat
- Berbagai kata benda terkait dengan benda/binatang/gejala alam yang diamati
- Ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi.
- Rujukan kata

F. Metode/Teknik: Graphic Organizer

G. Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none">• guru masuk dalam kelas dan langsung menyapa siswa menggunakan bahasa Inggris agar English environment dapat langsung tercipta di pertemuan pertama.• Guru dapat menggunakan kalimat “Good morning students”• Pastikan peserta didik merespon dengan menjawab kembali “Good morning, Man”• Jika siswa belum memberikan respon, jangan	10 menit

	<p>dulu melanjutkan pembelajaran.</p> <ul style="list-style-type: none"> • Jika memungkinkan, guru dapat bertanya kepada beberapa siswa secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru. 	
Inti	<ul style="list-style-type: none"> ✓ Siswa menyimak penjelasan guru tentang factual text dan graphic organizer ✓ Siswa menyimak berbagai contoh factual text yang disediakan. ✓ Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report. ✓ Siswa memilih graphic organizer yang sesuai dengan tugas yang diberikan oleh guru dan dikerjakan secara individu. ✓ Guru mengamati siswa sementara mereka menyelesaikan tugas menggunakan graphic organizer dalam kelas secara individu. ✓ Siswa mengumpulkan tugas factual text menggunakan graphic organizer. 	50 menit
Penutup	<ul style="list-style-type: none"> • Guru memberi penguatan materi • Memberi kesempatan kepada siswa untuk mengungkapkan kesulitan yang dialami • Memperhatikan rangkuman dan simpulan tentang hal-hal yang diajarkan. 	10 menit

H. Alat dan Sumber Belajar

Sumber : <http://panglia.blogspot.com/2012/09/soal-latihan-report-text-cls-xi.html>

Media : white board, board marker

I. Penilaian

No	Aspek yang dinilai	Teknik penilaian	Nilai
1	Sikap Terlibat aktif dan bertanggungjawab dalam proses pembelajaran	Pengamatan	
2	Pengetahuan Menyelesaikan tugas individu	Pengamatan dan tes	
3	Keterampilan Terampil menalar makna teks	Pengamatan	

1. Penilaian sikap

No.	Keterangan	Nilai
1.	Selalu	100
2.	Sering terlihat	80
3.	Kadang-kadang terlihat	70
4.	Jarang terlihat	60
5.	Belum terlihat	50

2. Penilaian pengetahuan

Kriteria penilaian tiap pertanyaan:

No.	Criteria	Score
1.	The meaning and grammar are correct	4
2.	The meaning is correct and some errors of grammar	3
3.	Some errors of meaning and grammar	2
4.	The meaning and grammar are incorrect	1

5.	No answer	0
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Nilai = $\frac{\text{Jumlah Skor}}{\text{Jumlah Skor Maksimal}} \times 10$

Jumlah Skor Maksimal

3. Penilaian Keterampilan

No.	Keterangan	Nilai
1.	Baik sekali	100
2.	Baik	80
3.	Cukup	70
4.	Kurang	60
5.	Kurang sekali	50

Makassar, Agustus 2015

Mahasiswa

Fitria Binti Tahir

Nim. 10535 4735 10

Rencana Pelaksanaan Pembelajaran

Satuan Pendidikan : SMA Negeri 1 Sungguminasa

Kelas/Semester : XI/II

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Teks Ilmiah Faktual

Pertemuan Ke : III

Alokasi Waktu : 2x2jp

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 1.3 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.9 menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (*factual report*) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di kelas XI
- 4.13 Menangkap makna dalam teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di kela XI

C. Indikator

1. Menunjukkan motivasi belajar yang sungguh-sungguh untuk bercakap menggunakan bahasa Inggris.
2. Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual.
3. Menangkap makna dalam teks ilmiah faktual.

D. Tujuan Pembelajaran

1. Siswa dapat menggunakan bahasa Inggris dalam bercakap.

2. Siswa dapat menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual.
3. Siswa dapat menangkap makna dalam teks ilmiah faktual.

E. Materi Pembelajaran

Teks ilmiah faktual (*factual report*) “WHITE PELICAN”

Fungsi sosial:

- Mengamati alam
- Menulis paparan ilmiah mengenai benda, binatang dan gejala/peristiwa alam

Struktur:

- Klasifikasi umum tentang binatang/benda yang ditulis, e.g.
Slow loris is a mammal. It is found in... it is a nocturnal animal. It is very small with
- Penggambaran mengenai bagian, sifat dan tingkah lakunya

Unsur kebahasaan:

- Kata kerja yang menggambarkan binatang/benda/gejala alam
- Kata sifat
- Berbagai kata benda terkait dengan benda/binatang/gejala alam yang diamati
- Ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi.
- Rujukan kata

F. Metode/Teknik: Graphic Organizer

G. Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> • guru masuk dalam kelas dan langsung menyapa siswa menggunakan bahasa Inggris agar English environment dapat langsung tercipta di pertemuan pertama. 	10 menit

	<ul style="list-style-type: none"> • Guru dapat menggunakan kalimat “Good morning students” • Pastikan peserta didik merespon dengan menjawab kembali “Good morning, Man” • Jika siswa belum memberikan respon, jangan dulu melanjutkan pembelajaran. • Jika memungkinkan, guru dapat bertanya kebeberapa siswa secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru. 	
Inti	<ul style="list-style-type: none"> ✓ Siswa menyimak penjelasan guru tentang factual text dan graphic organizer ✓ Siswa menyimak berbagai contoh factual text yang disediakan. ✓ Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report. ✓ Siswa memilih graphic organizer yang sesuai dengan tugas yang diberikan oleh guru dan dikerjakan secara individu. ✓ Guru mengamati siswa sementara mereka menyelesaikan tugas menggunakan graphic organizer dalam kelas secara individu. ✓ Siswa mengumpulkan tugas factual text menggunakan graphic organizer. 	50 menit
Penutup	<ul style="list-style-type: none"> • Guru memberi penguatan materi • Memberi kesempatan kepada siswa untuk mengungkapkan kesulitan yang dialami • Memperhatikan rangkuman dan simpulan tentang hal-hal yang diajarkan. 	10 menit

H. Alat dan Sumber Belajar

Sumber : <http://panglia.blogspot.com/2012/09/soal-latihan-report-text-kls-xi.html>

Media : white board, board marker

I. Penilaian

No	Aspek yang dinilai	Teknik penilaian	Nilai
1	Sikap Terlibat aktif dan bertanggungjawab dalam proses pembelajaran	Pengamatan	
2	Pengetahuan Menyelesaikan tugas iindividu	Pengamatan dan tes	
3	Keterampilan Terampil menalar makna teks	Pengamatan	

1. Penilaian sikap

No.	Keterangan	Nilai
1.	Selalu	100
2.	Sering terlihat	80
3.	Kadang-kadang terlihat	70
4.	Jarang terlihat	60
5.	Belum terlihat	50

2. Penilaian pengetahuan

Kriteria penilaian tiap pertanyaan:

No.	Criteria	Score
1.	The meaning and grammar are correct	4
2.	The meaning is correct and some errors of grammar	3
3.	Some errors of meaning and grammar	2
4.	The meaning and grammar are incorrect	1
5.	No answer	0

Nilai = $\frac{\text{Jumlah Skor}}{\text{Jumlah Skor Maksimal}} \times 10$

Jumlah Skor Maksimal

3. Penilaian Keterampilan

No.	Keterangan	Nilai
1.	Baik sekali	100
2.	Baik	80
3.	Cukup	70
4.	Kurang	60
5.	Kurang sekali	50

Makassar, Agustus 2015

Mahasiswa

Fitria Binti Tahir

Nim. 10535 4735 10

Rencana Pelaksanaan Pembelajaran

Satuan Pendidikan : SMA Negeri 1 Sungguminasa
Kelas/Semester : XI/II
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Teks Ilmiah Faktual
Pertemuan Ke : IV
Alokasi Waktu : 2x2jp

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada

bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 1.4 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.9 menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (*factual report*) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di kelas XI
- 4.13 Menangkap makna dalam teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di kelas XI

C. Indikator

1. Menunjukkan motivasi belajar yang sungguh-sungguh untuk brekapak menggunakan bahasa Inggris.
2. Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual.
3. Menangkap makna dalam teks ilmiah faktual.

D. Tujuan Pembelajaran

1. Siswa dapat menggunakan bahasa Inggris dalam bercakap.
2. Siswa dapat menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual.
3. Siswa dapat menangkap makna dalam teks ilmiah faktual.

E. Materi Pembelajaran

Teks ilmiah faktual (*factual report*) “SCORPION”

Fungsi sosial:

- Mengamati alam
- Menulis paparan ilmiah mengenai benda, binatang dan gejala/peristiwa alam

Struktur:

- Klasifikasi umum tentang binatang/benda yang ditulis, e.g. Slow loris is a mammal. It is found in... it is a nocturnal animal. It is very small with
- Penggambaran mengenai bagian, sifat dan tingkah lakunya

Unsur kebahasaan:

- Kata kerja yang menggambarkan binatang/benda/gejala alam
- Kata sifat
- Berbagai kata benda terkait dengan benda/binatang/gejala alam yang diamati
- Ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi.
- Rujukan kata

F. Metode/Teknik: Graphic Organizer

G. Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> guru masuk dalam kelas dan langsung menyapa siswa menggunakan bahasa Inggris agar English environment dapat langsung tercipta di 	10 menit

	<p>pertemuan pertama.</p> <ul style="list-style-type: none"> • Guru dapat menggunakan kalimat “Good morning students” • Pastikan peserta didik merespon dengan menjawab kembali “Good morning, Man” • Jika siswa belum memberikan respon, jangan dulu melanjutkan pembelajaran. • Jika memungkinkan, guru dapat bertanya kepada beberapa siswa secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru. 	
Inti	<ul style="list-style-type: none"> ✓ Siswa menyimak penjelasan guru tentang factual text dan graphic organizer ✓ Siswa menyimak berbagai contoh factual text yang disediakan. ✓ Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report. ✓ Siswa memilih graphic organizer yang sesuai dengan tugas yang diberikan oleh guru dan dikerjakan secara individu. ✓ Guru mengamati siswa sementara mereka menyelesaikan tugas menggunakan graphic organizer dalam kelas secara individu. ✓ Siswa mengumpulkan tugas factual text menggunakan graphic organizer. 	50 menit
Penutup	<ul style="list-style-type: none"> • Guru memberi penguatan materi • Memberi kesempatan kepada siswa untuk mengungkapkan kesulitan yang dialami • Memperhatikan rangkuman dan simpulan tentang hal-hal yang diajarkan. 	10 menit

H. Alat dan Sumber Belajar

Sumber : <http://panglia.blogspot.com/2012/09/soal-latihan-report-text-cls-xi.html>

Media : white board, board marker

I. Penilaian

No	Aspek yang dinilai	Teknik penilaian	Nilai
1	Sikap Terlibat aktif dan bertanggungjawab dalam proses pembelajaran	Pengamatan	
2	Pengetahuan Menyelesaikan tugas iindividu	Pengamatan dan tes	
3	Keterampilan Terampil menalar makna teks	Pengamatan	

1. Penilaian sikap

No.	Keterangan	Nilai
1.	Selalu	100
2.	Sering terlihat	80
3.	Kadang-kadang terlihat	70
4.	Jarang terlihat	60
5.	Belum terlihat	50

2. Penilaian pengetahuan

Kriteria penilaian tiap pertanyaan:

No.	Criteria	Score
1.	The meaning and grammar are correct	4
2.	The meaning is correct and some errors of grammar	3
3.	Some errors of meaning and grammar	2
4.	The meaning and grammar are incorrect	1
5.	No answer	0

$$\text{Nilai} = \frac{\text{Jumlah Skor}}{\text{Jumlah Skor Maksimal}} \times 10$$

3. Penilaian Keterampilan

No.	Keterangan	Nilai
1.	Baik sekali	100
2.	Baik	80
3.	Cukup	70
4.	Kurang	60
5.	Kurang sekali	50

Makassar, Agustus 2015

Mahasiswa

Fitria Binti Tahir

Nim. 10535 4735 10



Rencana Pelaksanaan Pembelajaran

Satuan Pendidikan : SMA Negeri 1 Sungguminasa

Kelas/Semester : XI/II

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Teks Ilmiah Faktual

Pertemuan Ke : V

Alokasi Waktu : 2x2jp

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan

kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 1.5 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.9 menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (*factual report*) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di kelas XI
- 4.13 Menangkap makna dalam teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di kelas XI

C. Indikator

1. Menunjukkan motivasi belajar yang sungguh-sungguh untuk bercakap menggunakan bahasa Inggris.
2. Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual.
3. Menangkap makna dalam teks ilmiah faktual.

D. Tujuan Pembelajaran

1. Siswa dapat menggunakan bahasa Inggris dalam bercakap.
2. Siswa dapat menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual.
3. Siswa dapat menangkap makna dalam teks ilmiah faktual.

E. Materi Pembelajaran

Teks ilmiah faktual (*factual report*) "SNAKES"

Fungsi sosial:

- Mengamati alam
- Menulis paparan ilmiah mengenai benda, binatang dan gejala/peristiwa alam

Struktur:

- Klasifikasi umum tentang binatang/benda yang ditulis, e.g. Slow loris is a mammal. It is found in... it is a nocturnal animal. It is very small with
- Penggambaran mengenai bagian, sifat dan tingkah lakunya

Unsur kebahasaan:

- Kata kerja yang menggambarkan binatang/benda/gejala alam
- Kata sifat
- Berbagai kata benda terkait dengan benda/binatang/gejala alam yang diamati
- Ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi.
- Rujukan kata

F. Metode/Teknik: Graphic Organizer

G. Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi waktu
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<p>Pendahuluan</p>	<ul style="list-style-type: none"> • guru masuk dalam kelas dan langsung menyapa siswa menggunakan bahasa Inggris agar English environment dapat langsung tercipta di pertemuan pertama. • Guru dapat menggunakan kalimat “Good morning students” • Pastikan peserta didik merespon dengan menjawab kembali “Good morning, Man” • Jika siswa belum memberikan respon, jangan dulu melanjutkan pembelajaran. • Jika memungkinkan, guru dapat bertanya kepada beberapa siswa secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru. 	<p>10 menit</p>
<p>Inti</p>	<ul style="list-style-type: none"> ✓ Siswa menyimak penjelasan guru tentang factual text dan graphic organizer ✓ Siswa menyimak berbagai contoh factual text yang disediakan. ✓ Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report. ✓ Siswa memilih graphic organizer yang sesuai dengan tugas yang diberikan oleh guru dan dikerjakan secara individu. ✓ Guru mengamati siswa sementara mereka menyelesaikan tugas menggunakan graphic organizer dalam kelas secara individu. ✓ Siswa mengumpulkan tugas factual text menggunakan graphic organizer. 	<p>50 menit</p>

Penutup	<ul style="list-style-type: none"> • Guru memberi penguatan materi • Memberi kesempatan kepada siswa untuk mengungkapkan kesulitan yang dialami • Memperhatikan rangkuman dan simpulan tentang hal-hal yang diajarkan. 	10 menit
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H. Alat dan Sumber Belajar

Sumber : <http://panglia.blogspot.com/2012/09/soal-latihan-report-text-cls-xi.html>

Media : white board, board marker

I. Penilaian

No	Aspek yang dinilai	Teknik penilaian	Nilai
1	Sikap Terlibat aktif dan bertanggungjawab dalam proses pembelajaran	Pengamatan	
2	Pengetahuan Menyelesaikan tugas individu	Pengamatan dan tes	
3	Keterampilan Terampil menalar makna teks	Pengamatan	

1. Penilaian sikap

No.	Keterangan	Nilai
1.	Selalu	100
2.	Sering terlihat	80

3.	Kadang-kadang terlihat	70
4.	Jarang terlihat	60
5.	Belum terlihat	50

2. Penilaian pengetahuan

Kriteria penilaian tiap pertanyaan:

No.	Criteria	Score
1.	The meaning and grammar are correct	4
2.	The meaning is correct and some errors of grammar	3
3.	Some errors of meaning and grammar	2
4.	The meaning and grammar are incorrect	1
5.	No answer	0

$$\text{Nilai} = \frac{\text{Jumlah Skor}}{\text{Jumlah Skor Maksimal}} \times 10$$

3. Penilaian Keterampilan

No.	Keterangan	Nilai
1.	Baik sekali	100
2.	Baik	80
3.	Cukup	70
4.	Kurang	60
5.	Kurang sekali	50

Makassar, Agustus 2015

Mahasiswa

Fitria Binti Tahir

Nim. 10535 4735 10



A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai

permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

- 1.6 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.9 menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (*factual report*) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di kelas XI
- 4.13 Menangkap makna dalam teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di kelas XI

C. Indikator

1. Menunjukkan motivasi belajar yang sungguh-sungguh untuk bercakap menggunakan bahasa Inggris.
2. Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual.
3. Menangkap makna dalam teks ilmiah faktual.

D. Tujuan Pembelajaran

1. Siswa dapat menggunakan bahasa Inggris dalam bercakap.
2. Siswa dapat menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual.
3. Siswa dapat menangkap makna dalam teks ilmiah faktual.

E. Materi Pembelajaran

Teks ilmiah faktual (*factual report*) “TIGER”

Fungsi sosial:

- Mengamati alam
- Menulis paparan ilmiah mengenai benda, binatang dan gejala/peristiwa alam

Struktur:

- Klasifikasi umum tentang binatang/benda yang ditulis, e.g.
Slow loris is a mammal. It is found in... it is a nocturnal animal. It is very small with
- Penggambaran mengenai bagian, sifat dan tingkah lakunya

Unsur kebahasaan:

- Kata kerja yang menggambarkan binatang/benda/gejala alam
- Kata sifat
- Berbagai kata benda terkait dengan benda/binatang/gejala alam yang diamati
- Ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi.

- Rujukan kata

F. Metode/Teknik: Graphic Organizer

G. Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none">• guru masuk dalam kelas dan langsung menyapa siswa menggunakan bahasa Inggris agar English environment dapat langsung tercipta di pertemuan pertama.• Guru dapat menggunakan kalimat “Good morning students”• Pastikan peserta didik merespon dengan menjawab kembali “Good morning, Man”• Jika siswa belum memberikan respon, jangan dulu melanjutkan pembelajaran.• Jika memungkinkan, guru dapat bertanya kepada beberapa siswa secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru.	10 menit
Inti	<ul style="list-style-type: none">✓ Siswa menyimak penjelasan guru tentang factual text dan graphic organizer✓ Siswa menyimak berbagai contoh factual text yang disediakan.✓ Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report.✓ Siswa memilih graphic organizer yang sesuai dengan tugas yang diberikan oleh guru dan dikerjakan secara individu.✓ Guru mengamati siswa sementara mereka menyelesaikan tugas menggunakan graphic organizer dalam kelas secara individu.	50 menit

	✓ Siswa mengumpulkan tugas factual text menggunakan graphic organizer.	
Penutup	<ul style="list-style-type: none"> • Guru memberi penguatan materi • Memberi kesempatan kepada siswa untuk mengungkapkan kesulitan yang dialami • Memperhatikan rangkuman dan simpulan tentang hal-hal yang diajarkan. 	10 menit

H. Alat dan Sumber Belajar

Sumber : <http://panglia.blogspot.com/2012/09/soal-latihan-report-text-cls-xi.html>

Media : white board, board marker

I. Penilaian

No	Aspek yang dinilai	Teknik penilaian	Nilai
1	Sikap Terlibat aktif dan bertanggungjawab dalam proses pembelajaran	Pengamatan	
2	Pengetahuan Menyelesaikan tugas individu	Pengamatan dan tes	
3	Keterampilan Terampil menalar makna teks	Pengamatan	

1. Penilaian sikap

No.	Keterangan	Nilai
1.	Selalu	100
2.	Sering terlihat	80
3.	Kadang-kadang terlihat	70
4.	Jarang terlihat	60
5.	Belum terlihat	50

2. Penilaian pengetahuan

Kriteria penilaian tiap pertanyaan:

No.	Criteria	Score
1.	The meaning and grammar are correct	4
2.	The meaning is correct and some errors of grammar	3
3.	Some errors of meaning and grammar	2
4.	The meaning and grammar are incorrect	1
5.	No answer	0

$$\text{Nilai} = \frac{\text{Jumlah Skor}}{\text{Jumlah Skor Maksimal}} \times 10$$

3. Penilaian Keterampilan

No.	Keterangan	Nilai
1.	Baik sekali	100
2.	Baik	80
3.	Cukup	70
4.	Kurang	60
5.	Kurang sekali	50

Makassar, Agustus 2015

Mahasiswa

Fitria Binti Tahir

Nim. 10535 4735 10



Rencana Pelaksanaan Pembelajaran

Satuan Pendidikan : SMA Negeri 1 Sungguminasa

Kelas/Semester : XI/II

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Teks Ilmiah Faktual

Pertemuan Ke : VII

Alokasi Waktu :2x2jp

A. Kompetensi Inti

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

B. Kompetensi Dasar

- 1.7 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
- 3.9 menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (*factual report*) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda,

gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di kelas XI

- 4.13 Menangkap makna dalam teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di kelas XI

C. Indikator

1. Menunjukkan motivasi belajar yang sungguh-sungguh untuk bercakap menggunakan bahasa Inggris.
2. Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual.
3. Menangkap makna dalam teks ilmiah faktual.

D. Tujuan Pembelajaran

1. Siswa dapat menggunakan bahasa Inggris dalam bercakap.
2. Siswa dapat menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual.
3. Siswa dapat menangkap makna dalam teks ilmiah faktual.

E. Materi Pembelajaran

Teks ilmiah faktual (*factual report*) "KANGAROOS"

Fungsi sosial:

- Mengamati alam
- Menulis paparan ilmiah mengenai benda, binatang dan gejala/peristiwa alam

Struktur:

- Klasifikasi umum tentang binatang/benda yang ditulis, e.g.
Slow loris is a mammal. It is found in... it is a nocturnal animal. It is very small with
- Penggambaran mengenai bagian, sifat dan tingkah lakunya

Unsur kebahasaan:

- Kata kerja yang menggambarkan binatang/benda/gejala alam
- Kata sifat
- Berbagai kata benda terkait dengan benda/binatang/gejala alam yang diamati
- Ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi.
- Rujukan kata

F. Metode/Teknik: Graphic Organizer

G. Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none">• guru masuk dalam kelas dan langsung menyapa siswa menggunakan bahasa Inggris agar English environment dapat langsung tercipta di pertemuan pertama.• Guru dapat menggunakan kalimat “Good morning students”• Pastikan peserta didik merespon dengan menjawab kembali “Good morning, Man”• Jika siswa belum memberikan respon, jangan dulu melanjutkan pembelajaran.• Jika memungkinkan, guru dapat bertanya kebeberapa siswa secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru.	10 menit
Inti	<ul style="list-style-type: none">✓ Siswa menyimak penjelasan guru tentang factual text dan graphic organizer✓ Siswa menyimak berbagai contoh factual text yang disediakan.✓ Siswa mempertanyakan cara menemukan gagasan pokok, informasi rinci dari teks faktual report.	50 menit

	<ul style="list-style-type: none"> ✓ Siswa memilih graphic organizer yang sesuai dengan tugas yang diberikan oleh guru dan dikerjakan secara individu. ✓ Guru mengamati siswa sementara mereka menyelesaikan tugas menggunakan graphic organizer dalam kelas secara individu. ✓ Siswa mengumpulkan tugas factual text menggunakan graphic organizer. 	
Penutup	<ul style="list-style-type: none"> • Guru memberi penguatan materi • Memberi kesempatan kepada siswa untuk mengungkapkan kesulitan yang dialami • Memperhatikan rangkuman dan simpulan tentang hal-hal yang diajarkan. 	10 menit

H. Alat dan Sumber Belajar

Sumber : <http://panglia.blogspot.com/2012/09/soal-latihan-report-text-cls-xi.html>

Media : white board, board marker

I. Penilaian

No	Aspek yang dinilai	Teknik penilaian	Nilai
1	Sikap Terlibat aktif dan bertanggungjawab dalam proses pembelajaran	Pengamatan	
2	Pengetahuan Menyelesaikan tugas iindividu	Pengamatan dan tes	

3	Keterampilan Terampil menalar makna teks	Pengamatan	
---	--	------------	--

1. Penilaian sikap

No.	Keterangan	Nilai
1.	Selalu	100
2.	Sering terlihat	80
3.	Kadang-kadang terlihat	70
4.	Jarang terlihat	60
5.	Belum terlihat	50

2. Penilaian pengetahuan

Kriteria penilaian tiap pertanyaan:

No.	Criteria	Score
1.	The meaning and grammar are correct	4
2.	The meaning is correct and some errors of grammar	3
3.	Some errors of meaning and grammar	2
4.	The meaning and grammar are incorrect	1
5.	No answer	0

Nilai = $\frac{\text{Jumlah Skor}}{\text{Jumlah Skor Maksimal}} \times 10$

Jumlah Skor Maksimal

3. Penilaian Keterampilan

No.	Keterangan	Nilai
1.	Baik sekali	100
2.	Baik	80
3.	Cukup	70

4.	Kurang	60
5.	Kurang sekali	50

Makassar, Agustus 2015

Mahasiswa



Fitria Binti Tahir

Nim. 10535 4735 10

Rencana Pelaksanaan Pembelajaran

Satuan Pendidikan : SMA Negeri 1 Sungguminasa

Kelas/Semester : XI/II

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Teks Ilmiah Faktual

Pertemuan Ke : VIII
Alokasi Waktu :2x2jp

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
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- 4.13 Menangkap makna dalam teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di kelas XI

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E. Materi Pembelajaran

Teks ilmiah faktual (*factual report*) "KOMODO DRAGONS"

Fungsi sosial:

- Mengamati alam
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Jumlah Skor Maksimal

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5.	Kurang sekali	50



Makassar, Agustus 2015

Mahasiswa

Fitria Binti Tahir

Nim. 10535 4735 10

TEACHING

MATERIALS



Meeting 1

DOLPHINS

For many years, many people believed that the cleverest animals after man were the chimpanzees. Now, however, there is proof that dolphins may be even cleverer than these big apes.

Although a dolphin lives in the sea it is not a fish. It is a mammal. It is in many ways, therefore, like a human being.

Dolphins have a simple language. They are able to talk to one another. It may be possible for man to learn how to talk to dolphins. But this will not be easy because dolphins cannot hear the kind of sounds man can make. If man wants to talk to dolphins, therefore, he will have to make a third language which both he and the dolphins can understand.

Dolphins are also very friendly toward man. They often follow ships. There are many stories about dolphins guiding ships through difficult and dangerous water.

(<http://panglia.blogspot.com/2012/09/soal-latihan-report-text-cls-xi.html>)

Multiple Choice Test

1. The text tells us about?
 - A. fish
 - B. mammals
 - C. Dolphins
 - D. big apes
2. The fourth paragraph tells us?
 - A. how dolphins help man
 - B. how friendly man to dolphins
 - C. how genius the dolphins are
 - D. how diligent the dolphins are
3. Which statement is TRUE.....?
 - A. Dolphins are fish
 - B. Dolphins are kind-hearted animals
 - C. Dolphins' sense of hearing is very sharp
 - D. Chimpanzees are the cleverest animals in the world
4. The text above is in the form of?

SEA MAMMALS

Seals, sea lions and walruses live both on land and in the sea. When on dry land or on ice, they are very clumsy in their movements. But in the water they swim gracefully. They all leave the water for land or ice fields to give birth to their young.

The dolphins and the sea cows are sea mammals. Dolphins and porpoise look alike but usually the dolphins are larger. These animals are mainly fish eaters. Experiments show that dolphins are intelligent and can communicate with each other. They can be trained to perform various kinds of tricks and acts.

The highly intelligent killer whale belongs to the dolphin family. Despite of its scary name, it has never been heard to attack human.

MULTIPLE CHOICE

1. The text mainly tells us about
 - A. different characteristic of sea mammals
 - B. the difference of sea mammals community
 - C. the difference behavior of sea mammals
 - D. seals, sea loins, dolphins, sea cows and killer whales belongs to sea mammals
 - E. all sea mammals give birth on land
2. Seals, sea lions and walruses
 - A. are fish eaters
 - B. can perform tricks
 - C. can communicate with one another
 - D. are not fish
 - E. are swift swimmer sea mammals
3. Which of the following statements is untrue?
 - A. Dolphins are usually larger than porpoises
 - B. Dolphins are trained to perform various kinds of tricks and acts
 - C. Sea cows are sea mammals
 - D. Walruses lives both on land and in water

- E. Porpoises can communicate with each other
4. What is the main idea for paragraph 3?
- A. Killer whale gives birth on land
 - B. Killer whale is an intelligent sea mammal but never attack human
 - C. Killer whale belongs to dolphins' family
 - D. Killer whale does not kill
 - E. Killer whale can swim faster than dolphin
5. What is the opposite word of dry?
- a. wet b. Straight c. Small d. Sad e. wait
6. What is the communicative purpose of the text?
- A. To entertain the reader
 - B. To retell the reader
 - C. To inform the sea mammals
 - D. To show the sea mammals
 - E. To describe the differences of the sea mammals
7. to tell the factual information, the writer mostly uses?
- a. passive voice b. Present perfect c. Simple past d. Simple present

Essay Test

1. What is the main idea of the second paragraph?
2. Mention supporting idea of the second paragraph?
3. Fill out this worksheet based on the text above.

First

Title:

Next

Character :

Last

Skill :

Habitat :

MEETING III

WHITE PELICAN

The white pelican is one of the most successful fish eating birds. The success is largely due to its command hunting behaviour. A group, perhaps two dozens birds, will gather in a curved are some distance offshore, beating the water furiously with their wings, driving the fish before them.

When the water is shallow enough for the birds to reach the fish, the formation breaks up as each bird dip its bill into the water to scoop up its meal. As the bird lifts its head, the water drains from its bill leaving the fish which are then swallowed.

Pelicans are among the oldest group of birds. Fossil of this genus have been founded dating back 40 millions years.

MULTIPLE CHOICE

1. How do they hunt for the fish?
They do it

 - a. individually
 - b. one by one
 - c. in a group
 - d. with other mammals
 - e. by flying around the lake

2. Why is white pelican called as the most successful fish eating bird?
I think it's because.....

 - a. it's two dozen birds gather together
 - b. its command hunting behaviour
 - c. its curved are
 - d. it's beating the water furiously
 - e. it's killing many fish

3. How do they beat the sea water?
a. largely b. clearly c. furiously d. quietly e. calmly
4. What's the main idea of the text above?

- a. the death of white pelican
 - b. the history of white pelican
 - c. the breeding behaviour of white pelican
 - d. the hunting behaviour of white pelican
 - e. the killing behaviour of white pelican
5. How old was the fossil of the Pelican?
- a. 20 million years
 - b. 30 million years
 - c. 40 million years
 - d. 50 million years
 - e. 60 million years
6., beating the water furiously with their wings, driving the fish before them. (Paragraph 1)
- The underlined word refers to.....
- a. fish
 - b. white pelican
 - c. birdS
 - d. a group
 - e. the man
7. What is the opposite word of old?
- a. big
 - b. Straight
 - c. Small.
 - D. Young.
 - E. Wait

Essay Test

1. What is the main idea of the second paragraph?
2. Mention supporting idea of the second paragraph?
3. Fill out this worksheet based on the text above.

First

Title:

Next

Character :

Last

Skill :

Habitat :

MEETING IV

SCORPIONS

Scorpions, like spiders, are not insects. They have eight legs and are termed as “arachnids”. They are found only in certain countries. They have big claws by which they catch their prey. Scorpions have long, thin tails with a poisonous sting at the end.

Very few scorpions are poisonous enough to kill a person, but their stings can be extremely painful. Some people think that the big black scorpions are very dangerous. This is not true. The most dangerous species are the pale yellow scorpions found in the deserts.

Scorpions live in hot, tropical countries. During the day they hide under rocks, fallen trees, in holes in the ground and other dark places. At night, they came out to catch their prey. When the sun rises, they return to their shelter.

The diet of scorpions consist of grasshoppers, beetles, crickets, cockroach, moths and other insect as well as spiders and other smaller creatures.

One special feature about the scorpions is that, the mother scorpions carries her babies on her back until they are big enough to live on their own.

MULTIPLE CHOICE TEST

1. The first paragraph tells us about
 - A. the difference between scorpions and spiders
 - B. insects which have eight legs
 - C. how scorpions catch their prey
 - D. what the scorpions are
 - E. scorpions' poisonous tail
2. The passage above mentions that scorpions catch their prey by their
 - A. claws
 - B. stingS
 - C. tails
 - D. legs
 - E. “arachnids”
3. Which is the most dangerous scorpion?
 - A. black scorpion
 - B. big black scorpion
 - C. pale yellow scorpions

- D. tropical scorpion
4. "This is not true "(line 6). What does "this" refer to?
- A. Very few scorpions are poisonous enough to kill a person
- B. Their stings can be extremely painful
- C. Some people think that the big black scorpions are very dangerous
- D. Scorpions have long, thin tails with a poisonous sting
- E. The pale yellow scorpions found in the deserts.
5. When do scorpions hunt for their food?
- A. During the day B. At night C. When the sun rises
- D. When they hide under rocks E. in hot season
6. According to the passage, scorpions eat the followings, except
- A. grasshoppers B. beetles C. crickets D. spiders E. other creatures
7. What is the opposite word of small?
- A. big b. Straught c. Happy d. Young e. Wait

Essay Test

1. What is the main idea of the second paragraph?
2. Mention supporting idea of the second paragraph?
3. Fill out this worksheet based on the text above.

First

Title:

Next

Character :

Last

Skill :

Habitat :

MEETING V

SNAKES

Snakes are reptiles. They belong to the same group as lizards (the scaled group, Squamata) but for a sub-group of their own (Serpentes). Snakes have two legs but a long time ago they had claws to help them slither along. Snakes are not slimy. They are covered in scales which are just bumps on the skin. Their skin is hard and glossy to reduce friction as the snake slither along the ground.

Most snakes live in the country. Some types of snakes live in trees, some live in water, but most usually consists of frogs, lizards, and mice and other snakes. The Anaconda can eat small crocodile and even wild boards. Many snakes protect themselves with their fangs. Boa Constrictors can give you a bear hug which is so powerful it can crush every single bone in your body. Some snakes are protected by scaring their enemies away like The Cobra. The flying snakes glided away from danger. Their ribs spread apart and the skin stretches out. Its technique is just like sugar gliders.

MULTIPLE CHOICE

1. What is the main idea of the text?
 - a. Snakes are reptile
 - b. Snakes have two legs
 - c. Most snakes live in the country
 - d. Many snakes protect themselves with their fangs.
2. Paragraph describes about the physical description of snakes.
 - a. One
 - b. Two
 - c. Three
 - d. Four
3. The following statements are true, except

 - a. All snakes live in the country
 - b. Snakes can be found mostly in the ground.
 - c. Cobras protect themselves by scarring their enemies away.
 - d. A snake does not only eat frogs and lizards but also other snakes

MEETING VI

TIGER

The tiger is largest member of the cat family. There are eight subspecies: Caspian, Bengal, Indochinese, Chinese, Siberian, Sumatran, Java and Bali. Three subspecies are extinct, the rest are endangered, so we have to protect them.

Tigers have reddish skin, a white belly, but white and black tail. The head, body and tail have black, brown, or grey stripes. Tiger usually eat deer, buffaloes or rabbit. Tigers are now a protected species, but the hunters continue killing them for their skins. In Asia, some parts of a tiger's body are used as medicines.

MULTIPLE CHOICE

1. What is the family of the tigers?

- a. cat b. buffalo c. deer d. bird

2. How many subspecies of tiger are there?

- a. Six c. Seven
b. Seven d. Eight

3. The text tells us about

- a. Cat c. Tiger
b. Deer d. Buffalo

4. "Tigers are now a protected species,

The underlined word has the same meaning as

- a. killed c. hunted
b. saved d. breded

5. What is the communicative purpose of the text?

- a. to entertain the reader
b. to retell the reader
c. to inform about the tiger
d. to show about the tiger

6. to tell the factual information, the writer mostly uses?

- a. passive voice
- b. present perfect tense
- c. Simple past tense
- d. Simple present tense

7. what is the opposite word of black?

- a. wet
- b. west
- c. White
- d. waste

Essay Test

1. What is the main idea of the second paragraph?
2. Mention supporting idea of the second paragraph?
3. Fill out this worksheet based on the text above.

First

Title:

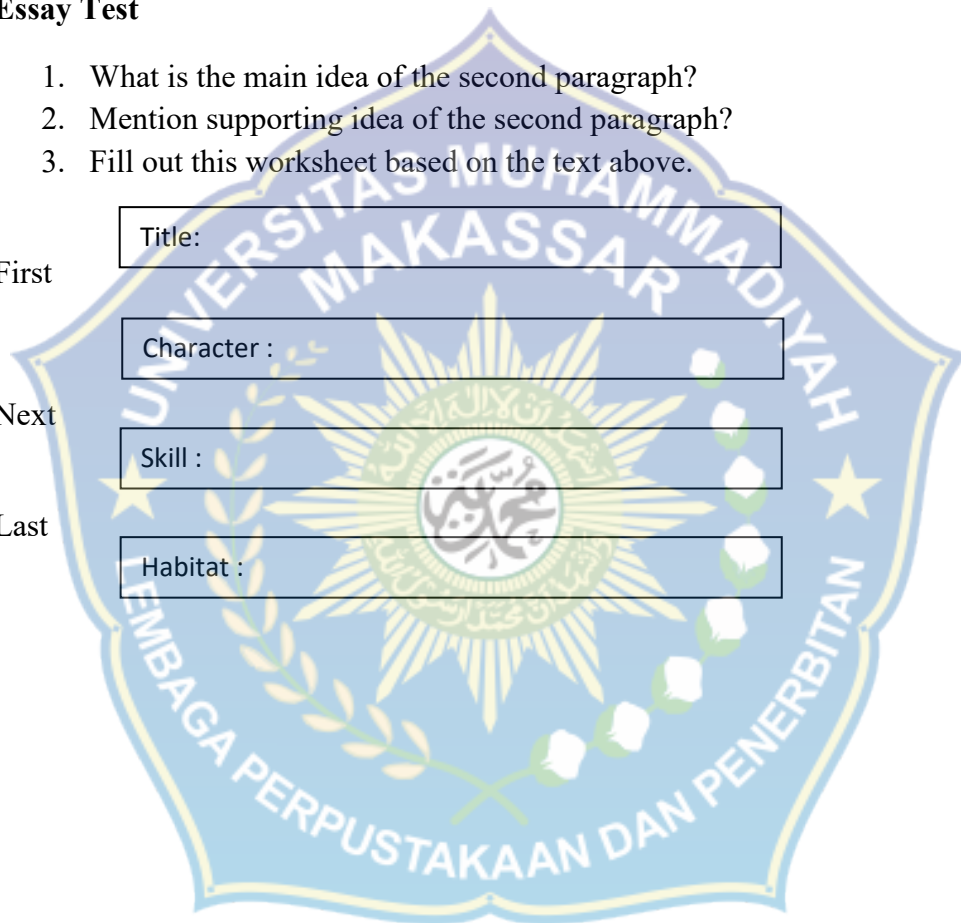
Next

Character :

Last

Skill :

Habitat :



MEETING VII

KANGAROOS

A kangaroo is an animal found only in Australia. It has a small relative, called a wallaby, which lives on the Australian island in Tasmania and also in New Guinea.

Kangaroo eat grass and plants. They have short front legs, but very long and very strong back legs and tail. These are that they use for sitting up and for jumping. Kangaroos have been known to make forward jumps of over eight meters, and leap across fences more than three meters high. They can also run at speeds over 45 kilometers per hour.

The largest kangaroos are the Great Gray Kangaroo and the Red Kangaroo. Adults grow length of 1.60 meter and weigh over 80 kilos.

Kangaroos are marsupial. This means that the female kangaroo has an external pouch on the front of her body. A baby kangaroo is very tiny when it is born, and it crawls at once into pouch where it spends its first five months of life.

MULTIPLE CHOICE

1. according to the text, the kangaroo....
 - a. can run faster than a car
 - b. can walk as soon as it is born
 - c. can jump over eight metres
 - d. can live in a pouch during its life
2. ... are used for sitting up and for jumping
 - a. short legs and a tail
 - b. body pouch and a tail
 - c. Short front legs and a tail
 - d. Strong back legs and a tail
3. we know from the text that kangaroo ...
 - a. is smaller in size to human
 - b. is an omnivorous animal
 - c. has habitat in Tasmania
 - d. has a smaller relative, called wallaby

4. what is the communicative purpose of the text?
 - a. To entertain the reader
 - b. To inform about the kangaroo
 - c. To show about kangaroo
 - d. To describe the differences of the kangaroo
5. To tell the factual information, the writer mostly uses?
 - a. Passive voice
 - b. Present perfect tense
 - c. Simple past tense
 - d. Simple present tense
6. Paragraph describe about the physical description of kangaroo.
 - a. One
 - b. Two
 - c. Three
 - d. Four
7. What is the opposite word of strong?
 - a. Big
 - b. Straight
 - c. Small
 - d. Weak

Essay Test

1. What is the main idea of the second paragraph?
2. Mention supporting idea of the second paragraph?
3. Fill out this worksheet based on the text above.

First

Title:

Next

Character :

Last

Habitat :

MEETING VII

KOMODO DRAGONS

Komodo dragon is a member of the monitor family, Varanidae. It is the world's largest living lizards. It grows to be 10 feet (3 meters) long and weighs up to 126 kg and belong to the most ancient group of lizards still alive.

It is found mainly in the island of Komodo and on other small islands, Rinca, Padar, and Flores. The natives call the dragon, *ora*, or *buaya darat* (land crocodile).

The Komodo dragon has a long heavy tail, short, strong legs, and rough skin. It is covered with small dull, colored scales. It can sprint at up 18 km per hours, but only for short distances. When it opens its wide red moth, it shows row of teeth like the edge of a saw.

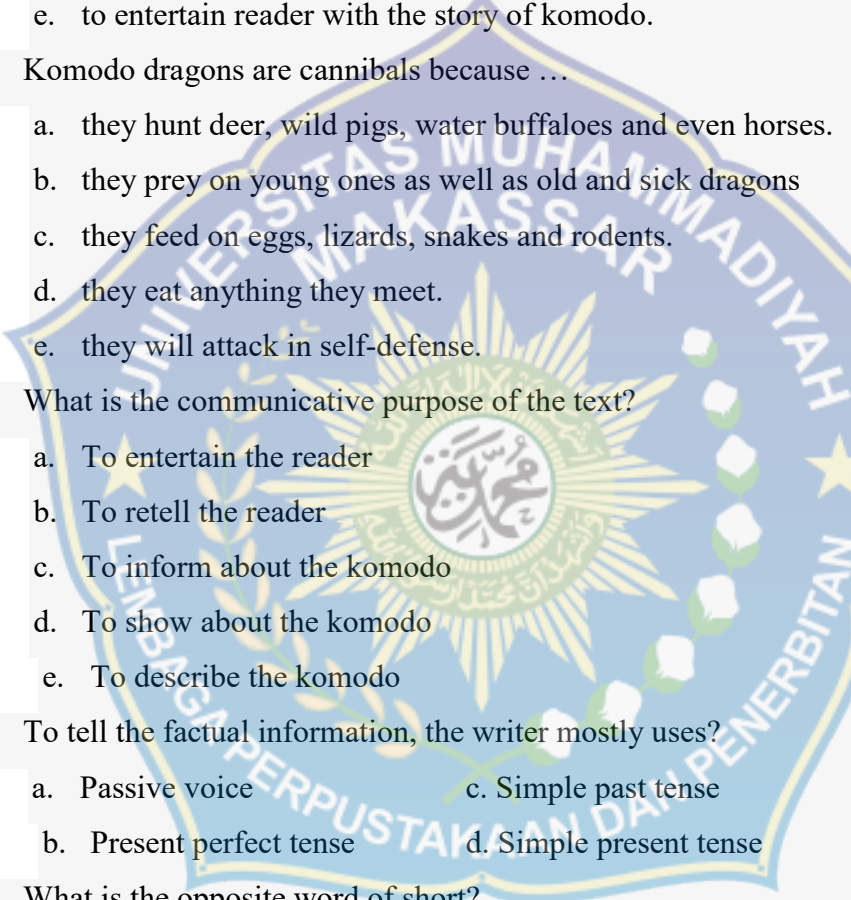
Komodo dragons are good swimmers and may swim the long distance from one island to another. Like other lizards, they swim by undulating their tails, and their legs held against their body.

The Komodo dragon is totally carnivorous. It hunts other animals during the day. It hunts deer, wild pigs, water buffaloes, and even horses. While smaller komodo have to be content with eggs, other lizards, snakes and rodents. Komodo dragons are cannibals. The adult will prey on the young one as well as the old and sick dragons.

Lizard digs a cave with its strong claws in the cave at night.

MULTIPLE CHOICE

1. The main idea of paragraph 5 is ...
 - a. komodo dragons feed on young dragons.
 - b. komodo dragons get their food by hunting.
 - c. komodo dragons are carnivorous and also cannibals.
 - d. komodo dragons are cannibals because they hunt other animals.
 - e. komodo dragons are carnivorous because they eat eggs, meat and rodents.
2. Which of the following is not the characteristic of a komodo dragon?
 - a. Rough skin
 - b. Strong claws

- 
- c. A long heavy tail
d. Short, strong legs
e. Rows of red teeth
3. The writer's purpose in writing the text is
- to retell the events in Komodo Island.
 - to inform about classification of komodo.
 - to describe about komodo dragon in general.
 - to persuade reader to keep komodo habitat.
 - to entertain reader with the story of komodo.
4. Komodo dragons are cannibals because ...
- they hunt deer, wild pigs, water buffaloes and even horses.
 - they prey on young ones as well as old and sick dragons
 - they feed on eggs, lizards, snakes and rodents.
 - they eat anything they meet.
 - they will attack in self-defense.
5. What is the communicative purpose of the text?
- To entertain the reader
 - To retell the reader
 - To inform about the komodo
 - To show about the komodo
 - To describe the komodo
6. To tell the factual information, the writer mostly uses?
- Passive voice
 - Present perfect tense
 - Simple past tense
 - Simple present tense
7. What is the opposite word of short?
- Big
 - Straight
 - Small
 - Long
 - Wait

Essay Test

1. What is the main idea of the second paragraph?
2. Mention supporting idea of the second paragraph?
3. Fill out this worksheet based on the text above.

First

Title:

Next

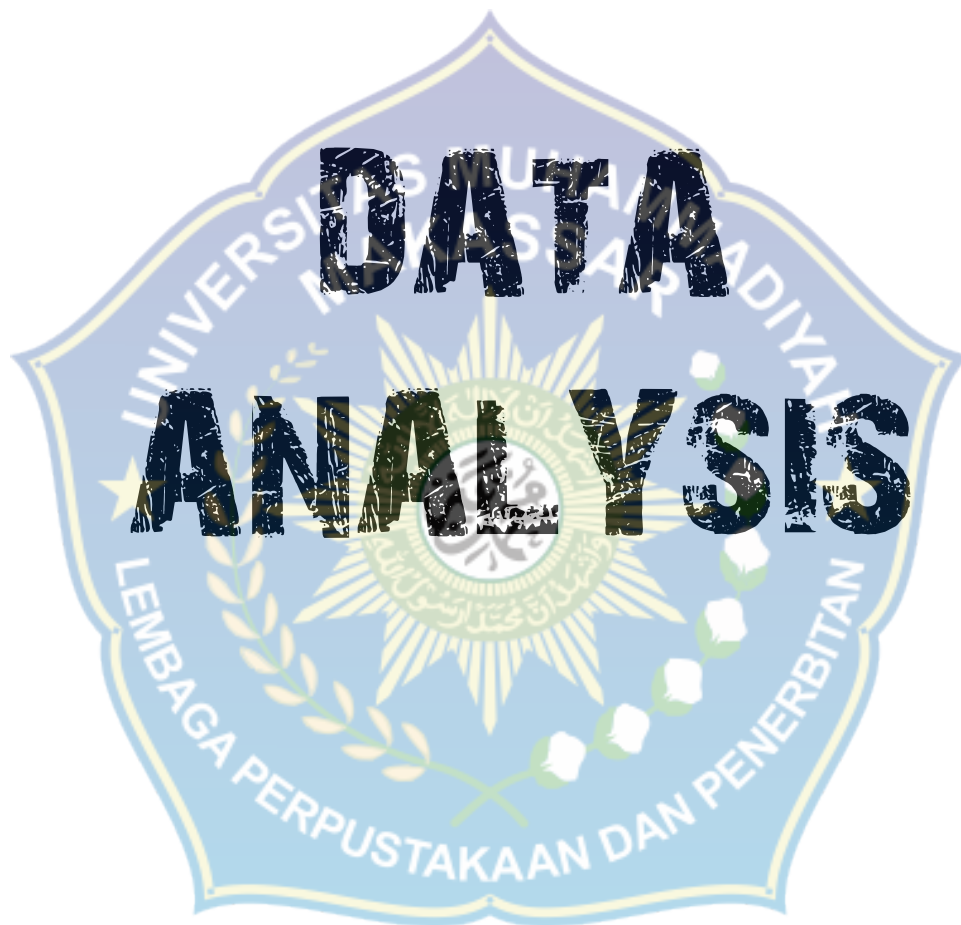
Character :

Last

Skill :

Habitat :





APPENDIX D

THE RESULT OF STUDENTS' READING COMPREHENSION DIAGNOSTIC
TEST OF SMA NEGERI 1 SUNGGUMINASA GOWA

Samples	Multiple Choice		Literal Reading Comprehension				Classification	
			Main Idea		Supporting Idea			Final Score
1	4	5.7	3	7.5	2	5.0	6.07	Fair
2	3	4.3	2	5.0	2	5.0	4.77	Poor
3	4	5.7	1	2.5	2	5.0	4.4	Very poor
4	4	5.7	3	7.5	3	7.5	6.9	Fairly good
5	3	4.3	2	5.0	2	5.0	4.77	Poor
6	5	7.1	3	7.5	3	7.5	7.37	Fairly good
7	4	5.7	3	7.5	2	5.0	6.07	Fair
8	4	5.7	2	5.0	1	2.5	4.4	Very poor
9	4	5.7	2	5.0	2	5.0	5.23	Poor
10	3	4.3	1	2.5	2	5.0	3.93	Very poor
11	4	5.7	2	5.0	3	7.5	6.07	Fair
12	3	4.3	2	5.0	2	5.0	4.77	Poor
13	4	5.7	2	5.0	1	2.5	4.4	Very poor
14	3	4.3	2	5.0	2	5.0	4.77	Poor
15	4	5.7	1	2.5	2	5.0	4.4	Very poor
16	5	7.1	3	7.5	3	7.5	7.37	Fairly good
17	4	5.7	2	5.0	2	5.0	5.23	Poor
18	3	4.3	1	2.5	2	5.0	3.93	Very poor
19	4	5.7	1	2.5	2	5.0	4.4	Very poor
20	4	5.7	3	7.5	2	5.0	6.07	Fair
21	3	4.3	2	5.0	1	2.5	3.93	Very poor
22	4	5.7	2	5.0	2	5.0	5.23	Poor
23	5	7.1	2	5.0	2	5.0	5.7	Poor
24	4	5.7	2	5.0	2	5.0	5.23	Poor
25	5	7.1	3	7.5	3	7.5	7.37	Fairly good
26	4	5.7	3	7.5	2	5.0	6.07	Fair
27	4	5.7	2	5.0	2	5.0	5.23	Poor
28	3	4.3	3	7.5	2	5.0	5.6	Fair
29	4	5.7	2	5.0	3	7.5	6.07	Fair
30	4	5.7	2	5.0	2	5.0	5.23	Poor
31	4	5.7	2	5.0	1	2.5	4.4	Very poor
32	4	5.7	2	5.0	2	5.0	5.23	Poor
33	3	4.3	2	5.0	3	7.5	5.6	Fair
34	3	4.3	2	5.0	2	5.0	4.77	Poor
35	4	5.7	2	5.0	1	2.5	4.4	Very poor
36	5	7.1	3	7.5	2	5.0	6.53	Fair
37	4	5.7	1	2.5	2	5.0	4.4	Very poor
38	3	4.3	2	5.0	1	2.5	3.93	Very poor
39	4	5.7	2	5.0	3	7.5	6.07	Fair
40	4	5.7	2	5.0	2	5.0	5.23	Poor
Total Score	154	219.6	84	210	82	205	211.54	

Mean Score	3.8	5.49	2.1	5.25	2.05	5.12	5.29	
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APPENDIX E

THE RESULT OF STUDENTS' READING COMPREHENSION TEST IN
CYCLE 1 OF SMA NEGERI 1 SUNGGUMINASA GOWA

Samples	Multiple Choice		Literal Reading Comprehension				Classification	
			Main Idea		Supporting Idea			Final Score
1	4	5.7	3	7.5	3	7.5	6.9	Fairly good
2	4	5.7	3	5.0	3	7.5	6.9	Fairly good
3	4	5.7	2	5.0	2	5.0	5.23	Poor
4	4	5.7	3	7.5	3	7.5	6.9	Fairly good
5	5	7.1	2	5.0	3	7.5	6.53	Fair
6	4	5.7	3	7.5	3	7.5	6.9	Fairly good
7	4	5.7	3	7.5	3	7.5	6.9	Fairly good
8	5	7.1	2	5.0	2	5.0	5.7	Fair
9	6	8.6	3	7.5	2	5.0	7.03	Fairly good
10	5	7.1	2	5.0	3	7.5	6.53	Fair
11	6	8.6	3	7.5	3	7.5	7.87	Good
12	6	8.6	3	7.5	3	7.5	7.87	Good
13	5	7.1	3	7.5	2	5.0	6.53	Fair
14	4	5.7	2	5.0	2	5.0	5.23	Poor
15	6	8.6	2	5.0	3	7.5	7.03	Fairly good
16	6	8.6	3	7.5	3	7.5	7.87	Good
17	6	8.6	2	5.0	3	7.5	7.03	Fairly good
18	5	7.1	2	5.0	2	5.0	5.7	Fair
19	5	7.1	2	5.0	2	5.0	5.7	Fair
20	4	5.7	3	7.5	3	7.5	6.9	Fairly good
21	4	5.7	2	5.0	2	5.0	5.23	Poor
22	5	7.1	3	7.5	2	5.0	6.53	Fair
23	5	7.1	2	5.0	2	5.0	5.7	Fair
24	4	5.7	2	5.0	3	7.5	6.07	Fair
25	5	7.1	3	7.5	3	7.5	7.37	Fairly good
26	5	7.1	3	7.5	2	5.0	6.53	Fair
27	5	7.1	2	5.0	2	5.0	5.7	Fair
28	4	5.7	3	7.5	3	7.5	6.9	Fairly good
29	5	7.1	2	5.0	3	7.5	6.53	Fair
30	5	7.1	2	5.0	3	7.5	6.53	Fair
31	6	8.6	3	7.5	2	5.0	7.03	Fairly good
32	4	5.7	3	7.5	3	7.5	6.9	Fairly good
33	6	8.6	3	7.5	3	7.5	7.87	Good
34	6	8.6	2	5.0	3	7.5	7.03	Fairly good
35	5	7.1	2	5.0	2	5.0	5.23	Poor
36	5	7.1	3	7.5	3	7.5	7.37	Fairly good
37	5	7.1	2	5.0	3	7.5	6.53	Fair
38	4	5.7	2	5.0	2	5.0	5.23	Poor
39	4	5.7	2	5.0	3	7.5	6.9	Fairly good
40	4	5.7	3	7.5	2	5.0	6.07	Fair
Total Score	193	275.1	101	252.5	104	260	262.5	

Mean Score	4.8	6.87	2.52	6.31	2.6	6.5	6.56	
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APPENDIX F

THE RESULT OF STUDENTS' READING COMPREHENSION TEST IN
CYCLE II OF SMA NEGERI 1 SUNGGUMINASA GOWA

Samples	Multiple Choice		Literal Reading Comprehension				Classification	
			Main Idea		Supporting Idea			Final Score
1	6	8.6	3	7.5	3	7.5	7.87	Good
2	6	8.6	3	7.5	3	7.5	7.87	Good
3	7	10	3	7.5	3	7.5	8.33	Good
4	6	8.6	3	7.5	3	7.5	7.87	Good
5	6	8.6	3	7.5	3	7.5	7.87	Good
6	6	8.6	3	7.5	3	7.5	7.87	Good
7	6	8.6	3	7.5	3	7.5	7.87	Good
8	7	10	3	7.5	2	5.0	7.5	Fairly good
9	7	10	3	7.5	3	7.5	8.33	Good
10	7	10	2	5.0	3	7.5	7.5	Fairly good
11	7	10	3	7.5	3	7.5	8.33	Good
12	7	10	3	7.5	3	7.5	8.33	Good
13	7	10	3	7.5	3	7.5	8.33	Good
14	6	8.6	3	7.5	3	7.5	7.87	Good
15	7	10	3	7.5	3	7.5	8.33	Good
16	6	8.6	3	7.5	3	7.5	7.87	Good
17	7	10	3	7.5	3	7.5	8.33	Good
18	7	10	3	7.5	3	7.5	8.33	Good
19	6	8.6	3	7.5	3	7.5	7.87	Good
20	7	10	3	7.5	3	7.5	8.33	Good
21	7	10	3	7.5	2	5.0	7.5	Fairly good
22	7	10	3	7.5	3	7.5	8.33	Good
23	7	10	3	7.5	3	7.5	8.33	Good
24	6	8.6	3	7.5	3	7.5	7.87	Good
25	6	8.6	3	7.5	3	7.5	7.87	Good
26	6	8.6	3	7.5	3	7.5	7.87	Good
27	7	10	3	7.5	3	7.5	8.33	Good
28	6	8.6	3	7.5	3	7.5	7.87	Good
29	7	10	3	7.5	3	7.5	8.33	Good
30	6	8.6	3	7.5	3	7.5	7.87	Good
31	7	10	3	7.5	3	7.5	8.33	Good
32	6	8.6	3	7.5	3	7.5	7.87	Good
33	7	10	3	7.5	3	7.5	8.33	Good
34	7	10	3	7.5	3	7.5	8.33	Good
35	6	8.6	3	7.5	2	5.0	7.5	Fairly good
36	7	10	3	7.5	3	7.5	8.33	Good
37	7	10	2	5.0	3	7.5	7.5	Fairly good
38	7	10	3	7.5	3	7.5	8.33	Good
39	7	10	3	7.5	3	7.5	8.33	Good
40	7	10	3	7.5	3	7.5	8.33	Good
Total Score	264	377.6	118	295	117	292.5	322.15	

Mean Score	6.6	9.44	2.95	7.37	2.92	7.31	8.05	
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Formula:

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

Where:

X = Mean score

$\sum x$ = the sum of all score

N = the total number of sample



APPENDIX G

DATA ANALYSIS DIAGNOSTIC TEST

a. Multiple choice test

$$X = \frac{\sum x}{N} = \frac{219,6}{40} = 5.49$$

b. Main idea

$$X = \frac{\sum x}{N} = \frac{210}{40} = 5.25$$

c. Supporting idea

$$X = \frac{\sum x}{N} = \frac{205}{40} = 5.12$$

➤ **Means score total**

$$X = \frac{(5.49+5.25+5.12)}{3} = 5.29$$



APPENDIX H

DATA ANALYSIS OF CICLE I TEST

a. Multiple choice test

$$X = \frac{\sum x}{N} = \frac{275.1}{40} = 6.87$$

- The students' improvement from diagnostic test to cycle I

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$P = \frac{6.87 - 5.49}{5.49} \times 100\%$$

$$P = \frac{1.38}{5.49} \times 100\%$$

$$P = 25.13 \%$$

b. Main idea

$$X = \frac{\sum x}{N} = \frac{252.5}{40} = 6.31$$

- The students' improvement from diagnostic test to cycle I

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$P = \frac{6.31 - 5.25}{5.25} \times 100\%$$

$$P = \frac{1.06}{5.25} \times 100\%$$

$$P = 20.19 \%$$

c. Supporting idea

$$X = \frac{\sum x}{N} = \frac{260}{40} = 6.5$$

- The students' improvement from diagnostic test to cycle I

$$P = \frac{6.5 - 5.12}{5.12} \times 100\%$$

$$P = \frac{1.38}{5.12} \times 100\%$$

$$P = 26.95 \%$$

➤ Mean score total

$$x = \frac{(6.87 + 6.31 + 6.5)}{3}$$

3

$$x = 6.56$$

- The students' improvement from diagnostic test to cycle I

$$P = \frac{(25.13\% + 20.19\% + 26.95\%)}{3}$$

$$P = \frac{72.27}{3}$$

3

P = 24.09 %



APPENDIX I

DATA ANALYSIS OF CYCLE II

a. Multiple choice test

$$X = \frac{\sum x}{N} = \frac{377.6}{40} = 9.44$$

- The students' improvement from diagnostic test to cycle 2

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$P = \frac{9.44 - 5.49}{5.49} \times 100\%$$

$$P = \frac{3.95}{5.49} \times 100\%$$

$$P = 71.94\%$$

- The students' improvement from cycle 1 to cycle 2

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$P = \frac{9.44 - 6.87}{6.87} \times 100\%$$

$$P = \frac{2.57}{6.87} \times 100\%$$

$$P = 37.40\%$$

b. Main idea

$$X = \frac{\sum x}{N} = \frac{295}{40} = 7.37$$

- The students' improvement from diagnostic test to cycle 2

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$P = \frac{7.37 - 5.25}{5.25} \times 100\%$$

$$P = \frac{2.12}{5.25} \times 100\%$$

$$P = 40.38\%$$

- The students' improvement from cycle 1 to cycle 2

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$P = \frac{97.37 - 6.31}{6.31} \times 100\%$$

$$P = \frac{1.06}{6.31} \times 100\%$$

$$P = 16.79\%$$

c. Supporting idea

$$X = \frac{\sum x}{N} = \frac{292.5}{40} = 7.31$$

- The students' improvement from diagnostic test to cycle 2

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$P = \frac{7.31 - 5.12}{5.12} \times 100\%$$

$$P = \frac{2.19}{5.12} \times 100\%$$

$$P = 42.77\%$$

- The students' improvement from cycle 1 to cycle 2

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

$$P = \frac{7.31 - 6.5}{6.5} \times 100\%$$

$$P = \frac{0.81}{6.5} \times 100\%$$

$$P = 12.46\%$$

- Mean score

$$x = \frac{(9.44 + 7.37 + 7.31)}{3} = 8.04$$

- The students' improvement from diagnostic test to cycle 2

$$P = \frac{(71.94\% + 40.38\% + 42.77\%)}{3}$$

$$P = \frac{(155.09\%)}{3}$$

$$P = 51.69\%$$

- The students' improvement from cycle 1 to cycle 2

$$P = \frac{(37.40\% + 16.79\% + 12.46\%)}{3}$$

$$P = \frac{(66.65\%)}{3}$$

$$P = 22.21\%$$

APPENDIX J

THE SCORE FOR STUDENTS READING ACHIEVEMENT

1. The mean score for students' Diagnostic test

$$X = \frac{\sum x}{N} = \frac{211.54}{40} = 5.29$$

2. The mean score for students' Test in cycle I

$$X = \frac{\sum x}{N} = \frac{262.5}{40} = 6.56$$

3. The mean score for students' Test in cycle II

$$X = \frac{\sum x}{N} = \frac{322.15}{40} = 8.05$$



OBSERVATION

SHEET



APPENDIX K

OBSERVATION SHEET OF THE STUDENTS' PARTICIPATION IN CYCLE I AND CYCLE II

No	Code of	Cycle I	Cycle II
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	sample	I	II	III	IV	I	II	III	IV
1	1	2	2	3	2	3	3	4	4
2	2	2	2	3	3	3	2	4	4
3	3	1	1	2	2	3	3	3	4
4	4	2	1	2	3	3	3	4	3
5	5	1	1	1	2	3	3	3	3
6	6	2	2	3	3	3	3	3	4
7	7	1	1	2	A	2	2	3	3
8	8	2	2	3	3	3	4	4	4
9	9	2	2	A	3	3	3	2	3
10	10	1	2	2	2	3	3	3	4
11	11	S	2	2	3	2	3	3	3
12	12	2	1	2	2	3	3	4	4
13	13	1	2	A	2	3	3	3	4
14	14	1	1	1	2	2	3	2	3
15	15	2	2	2	3	3	3	4	4
16	16	2	2	3	3	2	3	4	4
17	17	2	2	2	2	3	3	4	3
18	18	2	2	3	3	4	4	4	4
19	19	2	1	2	2	3	3	4	4
20	20	1	2	S	2	2	3	3	3
21	21	2	2	3	3	3	4	4	4
22	22	2	2	3	3	3	4	4	4
23	23	1	2	2	A	3	3	3	4
24	24	2	1	2	1	3	3	4	4
25	25	1	2	2	1	3	3	4	4
26	26	1	1	2	2	3	3	4	3
27	27	1	2	1	2	3	3	4	3
28	28	2	2	2	2	3	3	4	4
29	29	1	1	2	3	3	3	3	3
30	30	1	1	2	2	3	3	2	3
31	31	2	2	3	3	2	4	4	4
32	32	1	2	3	3	3	4	3	4
33	33	1	1	2	A	2	2	3	3
34	34	A	1	2	2	3	3	3	4
35	35	1	2	2	3	3	3	4	4
36	36	2	2	3	3	3	2	3	4
37	37	1	1	2	S	2	3	4	4
38	38	S	2	2	3	3	2	2	3
39	39	1	1	2	2	2	3	3	3
40	40	1	2	2	3	3	3	3	4
Total score		55	65	82	88	112	121	136	145
Percentage		37.37%	40.62%	51.25%	55%	70%	75.62%	85%	90.62%
Mean score		45.31%				80.31%			

Formula:

$$P = \frac{FQ}{4xN} \times 100$$

Where:

P: percentage

FQ: sum of all the students' score

N: total students

Note:

4= very active

A= absent

3= active

I=permission

2= less active

S=sick

1= no active



APPENDIX L

**PERCENTAGE OF THE STUDENTS' PARTICIPATION IN CYCLE I
AND CYCLE II**

CYCLE I

- **First meeting**

$$P = \frac{FQ}{4xN} \times 100\%$$

$$= \frac{55}{4x40} \times 100\%$$

$$= 34.37\%$$

- **Second meeting**

$$P = \frac{FQ}{4xN} \times 100\%$$

$$= \frac{65}{4x40} \times 100\%$$

$$= 40.62\%$$

- **Third meeting**

$$P = \frac{FQ}{4xN} \times 100\%$$

$$= \frac{82}{4x40} \times 100\%$$

$$= 51.25\%$$

- **Fourth meeting**

$$P = \frac{FQ}{4xN} \times 100\%$$

$$= \frac{88}{4x40} \times 100\%$$

$$= 55\%$$

➤ Mean score of the students' participation in cycle I

$$x = \frac{(34.37\% + 40.62\% + 51.25\% + 55\%)}{4}$$

$$= 45.31\%$$

CYCLE II

- **First meeting**

$$P = \frac{FQ}{4xN} \times 100\%$$

$$= \frac{112}{4x40} \times 100\%$$

$$= 70\%$$

- **Second meeting**

$$P = \frac{FQ}{4xN} \times 100\%$$

$$= \frac{121}{4x40} \times 100\%$$

$$= 75.62\%$$

- **Third meeting**

$$P = \frac{FQ}{4xN} \times 100\%$$

$$= \frac{136}{4x40} \times 100\%$$

$$= 85\%$$

- **Fourth meeting**

$$P = \frac{FQ}{4xN} \times 100\%$$

$$= \frac{145}{4x40} \times 100\%$$

$$= 90.62\%$$

➤ Mean score of the students' participation in cycle I

$$x = \frac{(70\% + 75.62\% + 85\% + 90.62\%)}{4}$$

$$= 80.31\%$$

OBSERVATION SHEET FOR THE FIRST CYCLE/FIRST MEETING

Nama sekolah : SMA Negeri 1 Sungguminasa Gowa

Mata pelajaran : Bahasa Inggris

No	Nama siswa	Kriteria				Ket.
		SANGAT AKTIF (SA)	AKTIF (A)	KURANG AKTIF (KA)	TIDAK AKTIF (TA)	

1	Sdt-01			√		
2	Sdt-02			√		
3	Sdt-03				√	
4	Sdt-04			√		
5	Sdt-05				√	
6	Sdt-06			√		
7	Sdt-07				√	
8	Sdt-08			√		
9	Sdt-09			√		
10	Sdt-10				√	
11	Sdt-11	S				
12	Sdt-12			√		
13	Sdt-13				√	
14	Sdt-14				√	
15	Sdt-15			√		
16	Sdt-16			√		
17	Sdt-17			√		
18	Sdt-18			√		
19	Sdt-19			√		
20	Sdt-20				√	
21	Sdt-21			√		
22	Sdt-22			√		
23	Sdt-23				√	
24	Sdt-24			√		
25	Sdt-25				√	
26	Sdt-26				√	
27	Sdt-27				√	
28	Sdt-28			√		
29	Sdt-29				√	
30	Sdt-30				√	
31	Sdt-31			√		
32	Sdt-32				√	
33	Sdt-33				√	
34	Sdt-34	A				
35	Sdt-35				√	
36	Sdt-36			√		
37	Sdt-37				√	
38	Sdt-38			√		
39	Sdt-39				√	
40	Sdt-40				√	
N=40				19	19	

OBSERVATION SHEET FOR THE FIRST CYCLE/SECOND MEETING

Nama sekolah : SMA Negeri 1 Sungguminasa Gowa

Mata pelajaran : Bahasa Inggris

No	Nama siswa	Kriteria				Ket.
		SANGAT AKTIF (SA)	AKTIF (A)	KURANG AKTIF (KA)	TIDAK AKTIF (TA)	

1	Sdt-01			√		
2	Sdt-02			√		
3	Sdt-03				√	
4	Sdt-04				√	
5	Sdt-05				√	
6	Sdt-06			√		
7	Sdt-07				√	
8	Sdt-08			√		
9	Sdt-09			√		
10	Sdt-10			√		
11	Sdt-11			√		
12	Sdt-12				√	
13	Sdt-13			√		
14	Sdt-14				√	
15	Sdt-15			√		
16	Sdt-16			√		
17	Sdt-17			√		
18	Sdt-18			√		
19	Sdt-19				√	
20	Sdt-20			√		
21	Sdt-21			√		
22	Sdt-22			√		
23	Sdt-23			√		
24	Sdt-24				√	
25	Sdt-25			√		
26	Sdt-26				√	
27	Sdt-27			√		
28	Sdt-28			√		
29	Sdt-29				√	
30	Sdt-30				√	
31	Sdt-31			√		
32	Sdt-32			√		
33	Sdt-33				√	
34	Sdt-34				√	
35	Sdt-35			√		
36	Sdt-36			√		
37	Sdt-37				√	
38	Sdt-38			√		
39	Sdt-39				√	
40	Sdt-40				√	
N=40				24	16	

OBSERVATION SHEET FOR THE FIRST CYCLE/THIRD MEETING

Nama sekolah : SMA Negeri 1 Sungguminasa Gowa

Mata pelajaran : Bahasa Inggris

No	Nama siswa	Kriteria				Ket.
		SANGAT AKTIF (SA)	AKTIF (A)	KURANG AKTIF (KA)	TIDAK AKTIF (TA)	

1	Sdt-01		√			
2	Sdt-02		√			
3	Sdt-03			√		
4	Sdt-04			√		
5	Sdt-05				√	
6	Sdt-06		√			
7	Sdt-07			√		
8	Sdt-08		√			
9	Sdt-09	A				
10	Sdt-10			√		
11	Sdt-11			√		
12	Sdt-12			√		
13	Sdt-13	A				
14	Sdt-14				√	
15	Sdt-15			√		
16	Sdt-16		√			
17	Sdt-17			√		
18	Sdt-18		√			
19	Sdt-19			√		
20	Sdt-20	S				
21	Sdt-21		√			
22	Sdt-22		√			
23	Sdt-23			√		
24	Sdt-24			√		
25	Sdt-25			√		
26	Sdt-26			√		
27	Sdt-27				√	
28	Sdt-28			√		
29	Sdt-29			√		
30	Sdt-30			√		
31	Sdt-31		√			
32	Sdt-32		√			
33	Sdt-33			√		
34	Sdt-34			√		
35	Sdt-35			√		
36	Sdt-36			√		
37	Sdt-37		√			
38	Sdt-38			√		
39	Sdt-39		√			
40	Sdt-40			√		
N=40			12	22	3	

OBSERVATION SHEET FOR THE FIRST CYCLE/FOURTH MEETING

Nama sekolah : SMA Negeri 1 Sungguminasa Gowa

Mata pelajaran : Bahasa Inggris

No	Nama siswa	Kriteria				Ket.
		SANGAT AKTIF (SA)	AKTIF (A)	KURANG AKTIF (KA)	TIDAK AKTIF (TA)	

1	Sdt-01			√		
2	Sdt-02		√			
3	Sdt-03			√		
4	Sdt-04		√			
5	Sdt-05			√		
6	Sdt-06		√			
7	Sdt-07	A		√		
8	Sdt-08		√			
9	Sdt-09		√			
10	Sdt-10			√		
11	Sdt-11		√			
12	Sdt-12			√		
13	Sdt-13			√		
14	Sdt-14			√		
15	Sdt-15		√			
16	Sdt-16					
17	Sdt-17			√		
18	Sdt-18		√			
19	Sdt-19			√		
20	Sdt-20			√		
21	Sdt-21		√			
22	Sdt-22		√			
23	Sdt-23	A				
24	Sdt-24				√	
25	Sdt-25				√	
26	Sdt-26			√		
27	Sdt-27			√		
28	Sdt-28			√		
29	Sdt-29		√			
30	Sdt-30			√		
31	Sdt-31		√			
32	Sdt-32		√			
33	Sdt-33	A				
34	Sdt-34			√		
35	Sdt-35		√			
36	Sdt-36			√		
37	Sdt-37		√			
38	Sdt-38			√		
39	Sdt-39		√			
40	Sdt-40			√		
N=40			17	18	2	

OBSERVATION SHEET FOR THE SECOND CYCLE/FIRST MEETING

Nama sekolah : SMA Negeri 1 Sungguminasa Gowa

Mata pelajaran : Bahasa Inggris

No	Nama siswa	Kriteria				Ket.
		SANGAT AKTIF (SA)	AKTIF (A)	KURANG AKTIF (KA)	TIDAK AKTIF (TA)	

1	Sdt-01		√			
2	Sdt-02		√			
3	Sdt-03		√			
4	Sdt-04		√			
5	Sdt-05		√			
6	Sdt-06		√			
7	Sdt-07			√		
8	Sdt-08		√			
9	Sdt-09		√			
10	Sdt-10		√			
11	Sdt-11			√		
12	Sdt-12		√			
13	Sdt-13		√			
14	Sdt-14			√		
15	Sdt-15		√			
16	Sdt-16			√		
17	Sdt-17		√			
18	Sdt-18	√				
19	Sdt-19		√			
20	Sdt-20			√		
21	Sdt-21		√			
22	Sdt-22		√			
23	Sdt-23		√			
24	Sdt-24		√			
25	Sdt-25		√			
26	Sdt-26		√			
27	Sdt-27		√			
28	Sdt-28		√			
29	Sdt-29		√			
30	Sdt-30		√			
31	Sdt-31			√		
32	Sdt-32		√			
33	Sdt-33			√		
34	Sdt-34		√			
35	Sdt-35		√			
36	Sdt-36			√		
37	Sdt-37					
38	Sdt-38					
39	Sdt-39					
40	Sdt-40					
N=40		1	31	8		

OBSERVATION SHEET FOR THE SECOND CYCLE/FIRST MEETING

Nama sekolah : SMA Negeri 1 Sungguminasa Gowa

Mata pelajaran : Bahasa Inggris

No	Nama siswa	Kriteria				Ket.
		SANGAT AKTIF (SA)	AKTIF (A)	KURANG AKTIF (KA)	TIDAK AKTIF (TA)	

1	Sdt-01		√			
2	Sdt-02			√		
3	Sdt-03		√			
4	Sdt-04		√			
5	Sdt-05		√			
6	Sdt-06		√			
7	Sdt-07			√		
8	Sdt-08	√				
9	Sdt-09		√			
10	Sdt-10		√			
11	Sdt-11		√			
12	Sdt-12		√			
13	Sdt-13		√			
14	Sdt-14		√			
15	Sdt-15		√			
16	Sdt-16		√			
17	Sdt-17		√			
18	Sdt-18	√				
19	Sdt-19		√			
20	Sdt-20		√			
21	Sdt-21	√				
22	Sdt-22	√				
23	Sdt-23		√			
24	Sdt-24		√			
25	Sdt-25		√			
26	Sdt-26		√			
27	Sdt-27		√			
28	Sdt-28		√			
29	Sdt-29		√			
30	Sdt-30		√			
31	Sdt-31	√				
32	Sdt-32	√				
33	Sdt-33			√		
34	Sdt-34		√			
35	Sdt-35		√			
36	Sdt-36		√			
37	Sdt-37			√		
38	Sdt-38	√				
39	Sdt-39	√				
40	Sdt-40		√			
N=40		8	28	4		

OBSERVATION SHEET FOR THE SECOND CYCLE/FIRST MEETING

Nama sekolah : SMA Negeri 1 Sungguminasa Gowa

Mata pelajaran : Bahasa Inggris

No	Nama siswa	Kriteria				Ket.
		SANGAT AKTIF (SA)	AKTIF (A)	KURANG AKTIF (KA)	TIDAK AKTIF (TA)	

1	Sdt-01	√				
2	Sdt-02	√				
3	Sdt-03		√			
4	Sdt-04	√				
5	Sdt-05		√			
6	Sdt-06		√			
7	Sdt-07		√			
8	Sdt-08	√				
9	Sdt-09			√		
10	Sdt-10		√			
11	Sdt-11		√			
12	Sdt-12	√				
13	Sdt-13		√			
14	Sdt-14			√		
15	Sdt-15	√				
16	Sdt-16	√				
17	Sdt-17	√				
18	Sdt-18	√				
19	Sdt-19	√				
20	Sdt-20		√			
21	Sdt-21	√				
22	Sdt-22	√				
23	Sdt-23		√			
24	Sdt-24	√				
25	Sdt-25	√				
26	Sdt-26	√				
27	Sdt-27	√				
28	Sdt-28	√				
29	Sdt-29		√			
30	Sdt-30			√		
31	Sdt-31	√				
32	Sdt-32		√			
33	Sdt-33		√			
34	Sdt-34		√			
35	Sdt-35	√				
36	Sdt-36		√			
37	Sdt-37		√			
38	Sdt-38	√				
39	Sdt-39		√			
40	Sdt-40		√			
N=40		20	17	3		

OBSERVATION SHEET FOR THE SECOND CYCLE/FIRST MEETING

Nama sekolah : SMA Negeri 1 Sungguminasa Gowa

Mata pelajaran : Bahasa Inggris

No	Nama siswa	Kriteria				Ket.
		SANGAT AKTIF (SA)	AKTIF (A)	KURANG AKTIF (KA)	TIDAK AKTIF (TA)	

1	Sdt-01	√				
2	Sdt-02	√				
3	Sdt-03	√				
4	Sdt-04		√			
5	Sdt-05		√			
6	Sdt-06	√				
7	Sdt-07		√			
8	Sdt-08	√				
9	Sdt-09		√			
10	Sdt-10	√				
11	Sdt-11		√			
12	Sdt-12	√				
13	Sdt-13	√				
14	Sdt-14		√			
15	Sdt-15	√				
16	Sdt-16	√				
17	Sdt-17		√			
18	Sdt-18	√				
19	Sdt-19	√				
20	Sdt-20		√			
21	Sdt-21	√				
22	Sdt-22	√				
23	Sdt-23	√				
24	Sdt-24	√				
25	Sdt-25	√				
26	Sdt-26		√			
27	Sdt-27		√			
28	Sdt-28	√				
29	Sdt-29		√			
30	Sdt-30		√			
31	Sdt-31	√				
32	Sdt-32	√				
33	Sdt-33		√			
34	Sdt-34	√				
35	Sdt-35	√				
36	Sdt-36		√			
37	Sdt-37		√			
38	Sdt-38	√				
39	Sdt-39		√			
40	Sdt-40		√			
N=40		23	17			

APPENDIX M

**THE LIST NAME OF STUDENTS
IN SMA NEGERI 1 SUNGGUMINASA GOWA**

NO	NAME	CODE OF SAMPLE
1	A.M	Sdt-01
2	A.R	Sdt-02

3	A.RE	Sdt-03
4	A.N.N	Sdt-04
5	A.R.SM	Sdt-05
6	A.T.S	Sdt-06
7	A.A.H	Sdt-07
8	A.AS	Sdt-08
9	A.N.I.S	Sdt-09
10	CH	Sdt-10
11	D.A	Sdt-11
12	F.F.MD	Sdt-12
13	KA	Sdt-13
14	M.A.T.B	Sdt-14
15	M.A.F	Sdt-15
16	M.M	Sdt-16
17	M.R.A	Sdt-17
18	M.A.H	Sdt-18
19	M.W	Sdt-19
20	N.A	Sdt-20
21	N.A.A	Sdt-21
22	N.F.I	Sdt-22
23	N.I.S	Sdt-23
24	N.M	Sdt-24
25	N.M.B.P	Sdt-25
26	N.B	Sdt-26
27	N.N	Sdt-27
28	N.H	Sdt-28
29	N.A.D	Sdt-29
30	N.W.S	Sdt-30
31	R.P.S	Sdt-31
32	R.J.K	Sdt-32
33	R.N	Sdt-33
34	R.R.P	Sdt-34
35	R.I	Sdt-35
36	S.N.A	Sdt-36
37	S.M	Sdt-37
38	S.R	Sdt-38
39	WA	Sdt-39
40	WI	Sdt-40