

**IMPROVING STUDENTS' READING COMPREHENSION
BY USING MIND MAPPING TECHNIQUE
(A Classroom Action Research on the Seventh Grade of SMP N 1 Surakarta
in the Academic Year of 2017/2018)**

THESIS

**Submitted as a Partial Requirements for the Undergraduate Degree in
English Education Department**



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Wasalamualaikum Wr. Wb.

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DEDICATION

This thesis is dedicated to :

1. **My beloved parents.** Mother (Tri Yuliani) and Father (Eddy Carsten)
who always stay for me.
2. **All of my best friends who always support me.**
3. **All of my teachers and lectures.**

MOTTO

Yesterday will be different with today and tomorrow. Because yesterday was experience, today is challenge, and tomorrow is future.

(The Researcher)

Do your best and the God will take care of the rest.

(The Researcher)

The best way to predict your future is to create it.

(Abraham Lincoln)

Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle.

(Christian D.Larson)

PRONOUNCEMENT

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I hereby sincerely state that thesis titled “Improving Students’ Reading Comprehension By Using Mind Mapping Technique (A Classroom Action Research on the Seventh Grade of SMP N 1 Surakarta in the Academic Year of 2017/2018)” is my real masterpiece. The things out of my masterpiece in thesis are signed by citation and referred in the bibliography.

If I proven that my thesis has discrepancies, I am willing to take academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, February 15th, 2019

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The researcher realize that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

Surakarta, February 15th, 2019

The researcher,

Erna Ayu Cahyani

TABLE OF CONTENTS

THESIS TITLE	i
ADVISOR SHEET	ii
RATIFICATION	iii
DEDICATION	iv
MOTTO	v
PRONOUNCEMENT	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	ix
ABSTRACT	xii
LIST OF APPENDICES	xiii
LIST OF THE TABLES	xiv
LIST OF FIGURE	xv
CHAPTER I: INTRODUCTION	1
A. Background of the Study	1
B. Limitation of the Study	4
C. Research Problem.....	4
D. Objective of the Study	5
E. Benefit of the Study	5
F. Identification of Key Terms.....	6
CHAPTER II: THEORITICAL FRAMEWORK	8
A. Theoretical Description.....	8

1. Reading Comprehension.....	8
a. Definition of Reading Comprehension	8
b. Micro and Macro Teaching Reading Comprehension.....	14
c. Type of Reading	17
d. Assessment of Reading Comprehension	18
2. Concept of <i>Mind Mapping</i>	24
a. The Definition of Mind Mapping Technique	24
b. The Benefits of Mind Mapping	27
c. Steps to Make Mind Mapping	28
d. Implementation of Mind Mapping in Reading Learning	30
e. English Learning in Junior High School	31
B. Previous Studies.....	35
C. Rationale.....	36
D. Action Hypothesis.....	37
CHAPTER III: RESEARCH METHODOLOGY	38
A. Research Methods	38
1. The Nature of The Classroom Action Research	38
2. The Procedure of Classroom Action Research	39
a. Plan	39
b. Action	40
c. Observation	40
d. Reflection	40
3. Research Procedures	45

B. Setting of the Research.....	47
C. Subject of the Research.....	47
D. Population, Sample, and Sampling Technique.....	48
E. Data Collection Technique.....	49
F. Data Analysis Technique.....	50
G. Performance Indicators.....	51
CHAPTER IV: RESEARCH FINDINGS.....	52
A. Research Findings	52
1. The First Cycle	52
2. The Second Cycle	69
B. Discussion	87
CHAPTER V: CONCLUSSION AND SUGGESTION	90
A. Conclusion	90
B. Suggestion	91
BIBLIOGRAPHY	93
APPENDICES	97

ABSTRACT

Erna Ayu Cahyani. 2018. *“IMPROVING STUDENTS’ READING COMPREHENSION BY USING MIND MAPPING TECHNIQUE (A Classroom Action Research on the Seventh Grade of SMP N 1 Surakarta in the Academic Year of 2017/2018).”* Thesis. English Education Department. Culture and Language Faculty.

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Keywords: Reading Comprehension and Mind Mapping

This study was aimed is whether using Mind Mapping technique can improve the students’ reading comprehension at seventh grade of SMP N 1 Surakarta in the academic year of 2017/2018. This research is in the form of Classroom Action Research, a research which is cooperation between researchers, teachers, students, and other related parties to create a better school performance.

Population in this research is the students in VII class SMP National 1 Surakarta year 2017/2018 as many as 9 classes from VIIA-VII I classes for 287 students. The sample in this research is the students from VIIE class with 32 students. The decision of choosing the sample in this research uses the random sampling technique.

This study discusses the results measured based on multiple choice tests after the implementation of the cycle. According to the research regarding the reading comprehension at the students in the class of VIIE SMP National 1 Surakarta year 2017/2018 with using the mind map technique is as follow: (1) Reading comprehension cycle I through media based on diagram got an average of 74.3 with the lowest scores of 52 and highest is 92 then classical passing rate is 62.5%. (2) Reading comprehension cycle II got an average of 85.5 with the lowest scores of 64 and highest is 100. With the standard of 75, thus, as many as 28 students passed the subject and the rest of the 4 students failed, that made the classical passing rate becomes 87.5%. It can be concluded that cycle II is a success. The result shows the activity of the cycle has succeeded and there is no need to continue on the next cycle.

LIST OF APPENDICES

Appendix 1	
Students' Name List	97
Appendix 2	
Students' Score of Cycle 1	98
Students' Score of Cycle 2	101
Appendix 3	
Syllabus	104
Lesson Plan	126
Test Cycle 1	134
Test Cycle 2	149
Blue Print	155
Appendix 4	
Learning Material	156
Appendix 5	
Field Notes	158
Appendix 6	
Photograph	161
Appendix 7	
The Letter of Permission	164

LIST OF THE TABLES

Table 1. The Relevant Research	35
Table 2. Timeline of Research Implementation	47
Table 3. Data Collection Design CAR	49
Table 4. The conclusion result of the observation activity from the students under Cycle I	64
Table 5. The study results of the students in cycle I	66
Table 6. The conclusion of the observation results in the students' activities in the learning process	79
Table 7. The result of students' studies cycle II	80
Table 8. Recap of the data in cycle I and cycle II	84
Table 9. The comparison result of the reading comprehension in the cycle I and cycle II	85

LIST OF FIGURE

Figure 1.	
Student Activity Diagram Cycle I	65
Figure 2.	
Study Frequency of Students in Cycle I	67
Figure 3.	
Diagram of Student Activities in Cycle II	80
Figure 4.	
Study Frequency of Students in Cycle II	82
Figure 5.	
Cycle I and Cycle II	84
Figure 6.	
Comparison of students' passing rate of reading comprehension in Cycle I and Cycle II	85

CHAPTER 1

INTRODUCTION

A. Background of the Study

English as an international language plays an important role in the daily life of everyone around the world. English have an important role in education, employment, entertainment, electronic communication, and travel so it proves that English is very important to be mastered. It means, people who come from various geographical, religious and cultural backgrounds have agreed on a medium to communicate with each other, namely English.

English has been taught formally from elementary school (SD) to university level. In junior high school, English is already a compulsory subject that should be conducted by every junior high school, according to the study of the Progress in International Reading Literacy Study (PIRLS), an international study on reading in primary school children worldwide sponsored by The International Association for the Evaluation Achievement, shows that the average child in mastering English is ranked fourth from the bottom of 45 countries in the world (reading ability). In 2015 (Understanding Readings), the International Educational Achievement (IEA) organization places the English reading ability of 38 Junior High School students from 39 countries or the lowest among ASEAN countries. Furthermore, in terms of English reading comprehension of adolescents occupy the last sequence of 32 countries in the world with the number of subjects studied as many as

265,000 adolescents according to the results of research conducted by the Program for International Student Assessment (PISA) (Widyasari, 2016: 8).

Language skills include four aspects: listening, speaking, writing, and reading skills. One aspect of language skills is writing skills, not automatically mastered, but must be mastered through practice and regular practice. Relate to language skills in English subjects consists of listening, reading, writing, and speaking. Students in Junior High School (SMP) are required to master the four materials in order to obtain a high score of English learning outcomes.

Based on secondary data on 32 students of class VIIE in SMP N 1 Surakarta for even semester marks of academic year 2017/2018 known the average marks of the fourth material for the English lesson is 71,50. The results were obtained from listening material with an average of 71, average of speaking 75, average of reading 68, and average of writing with 72. From the four materials show that reading material is the lowest category compared to other English materials. From the interviews results with English teachers can be seen that the results of reading's mark are low, because in general students lack strategy and ability in reading comprehension. This is because students are given less enough training and plan to have a good strategy in reading.

Based on interviews with teachers of English subjects in grade VII of State Junior High School 1 Surakarta in the academic year of 2017/2018, it was found that there were still students who read below comprehensiveness

average. This is because students have difficulty interpreting words and sentences when completing exams or assignments from teachers. Teacher explains that when the students are appointed to the front of the class to read the story there are still many students who do not understand the contents of the story. Students just read it without any understanding toward the contents of reading. This phenomenon has an impact on student achievement, especially low reading comprehension, there are only 7 students (20%) of 32 students.

Based on the above phenomenon, it is necessary to use techniques that facilitate students in reading comprehension, in this study using mind mapping technique. Silberman (2009: 200-201) explains mind mapping technique is a technique of recording the material we learn. DePorter (in Aini, at all, 2012: 18). Mind mapping is the creative way for the students to generate ideas, to note what they learn, or to plan new task. Having the students develop mind mapping enables them to identify and learn what they have planned.

The reason why choosing mind mapping technique because it has advantages. The advantages of mind mapping based on the opinion of Sulistyarningsih, 2010:26):Which is easy to see the whole picture, helps the brain to: organize, remember, compare, and make connections, facilitate the addition of new information, quicker review, each map is unique. Based on the advantages of mind mapping technique is expected students can obtain information and overall picture of the contents of reading, do a quick review,

and easy to remember, so that comprehension of reading content can be understood student.

Based on this previous explanation, the writer is interested in conducting a research entitled **IMPROVING STUDENTS' READING COMPREHENSION BY USING MIND MAPPING TECHNIQUE (A Classroom Action Research on the Seventh Grade of SMP N 1 Surakarta in the Academic Year of 2017/2018).**

B. Limitation of Study

The Limitation of the problem in this research, as follows:

1. Reading comprehension skill in the students is the lowest category compared to other English skill, because generally students have less strategy and ability in reading comprehension.
2. English teachers in learning process are still conventional, so that students are given less enough training and plan to have a good strategy in reading comprehension.
3. The research was conducted at seventh grade of SMP N 1 Surakarta in the academic year of 2017/2018.

C. Research Problem

Based on the background and problem limitation, the problem in this research can be formulated, as follows:

Can using Mind Mapping technique improve the students' reading comprehension at seventh grade of SMP N 1 Surakarta in the academic year of 2017/2018 ?

D. Objective of the Study

To find out whether using Mind Mapping technique can improve the students' reading comprehension at seventh grade of SMP N 1 Surakarta in the academic year of 2017/2018.

E. Benefit of Study

It is expected that this research can be useful theoretically and practically.

a) Theoretical benefits

This research is expected to be a contribution of thought to the world of education, especially in Junior High School students on developing the ability of writing, so as to improve student's learning achievement.

b) Practical Benefits

Practical benefits are benefits pointed directly to the parties involved in the research.

a. For school

For the school as a thought contribution to improve the quality of education in general and student achievement in junior high school on English subjects in particular, so that the school can improve the quality of English learning and improve the English achievement learning in national examination.

b. For teachers

It is expected that this research can be used as an input knowledge about the importance of students' ability in reading. This is one of the teacher's efforts to improve students' reading ability through mind mapping technique.

c. For researchers

The results of this study are expected to provide and increase knowledge insight as well as a reference for conducting similar research.

F. Identification of Key Terms

1. Reading comprehension

The comprehension reading skill is an interactive process that involves the reader, reading and context as a person's ability to understand, comprehend, to absorb it with reason. Understanding is divided into three categories: literal understanding, interpretation, and critical reactions. The goal is for the reader to understand the contents of text reading (McNamara, 2015).

2. Mind Mapping Technique

Mind Mapping is one of the learning techniques in its implementation using a diagram that presents words, ideas (thoughts), tasks or other things to facilitate us in remembering a lot of information. The mind map, a long information map, can be made into colorful, highly

organized, and memorable diagrams that work in harmony with the brain's natural workings of things (Tony Buzan in Nurlaila, 2013).

3. Classroom Action Research

Classroom Action Research is a collaborative study between researchers, teachers, students, and other stakeholders to create a better school performance. This study aims to describe the difficulties at school and to provide an alternative effort to overcome these difficulties.

CHAPTER II

LITERATURE REVIEW AND RELATED STUDIES

A. Theoretical Description

1. Reading Comprehension

a. Definition of Reading Comprehension

The process of teaching (learning) is a systematic effort by teachers to realize the learning process runs effectively and efficiently starting from planning, implementing, and evaluating. The ability to manage learning is an absolute requirement for teachers to realize their professional competence. Consequently, teachers must have a complete and correct understanding of the conception of learning and teaching (Aqib, 2013: 46). While Hamalik (2009: 46), defines learning as a process of conveying knowledge and skills from teachers to students. In another sense, it is also explained that teaching is a professional activity that requires high-level skills in its development process is still regarded as an activity of delivery or submission of knowledge.

Learning is also called the process of teaching and learning is essentially a process of communication, teachers act as messengers and students as the recipient of the message. Message sent by the teacher in the form of content/ teachings are poured into the symbols of communication both verbal (words and writings) and nonverbal. This

process is called encoding. Interpreting symbols of communication by students called decoding (Arifin and Setiyawan, 2012 : 16).

Tarigan (2008: 133) argues that reading is the activity of seeking information through written symbols. By reading try to get and process information so that settles into knowledge. Knowledge itself ultimately becomes a basis for the dynamics life, showing existence, struggling to survive, and develop it in the form of science and technology as the necessities of human life. Reading is also interpreted as a process of action done consciously and aims to recognize the symbol presented by the author to convey meaning. The meaning is used to communicate the meaning contained in the written symbols.

Goodman (in Khusnin, 2008: 1) explains that reading is a receptive process. The process is a psycholinguistic process that starts from the introduction of the surface structure of the language encoded by the author to the construction of the meaning of the text. Thus, in reading activities there is an essential interaction between language and thought.

According to Rastegar, et al. (2017: 5) the purpose of reading is formulated into five, namely: (1) reading for the purpose of study (scientific study). The purpose of reading is useful if we want to understand in detail and thoroughly the contents of the book, capture the main idea or the main idea of the book appropriately, and gets information about something; (2) reading for the purpose of capturing

the outline of the reading. The purpose of this reading using skimming reading techniques, useful if we want to find information from newspapers, encyclopedias; (3) reading to enjoy literary works such as novels, short stories, poetry, and drama. Reading which has the purpose of enjoying is usually done casually; (4) reading to fill the spare time to search for information in the newspaper; (5) read to search for a term in the dictionary. From some of the purposes delivered by Nurhadi, it can be seen that before reading people need to formulate the purpose of reading clearly, the greater the purpose of reading, the greater the ability to read.

Good reading learning is the most effective tool for developing the ability to understand written discourse and avoiding reading problems. Reading learning can enhance readers' ability to absorb from reading. Proper reading learning can provide learners with the opportunity to acquire knowledge and achieve both emotional and intellectual goals (Snow, 2002: 29).

Good reading learning should include aspects relating to the reader, the text, the purpose of the activity, and the context. The learning process of reading in the classroom should be dynamic and interactive (Snow, 2002: 30 and Brown, 2001: 313).

Brown further states there are two kinds of learning to read in the class that is reading hard (oral reading) and reading silently (silent reading). Reading aloud focuses on the learner's ability to pronounce

language sounds and is often applied to a second-year learner. Reading is muted into two types: intensive reading and extensive reading.

Intensive reading is a class activity by focusing on the linguistic and semantic elements of a written discourse. This learning leads learners to pay attention to the forms of grammar, discourse markers, and other surface structure details of the language to understand a text. This kind of learning is perfect for classes that integrate text with grammatical learning through reading.

Extensive reading is an activity of reading to achieve a general understanding. This activity is usually done outside the classroom and involves long texts such as books, articles, and reports. Such learning can be one form of task outside the classroom in a lesson that focuses on a content-based instruction (Brown, 2001: 311-3).

From the various definitions of reading, it can be concluded that reading is a complex skill done by a reader, because it includes the process of observing, understanding, and thinking and involving visual activities, thinking, psychomotor, and cognitive to seek information submitted by the author through writing.

The comprehension reading skill is an interactive process that involves the reader, reading and context. This skill involves the ability to derive meaning from written texts as stated by Silliman and Wilkinson (2007) "Reading comprehension is generally defined as the ability to acquire meaning from written text". Through the reading

comprehension process, readers gain an understanding of the text they read in relation to new information and vocabulary.

The skills which have the understanding characteristic are the process of capturing the meaning of the word or from a sentence that is read. These skills are on a higher order. Aspects include: understanding simple notions; understand the meaning (the intent and purpose of the author of the reader reaction); evaluation or content assessment; as well as flexible reading speeds, which are easily adjusted to the circumstances. To achieve the desired goal in the skill of understanding, the most appropriate activity is reading by heart. One aspect of language skills namely reading skills based on reading ability, reading ability does not mean automatically have skill to read.

McNamara (2015: 125) argues that understanding is a person's ability to understand, to comprehend, and to absorb with reason. Understanding is divided into three categories: literal understanding, interpretation, and critical reactions. The purpose is for the reader to understand the content of the text. Carlson argues that speed and understanding of having correlations over difficult reading materials can be ignored. Carlson found that, at a high intelligence level, fast readers were best at comprehend the reading. Slow readers often felt confident that the reader was quickly lower in his level of understanding. But this is not so, because the reader quickly sees the words as part of the whole sentence or paragraph, they see the words

that exist in the context of the whole sentence; they read quickly and simultaneously concentrate on reading content.

McLaughlin and Allen (2016), reading principles based on research that most influence reading comprehension are as follows: (1) understanding is the process of social constructivism; (2) the balance of the literature is a curriculum framework that fosters understanding, (4) good readers play a strategic role and play an active role in the reading process, (5) reading should occur in a meaningful context, (6) students find the benefits of reading that come from various texts on various (7) the development of vocabulary and learning affects reading comprehension, (8) participation is a key factor in the process of understanding, (9) strategies and reading skills can be taught, and (10) a dynamic assessment informs reading comprehension learning.

Based on the explanations above it is understood that comprehensive reading can be done by the students through understanding the reading from the statements, then understand each paragraph, understand the relation of the information of each paragraph till the end or conclusion of the reading.

The conclusion of comprehensive reading is the act of understanding the readings and linking the definition of the description according to the reading scheme for understanding the overall information.

b. Micro and Macro Teaching Reading Comprehension

Brown (2007) in a seminal article, has introduced a comprehensive taxonomy of aural skills, termed *microskills*, later adapted by Brown and discussed under the notions of *microskills* and *macroskills*; the former designates skills at the *sentence level*, the latter, however, delineates skills at the *discourse level*. Brown further adds that such formulation is essential to determine in details the kind of things our learners need to learn and perform. In Brown's terms, "as you plan a specific technique, it helps you to focus on clearly conceptualized objectives. And in your evaluation of listening [for example], these micro- and macroskills can become testing criteria". Micro-skills are a set of *subskills* or *enabling skills* or *part skills* (in language teaching), the terms sometimes used to refer to the individual processes and abilities which are applied in carrying out a complex activity.

1) Microskills

Discriminate among distinctive graphemes and orthographic patterns of English. Retain chunks of language of different lengths in short term memory. Process writing at an efficient rate of speed to suit the purpose. Recognize a core of words, and interpret word order patterns and their significance. Recognize grammatical word classes (nouns, verb etc.) systems (e.g. tense, agreement, pluralisation), patterns, rules, and elliptical forms. Recognize that a particular meaning may be expressed in different grammatical forms.

Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses Recognize grammatical word classes (nouns, verb etc.) systems (e.g. tense, agreement, pluralisation), patterns, rules, and elliptical forms (Mozayan, 2015).

Brown (2007), micro-skills for reading comprehension:

- a) Discriminate among the distinctive graphemes and orthographic patterns of English.
- b) Retain chunks of language of different lengths in short-term memory.
- c) Process writing at an efficient rate of speed to suit the purpose.
- d) Recognize a core of words, and interpret word order patterns and their significance.
- e) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization) patterns, rules, and elliptical forms.
- f) Recognize that a particular meaning may be expressed in different grammatical forms.
- g) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

2. Macroskills

Recognize the rhetorical forms of written discourse and their significance for interpretation. Recognize the communicative functions

of written texts, according to form and purpose. Infer context that is not explicit by using background knowledge. From described events, ideas, etc. Infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification. Distinguish between literal and implied meanings. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata. Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

Brown (2007), macro-reading skills for comprehension

- a) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- b) Recognize the communicative functions of written texts, according to form and purpose.
- c) Infer context that is not explicit by using background knowledge.
- d) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- e) Distinguish between literal and implied meanings.

- f) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- g) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

c. Type of Reading

According to Jain (2008: 113), the types of reading in particular can be divided into:

1) Intensive Reading

Related to further progress in language learning under the teacher's guidance.

2) Silent Reading

Read a discourse or text without sound is also an activity that is necessary reading skill at the higher grade levels. It trains the students to read silently and concentrating on the content of discourse or text.

3) Extensive Reading

The purpose of extensive reading will be to train the students to read directly and fluently in the target language for employment, without the aid of the teacher.

4) Aloud Reading

The activity in reading aloud is intended to train the students can read with the correct punctuation or speech.

In conclusion media type of reading have for kind, the researcher choose Intensive reading because in the practice the students guided teacher.

d. Assessment of Reading Comprehension

Assessment of learning in this study is based on the 2013 curriculum which has implications for the process of evaluating the achievement of student competencies. Alimuddin (2014) explained that the assessment of competency achievement by educators was carried out to monitor the process, progress, development of student competency achievement in accordance with the potential possessed and the ability expected on an ongoing basis. Assessment can also provide feedback to educators in order to improve the planning and learning process (Minister of Education and Culture Regulation No. 66 of 2013 concerning Educational Assessment Standards).

Comprehensive reading assessments are carried out through learning outcomes tests, namely tests that aim to measure the extent to which learning objectives are attained whether it is a basic unit of learning or the entire curriculum. The final semester exam is a learning outcome test to measure the achievement of a particular subject or learning unit, while the National Examination aims to measure the achievement of the entire curriculum in a particular education unit.

Learning outcomes tests can be used as diagnostic tests, namely to determine what students must learn in the next stage. But the main function of the learning outcomes test is measuring the achievement of learning objectives (Sukyadi, 2015).

Based on the utilization of the results, tests can be grouped into formative tests and summative tests. Sukyadi (2015) explains that formative tests of learning outcomes tests are summative because they are carried out at the end of a unit or semester learning. Formative assessment is part of the learning process. The test provides information needed to adjust or improve the teaching and learning process while it is still ongoing. Formative assessments provide input for teachers and students about students' understanding so that appropriate adjustments can be made to ensure the learning objectives that have been set can be achieved.

The assessment is based on the reasons for the ease of application of the instrument and the examination of test results, the effectiveness of time to apply the instrument, and the ease of applying the instrument in accordance with the instructions. The reason is in accordance with Brown's opinion that practicality refers to the ease of carrying out assessment tools and contains clear instructions so that they can be given or represented by others. Regarding the reason for the ease of examination the results of the test are in line with the opinion of Alimuddin (2014) that an instrument is said to have high practice if it is

easy to examine because it is equipped with scoring guidelines and clear instructions so that it can be implemented by others.

Alimuddin (2014) explains that students' abilities as described above, assessments can be delivered in various formats such as multiple choice, right wrong, matchmaking, completing with short answers, cloze tests, performance evaluation, short answers and essays. The type of test used in the study for learning reading Comprehension uses multiple choice. In multiple choice (Multiple-choice questions) students choose one correct choice in each item from several alternative answers given. This type of test is very efficient, practical, and able to provide reliable information, besides being objective, uniform in assessment, easy to implement and economical. MCQs are contextualized and decontextualised such as:

1) What _____ this weekend?

- (a) you are going to do
- (b) are you going to do
- (c) your gonna do
- (d) Are you go to

According to J.B Heaton (1988:107-133) there are several ways to assess students' reading ability such as :

1) Matching Test

- a. Word matching: the students are required to draw a line under the word which is the same as the word in left.

- b. Sentence matching: the students are required to recognize as quickly as possible sentences which consist of the same words in the same order. They read a sentence by four similar sentences, only one of which is exactly the same as the previous one.
 - c. Pictures and sentence matching: the students look at four pictures and then read a sentence about one of the pictures. They are required to identify the correct picture.
- 2) True/false reading test

True/false reading test is one of the most widely used tests of reading comprehension. Not only is the scoring of such a test straight forward and quick but also the scores obtained by testees can be very reliable indices of reading comprehension provided that the items are well constructed and that there are enough of them. The testees guess and instruct on the line of the following may be included in the rubric. Another solution to the problem of guessing is to include a third question in addition to the true/false option: e.g. true, false, not stated.

- 3) Multiple-choice items

The multiple-choice item offers a useful way of testing reading comprehension. However, not all multiple-choice reading tests are necessarily good tests of reading comprehension. The choice of correct option in each multiple-choice item must depend

on a testee's comprehension of the reading text rather than on general knowledge or intelligence.

4) Completion items

Completion items measure recall rather than recognition. Usually, completion items require the testees to supply a word or a short phrase. Unless great care is taken to ensure that there is only one correct answer, the marking will prove very difficult when the tester is confronted. All valid interpretations, whether or not these are in the test writer's mind at the time of the construction of the test must be regarded as correct.

5) Rearrangement items

Rearrangement items are particularly useful for testing the ability to understand a sequence of steps in a process or events in a narrative. While in an exercise for classroom practice the student will often be required to rewrite the jumbled sentences in their correct sequence, it is obviously preferable for testing purposes to instruct them to write simply the numbers or letters of the jumbled sentences.

6) Cloze procedure

Similar in appearance to completion items, cloze tests should not be confused with simple blank-filling tests. In cloze tests is originally intended to measure the reading difficulty level of a text.

7) Open-ended and miscellaneous items

The term open-ended is used to refer to those questions which elicit a completely subjective response on the part of the testees. When marking open-ended items which require answer in sentence, it is frequently advisable to award at least two or three marks for each correct answer.

8) Cursory reading

Cursory reading is a general term to denote the skills in involved in reading quickly, skimming and scanning. In test of reading speed the students are generally given a limited time in which to read the text. Care must be taken to avoid constructing question on less relevant points in the text, but the student should be expected to be familiar with the successive stages in which the text is developed. Test of speed reading should be administered only when the students have been adequately prepared for the tasks involved in such tests.

In conducting the research, the researcher uses multiple choice as the reading assessment because it is effective instrument to measure the student's reading ability as Nuttall (1987:126) says the multiple choice questions are a highly effective instrument for training interpretive skills because the students not only answer the question objectively but also they identify the correct paraphrase of a statement from a choice of four or five.

2. Concept of Mind Mapping

a. The Definition of Mind Mapping Technique

Mind mapping is one of the learning technique that was developed by Tony Buzan in 1970s that is work based on the brain's function. It is a technique because the mind map is a set of systematic process. The brain remembers information as a picture, symbol, shapes, music, and feelings. The brain keeps the information in group and association such as a tree with its branches and twigs. The brain does not keep the information by word to word or column to column in the full statement like we did in communicating. To remember faster what we have learned it is better to follow how the brain works in mind map. With that, the process to present and capture the meaning of the subjects inside the concept of the maps that approaches the scientific operation of thinking. (Sugiyanto, 2007: 41).

Mind Maps are a graphic, networked technique of-storing, organizing and prioritizing information (usually on paper) using key or trigger words and images, each of which will 'snap on' specific memories and encourage new thoughts and ideas. Each of the memory triggers in a Mind Map is a key to unlocking facts, ideas and information and, also, to releasing the true potential of your amazing mind. The clue to the Mind Map's effectiveness lies in its dynamic shape and form. It is drawn in the shape and form of a brain cell and is designed to encourage your brain to work in a way that is fast, efficient, and in the style that it does naturally. Every time we look at the veins of

a leaf or the branches of a tree we *see* nature's 'Mind Maps' echoing the shapes of brain cells and reflecting the way we ourselves are created and connected. Like us, the natural world is forever changing and regenerating, and has a communication structure that appears similar to our own. A Mind Map is a natural thinking tool that draws upon the inspiration and effectiveness of these natural structures (Buzan, 2007: 135-136).

Mind mapping is the easiest way to place the information inside the brain and take the information outside of the brain. Mind mapping is the way to note creatively, effectively, and literally “map” our minds (Buzan, 2007: 4). *Mind mapping* can be compared with other city map. The center of the *mind mapping* is the same with the main city and represent the important ideas; main roads that radiate from the main city is the main idea of thinking process, the radiate or second branches are the second thought of ideas (Buzan, 2007: 137).

Mind Mapping Technique or mind map is one technique of making notes about the material we are studying. According to DePorter and Hernacki (2008: 175) this technique can help us to remember words and readings, improve understanding of the material, help organize the material, and provide new insights because it contains key words in a topic.

Mind mapping is a creative way for each student to generate ideas, record what they learn, or plan new tasks. Asking students to

create mind maps allows them to clearly and creatively identify what they have learned or what they have planned (Siberman, 2009: 200-201). According to DePorter and Hernacki (2008: 173) Mind Mapping has several benefits, such as (1) flexible; (2) able to focus the attention; (3) improve understanding; and (4) fun.

Mind Mapping techniques help students to remember words and readings; improve understanding of the material, help to organize material, and provide new insights (Deporter, 2010: 225). Suyatno (2009: 73) mentions that learning Mind Mapping is perfect for review initial knowledge of students. In addition, Buzan (2012: 8) reveals that symbols and images are often more empowered to express the mind as well as remember a thing. Because he thinks "the brain has a natural ability for visual recognition, even the perfect introduction". Therefore, symbols and illustrations can be added to Mind Mapping which is made to tether better memories. Also good Mind Mapping is made by combining several colors so that impressed colorful and not monotonous.

According to Tony Buzan (2014: 8) Mind Mapping has several advantages, namely:

- 1) It is among the easiest and most famous thinking tool.
- 2) Students are able to memorize better.
- 3) Students can plan their daily routine with mind map.
- 4) Revision is quick and effective.

- 5) Students will appreciate own product (mind map).
- 6) It increases the creativity.
- 7) Parents and teachers are able to monitor the student's performance.

Based on the above opinion, it can be concluded that Mind Mapping is a diagram that presents words, ideas (thoughts), tasks or other tasks to facilitate us in remembering a lot of information. The mind map, a long information map, can be made into colorful, highly organized, and memorable diagrams that work in harmony with the brain's natural workings of things.

1. The Benefits of Mind Mapping

Mind maps provide many benefits. Mind map, provides a thorough view on every aspect of the problem and provides a viewpoint on a large area, enabling us to plan routes or make choices and know where we are going and where we are. Another advantage of collecting large amounts of data somewhere, encouraging problem solving by letting us see new creative breakthroughs, is a fun thing to look at, read, ponder and remember. For children, the mind map has benefits: helping in remembering, getting ideas, saving time, concentrating, getting better grades, organizing thoughts and hobbies, playing media, having fun in pouring imaginations that certainly brings creativity (Jumanto , 2010).

The conclusion from the purpose of mind mapping is to give an overall view for each problem, finds the problem solver creatively,

helps in remembering, gets the ideas, saves the time, concentration, and gets a good score.

2. Steps to Make Mind Mapping

Before making a mind map it takes some materials, namely unlined stripped paper, pens, and colored pencils. Buzan (2012: 15) suggests there are seven steps to create a Mind Map (mind map). The seven steps are as follows:

1) Starting from the center of a blank paper with long sides laid flat.

That's because when starting from the middle, it will give freedom to the brain to spread in all directions and to express itself more freely and naturally.

2) Using images or photos for the central idea because a picture or photo will have a thousand words that help the brain in using the imagination to be revealed. A central image will be more interesting, keep the brain focused, help the brain concentrate, and activate the brain.

3) Using an attractive color because for the brain, the color is as interesting as the picture. Color makes Mind Map more alive, adding energy to creative and fun thinking.

4) Connect the main branches to the central image and connect the second and third level branches to the level of one and two and so on because the brain works by association. The brain likes to associate

two (or three or four) things at once. When the branches are connected it will be easier to remember and understand.

- 5) Make a curved line, not a straight line because a straight line will bore the brain. Curved and organic branches like tree branches are much more attractive to the eye.
- 6) Using one keyword per line because with single-member keyword has more power and flexibility to the mind map.
- 7) Using images because every central image means a thousand words. By paying attention to ways of making Mind Mapping and applying it in the learning process that students can practice to develop the brain optimally, students will be easier to concentrate because each note made by each student is unique and easy to understand.

Based on the explanations above it is concluded that the steps in mind mapping in general is (1) to prepare a colorful picture of photo that attracts the students' attention, (2) to link the main branches to the central picture and link the secondary branches and third brands to the first and second and so on, and (3) to create a linkage line that is in curve, not straight line, so that the students can easily concentrate.

3. Implementation of Mind Mapping in Reading Learning

The Mind Mapping technique is a technique that teaches how to record the creative, effective, through mapping of thoughts within us, in an interesting, easy, and efficient way. When it viewed from the understanding of Mind Mapping technique, it can be utilized in learning

to write a story because in writing the story, creativity and imagination is needed to develop ideas into beautiful and interesting story phrases. Imagination and creativity is the realm of right-brain work. Based on previous explanations, it is known that Mind Mapping with images, colors, and keywords can generate right brain function to create new ideas that are creative and imaginative (Jumanto, 2010).

Furthermore, when compared with conventional techniques that have been applied in learning to write stories, Mind Mapping technique is much better because it involves both minds to think. This is different from conventional techniques that are usually still a practical theoretical that only has the potential to optimize the functioning of the left brain. Creativity and imagination do not develop well through these conventional techniques. Therefore Mind Mapping technique is very good to be applied in learning reading comprehension. Therefore, in learning Mind Mapping knowledge is not transferred simply, but must be interpreted by the students themselves. Knowledge is a process that develops continually. In the process, the activity of a person is very decisive in developing his knowledge. Creating mind maps is an exercise that needs to be done continuously to find out information.

From the above opinion, it can be concluded that the use of Mind Mapping technique will facilitate students in learning, especially in reading comprehension for junior high students. Through Mind

Mapping students are easier in organizing their thoughts to pour in reading comprehension.

4. English Learning in Junior High School

Language is a means of communication, through language, people can communicate with each other, share experiences, learn from each other, and improve their intellectual ability. Therefore learning language is essentially learning communication. Learning is directed to improve the ability of learning in communicating, both oral and written, this according to opinion (Yamin, 2017: 85) which suggests that, English language learning can be interpreted as a learning to improve students' skills in communication with both spoken and written language.

In line with the implementation of English subjects starting at elementary level, reading lessons also started from that stage. The purposes of reading in English subject in Primary, Secondary and Junior High School are:

- 1) To obtain general information in written discourse.
- 2) To obtain information specifically in written discourse.
- 3) To gain meaning and use of English lexical element in reading.

The attempts to achieve these goals are integrated with other language skills such as listening, speaking, and writing. According Yamin (2017: 87), the scope of English language subjects includes the

components of speaking ability and literary ability covering the following aspects.

- 1) Listening, such as listening to news, instructions, announcements, commands, and sounds, songs, tapes, messages, explanations, reports, lectures, sermons, speeches, resources talk, dialogues or conversations, announcements and commands heard by giving respond appropriately and appreciate literature in the form of fairy tales, children's stories, folklore, fables, children's poems, poetry songs, verses and watching children's drama.
- 2) Speaking, like expressing ideas and feelings, giving speeches, dialogue, messages, experiences, a process, telling yourself, friends, family, community, objects, plants, animals, single drawing, drawing series, daily activities, events, likes, dislikes, passions, rules, guidelines, and reports, as well as literary appreciation and expression through literary writing activities such as children's stories, folklores, fables, children's poems, song poems, verses, and children's dramas.
- 3) Reading, such as reading letters, syllables, words, sentences, paragraphs, various reading texts, sketches, instructions, order, announcements, dictionaries, encyclopedias, as well as appreciating and expressing, literature through reading literary works of fairy tales, folklore, fables, children's poems, song poems, verses, and children's dramas.

4) Writing, such as writing narrative and normative essays with neat and clear writing by observing the purpose and variety of readers, the use of spelling and punctuation, and the appropriate vocabulary using single sentences and sentences compound, and appreciate and expression of literature through the writing of literature stories and poetry.

Based on the scope of English language learning above, the learning of English language leads to the improvement of the ability to communicate, because the four language skills are interrelated and have an important role in communicating both orally and in writing.

Teaching language in elementary school, teachers can use various strategies. One of Brown's bottom-up and top-down strategies in Rahmawati (2017: 262) explains that in this strategy, the initial point is the text itself. Through this strategy, the learner gradually builds an understanding of an interpretation as a whole. The words and sentence structures of the text are combined into one unified whole. This means the words are arranged into phrases, phrases arranged into sentences, until finally these sentences are united to form a perfect text and meaningful to be understood. Thus, meaning is the last result a linguist learns.

Brown in addition to explain bottom-up and top-down processing strategies in language teaching also explains the schema theory. Brown

(in Subadiyono, 2014: 76) states the essence of the scheme theory as follows:

“Research has shown that reading is only incidentally visual. More information is contributed by the reader than by the print on the page. That is, readers understand what they read because they are able to take the stimulus beyond its graphic representation and assign it membership to an appropriate group of concepts already stored in their memories.... Skill in reading depends on the efficient interaction between linguistic knowledge and knowledge of the world.”

From the above quotation, it can be understood that the essence of schema theory is the information that the reader possesses. The information is very influential to understand a text. Furthermore, the schema theory has two kinds of schemes: the content scheme and the formal scheme. Content scheme refers to what we know about humans, the world, culture, and the universe while formal schemes refer to knowledge of the context or situation.

Based on the explanation above it is concluded that the English learning in secondary school (SMP) there are four skills which are: (1) listening skill, (2) hearing skill, (3) reading skill, and (4) writing skills. In this research language skill will be focus on the reading skill.

b. Previous Studies

Classroom Action Research with Mind Mapping technique is presented in Table 1, as follows:

Table 1
The Relevant Research

No	Writer	Title	Differences	Similar
1	Puspitasari (2010)	The improvement of poetry writing ability using Mind Mapping Technique on Grade V Students of SD N Dukuhan Kerten No.58 Surakarta 2009/2010	The differences in the object of research. The object of previous research on poetry writing materials, present research on reading comprehension materials	Similarity on the use of Mind Mapping learning technique
2	Aini (2012)	Mind Mapping Technique to Improve Speaking Skills of Elementary School Students on Grade IV of SD Negeri 01 Suruh Semarang Academic Year of 2010/2011	The differences in the object of research. The object of previous research on the subject's ability to speak research now on reading comprehension material	The equation of previous research with current research on the use of learning techniques Mind Mapping
3	Alma Prima Nurlaila (2013)	The use of Mind Mapping Technique in Writing Descriptive Text describes.	The differences in type and object of research. The prior research is a qualitative type; the research now is Classroom Action Research. The object of previous research on descriptive writing, the research now is reading comprehension.	The equation of previous research with current research on the use of learning techniques Mind Mapping
4	Askin Asan (2014)	<i>Concept Mapping in Science Class: A Case Study of Fifth Grader Students</i>	The differences in type and object of research. The prior research is a qualitative type; the research now is	Similarity on the use of Mind Mapping learning technique

			Classroom Action Research. The object of previous research on the concept of mind mapping, the research now is a mind mapping technique in reading comprehension.	
5	Herlina (2016)	<i>Improving Reading comprehension skills English using the SQ4R method</i>	The differences of methods usage. previous research using SQ4R method, current research using mind mapping technique	The equation of previous research with current research on reading comprehension on material

c. Rationale

Based on the observation data, the score of English subjects in the seventh grade students of SMP N 1 Surakarta 2017/2018 on reading comprehension of the narrative is still below the KKM, which happens is from 32 students there are 25 students (71.42%) who have difficulty in reading understanding, then by looking at the data of learning outcomes and the implementation of these subjects, as well as English as one of the subjects tested in the National Examination, it is imperative that the learning process should be improved in quality, in order for students to write essays to improve the quality of Indonesian language learning.

The chosen action alternative is by applying the Mind Mapping technique. Mind Mapping is the easiest way to put information into the brain and retrieve information out of the brain. Mind Mapping is a creative, effective, and literally creative way of mapping out our thoughts. Mind

Mapping is also very simple (Buzan, 2012: 4). Symbols and images are often more empowered to express the mind as well as remember a thing. Because he thinks "the brain has a natural ability for visual recognition, even the perfect introduction". Therefore, symbols and illustrations can be added to Mind Mapping which is made to tether better memories. Also good Mind Mapping is made by combining several colors so that impressed colorful and not monotonous.

d. Action Hypothesis

Based on the above framework, the hypothesis of action in this study is by using the technique of Mind Mapping, the ability to read the understanding of grade VII students of SMP N 1 Surakarta Academic Year of 2017/2018 increases. The use of Mind Mapping technique can improve the students' reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Methods

1. The Nature of The Classroom Action Research

This research is in the form of Classroom Action Research, a research which is cooperation between researchers, teachers, students, and other related parties to create a better school performance. This study aims to describe the difficulties at school and to provide an alternative effort to overcome these difficulties.

According to Arikunto, Suhardjono, and Supardi (2008: 62) CAR (Research Action Class) has uniqueness, among them as follows:

- a. CAR is a research activity that not only trying to solve the problem, but also seek scientific support. CAR is an important part of teacher professional development effort, because CAR able to make teachers learn, to think critically and systematically, able to get used to teach teachers to write and make notes
- b. The issue is not produced from the theoretical studies or and the results of previous research, but derived from the actual and actual problems that occur in the learning in the classroom. In other words CAR focuses on practical issues, not theoretical or context-free issues.
- c. CAR should start from simple, real, clear, and sharp issues about things that happen in the classroom.

- d. The existence of collaboration (cooperation) between the graduates (teachers, principals, students and others) and researchers in understanding, agreement on the problem, decision making that eventually gave the same action.
- e. In addition, it is performed only if there is: (a) group decisions and commitment to development; (b) aims to improve teacher professionals; (c) main reasons: want to know, want to help, improve, and (d) knowledge and / or problem solving.

2. The Procedure of Classroom Action Research

Things to consider in Classroom Action Research are:

a. Plan

This action plan refers to the initial results that have been formulated as the focus of the problem. The problem is solved by using the instruments or tools and techniques required in data collection. After the data collected then the problem can be identified subsequently performed data analysis that can then be formulated into a sentence so that the aspects clearly visible. Planning also involves partners or other research, namely: integrate the results of observation and teacher perceptions of students during the process of activities take place. An action plan that will be undertaken to improve, increase or change as a form of solution.

b. Action

Implementation of the action is carried out based on the planning, but the action is not absolutely controlled by the plan. An action that is decided contains risks because they occur in real situations. Therefore action plan must be tentative and temporary, flexible, and ready to change in accordance with existing circumstances as an effort towards diversity. Implementation of the action is done by teachers who will be observed because the teacher serves as a manager of teaching and learning activities. What the teacher or researcher does to improve the improvement, or desired change.

c. Observation

Observation is the attempt to record all events and activities that occur during the action. The observation must be open-minded and open-minded. Researchers in this observation observe the learning process and collect data about everything that happens in the learning process, whether that happens to teachers, students and school situations. Observation only records what is seen and heard while providing an assessment. This observation is done by adjusting the lesson time in the classroom. Observations observe the outcome or impact of actions performed or imposed on students.

d. Reflection

Reflection in classroom action research is an attempt to assess what has happened or not happened. What has been or has not been

successfully completed with the corrective action taken. The results of the reflection were used to establish further in order to achieve the goal of classroom action research. In other words, reflection is an assessment of the success or failure to achieve a temporary goal. Based on the results of reflection, this, the research together with the teacher can make revisions or improvements to the original plan that may not be in accordance with what is desired.

These four components are the steps that must be taken by every researcher who will carry out Classroom Action Research. The research is planned in 2 cycles:

Cycle I:

1. Action Planning

Researchers along with the teachers designed scenarios of story writing

- a. Researchers and teachers develop Learning Implementation Plan (RPP) based on the 2013 curriculum and the technique used is mind mapping.
- b. Researchers and teachers prepare learning media to facilitate learning can be understood by students. Media used in the form of images, power point, and slide projector.
- c. Researchers and teachers conducted a learning simulation using mind mapping technique, discussing how to use mind mapping technique in reading comprehension learning.

d. Researchers and teachers develop research instruments in the form of tests and non-test (instruments assessed from the work of students in reading the text that is by mind mapping technique) non-test instrument is assessed based on observation guidelines conducted by researchers by observing the activity, students during the learning activities take place.

2. Implementation of Action

Carry out learning to write stories with scenarios that have been made at the planning stage of action. The lesson plan (RPP) used is the mind mapping technique. In general, the learning scenarios that will occur are teachers teaching students working in cooperative teams of these activities, coordinated with reading group teaching so as to fulfill goals in other areas such as reading comprehension, vocabulary, and read spelling. Through learning by mind mapping technique students are expected to understand the concept of reading comprehension.

3. Observation/ Supervision

Observations are performed simultaneously with the action, using the instruments that have been made. The focus of observation is the activity of students in learning to read the text according to the learning reading. The teacher observes student activities during the learning process takes place in a cycle.

4. Reflection

The results of the observations were analyzed to obtain a picture of how the impact of the actions taken, namely the use of mind mapping technique can improve the reading comprehension. What things need attention and what needs to be fixed in the next (cycle) action?

Cycle II

1. Planning

Researchers and teachers discuss the draft of action to be undertaken in the next research process. On this occasion, the researcher also conveys the analysis of the observation result to the students of the class done in cycle I. The researcher and the researcher teacher then arranged the learning plan of reading the text with mind mapping technique with active learning student strategy for the next meeting. Based on mutual consideration, researcher and researcher teacher give back learning to write the story according to syllabus of Curricullum 2013 class VII. In cycle II, the teacher will again help the students to remember the memory of the story that students just implemented with photo media.

2. Implementation of Action

Implementation of this action II is as follows:

- a. The teacher carries out the presence of the students present and a perception. Students pay attention and answer, and ask the teacher.
- b. Master instructs two people in sequence to read her the text at the previous meeting. Teachers give feedback on the results of reading the

two students are good and true, and provide feedback reading students who are less good.

- c. The teacher distributed the prepared photographs of the tourist attractions at Borobudur temple, Dirgantara Museum, Parangtritis in Yogyakarta and camping activities of students in each group.
- d. Students conduct group discussions on material composing tasks from teachers.
- e. Students reading the text with the meaning.
- f. Teachers and students make conclusions together.

3. Observation and Supervision

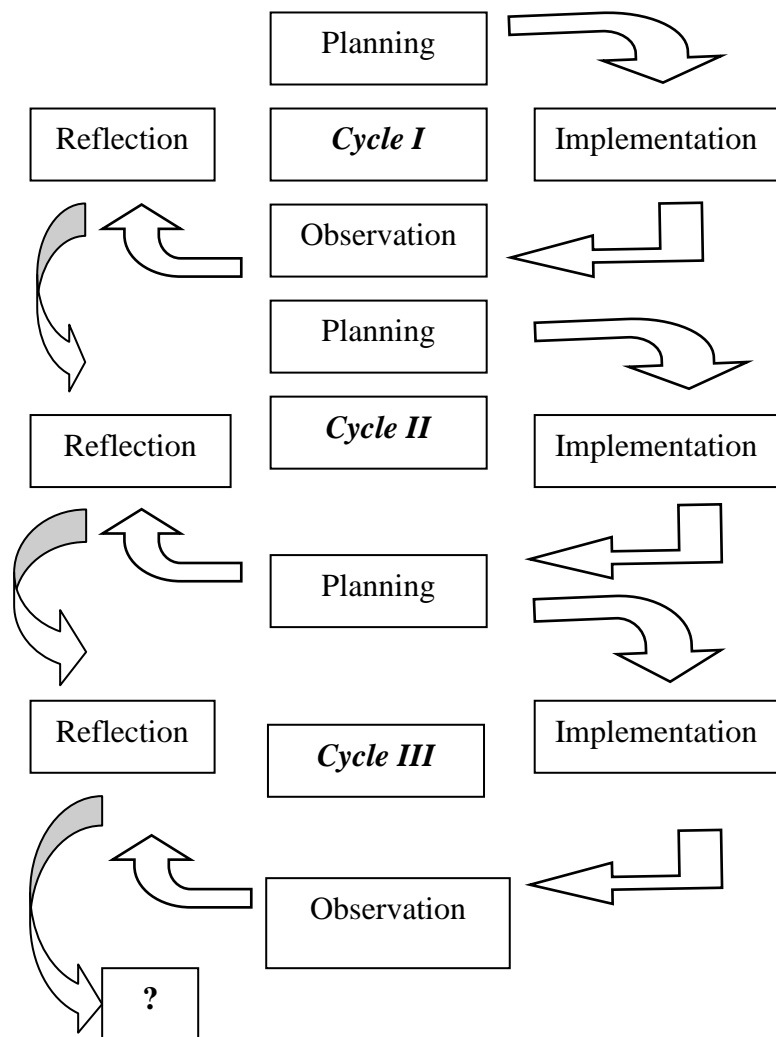
Observation activities are meant to describe the lack of learning techniques in cycle I can already be solved or not.

4. Reflection

The results of the observations were analyzed to obtain a picture of how the impact of the action that has been done, namely the use of scientific learning techniques can improve reading. What things need attention and what needs to be fixed in the next (cycle) action?

Broadly speaking there are four stages that are commonly passed, namely (1) planning, (2) implementation, (3) observation, and (4) reflection. The model of cycle chart and its explanation for each stage, as follows:

Cycle Work Chart



Source : Arikunto (2010: 33)

3. Research Procedures

The research is planned to be implemented in the even semester of 2017/2018 academic year, with the following stages:

- a. Conducting observations and interviews of the research, researchers make observations when learning English teachers have not used the mind mapping technique. Researchers conducted pre-research

- a. interviews toward the teachers about the difficulties encountered by students in learning English and researchers conducted interviews with some students to ask about the difficulties in students experience when learning English.
- b. Creating Learning Process Plan (RPP), after the researcher knowing the problem of low learning achievement of English, researcher asks teacher to use mind mapping technique. Researchers are guided by teachers to make RPP by using mind mapping technique.
- c. Conducting observations and interviewing activities that takes place in schools include: action planning, action implementation, observation, and reflection. Researchers and teachers hold discussions to discuss the shortcomings in cycle I, so that in the activity of cycle II has been done improvements. Observations and interviews were conducted in cycle II.
- d. After the observation data, interviews, and documents are collected, the next researcher conducted the discussion. How to do the discussion, i.e. the researchers classify the data that has been collected in accordance with the purpose of research, the implementation of learning CAR ranging from planning, implementation of action, observation, and reflection.
- e. After the discussion is completed and obtained the conclusion then at last, the stage of research result reporting.

B. Setting of the Research

This research was conducted on the students of class VII of SMP N 1 Surakarta in the academic year 2017/2018. This research was conducted for 4 months from February to May 2018. The following is the time sequence of the activities in this research.

Table 2
Timeline of Research Implementation

No	Activity	Month and Year of 2018			
		February	March	April	May
1.	Preparation of the preliminary survey to the preparation of the proposal				
2.	Selection of informants, preparation of instruments and tools.				
3.	Implementation phase: planning, implementation, observation, and reflection				
4.	Preparation of reports				

C. Subject of the Research

As the subject of learning in this study are students of class VII Junior High School N 1 Surakarta academic year 2017/2018.

D. Population, Sample, and Sampling Technique

1. Population

Hadi (2007: 14) says that population is the overall individual that wants to be investigated and the least to have the same behavior. Population in this research is the students in VII class SMP Negeri 1 Surakarta year 2017/2018 as many as 9 classes from VIIA-VII I classes for 287 students.

2. Sample

Arikunto (2010:98) says that the sample is some part of the population or the people that is less than the population or sample is the part of population. The sample in this research is the students from VIIE class with 32 students.

3. Sampling Technique

Hadi (2007 :73) says that the sampling technique is a way that is used to take the sample. Sukmdinata (2005: 257) says that to choose the sampling technique is a way of research to get the representative technique, that can represents the population.

The decision of choosing the sample in this research uses the random sampling technique. Suharsimi Arikunto (2010 : 59) says that the *random sampling* give the same opportunity to the subject that is used as the research's sample. The type of random sampling that is used is the random cluster.

Arikunto (2010: 63) explains that cluster random is the taking of sample in a group. The group that is meant by this research is the people in VII class of SMPN 1 Surakarta, as many as 9 classes. The process of taking the sample with random cluster is to write the name of the classes from VIIA – VII I, then it will be drawn and take one class as the research's sample.

E. Data Collection Technique

The technique for taking the data is based on a test. Nurgiyantoro (2010: 72) says that the test technique is one of the test techniques, which is a set of questions that is filled by the individual that is being tested. The test used is the multiple choice questions, where students will answer the questions with the available choices. The multiple choice questions consist of 20 questions with the correct answer is scored as 1 and wrong one as 0.

According to the data that is collected from the test, the data is collected with *Pretest Posttest Control Group Design* (Sukmadinata, 2004: 203). The design in a picture is known as like below:

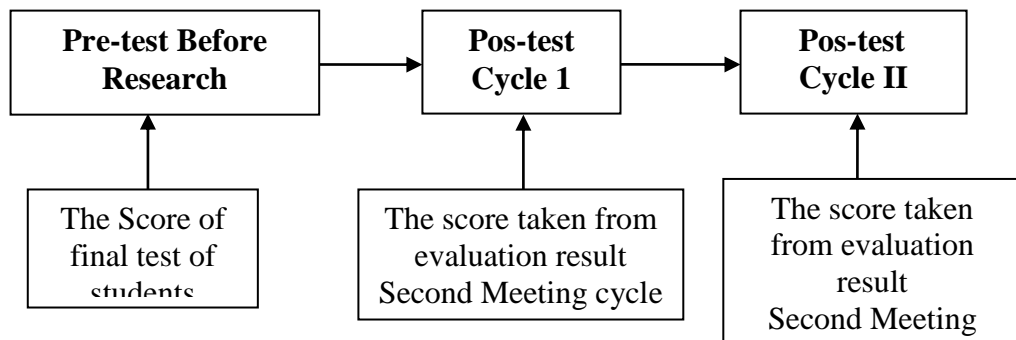


Table 3
Data Collection Design CAR

F. Data Analysis Technique

Descriptive statistical analysis is a method related to presenting data so as to provide useful information. This presentation effort is intended to reveal important information contained in the data into a more concise and simple form that ultimately leads to the need for explanation and interpretation.

The description of the data carried out includes the size of the concentration of data at the mean value. According to Laksamana (2008), the mean is the average value of several pieces of data. The mean is a measure of data concentration. The mean data is also a statistic because it is able to describe that the data is in the range of the mean data. The mean cannot be used as a measure of concentration for nominal and ordinal data types. The mean can be determined by dividing the amount of data by the amount of data.

Based on the definition of the mean is the sum of all data divided by the amount of data. In other words if we have N data as follows, the mean data can be written as follows (Laksamana, 2008):

$$\bar{X} = \frac{TSS}{TS}$$

Noted :

\bar{X} = Mean

TSS = Total Score Each of Student

TS = Total Score

$$IC = \frac{TS}{TMS} \times 100\%$$

Noted :

IC = Individual Completeness

TS = Total Score

TMS = Total of Maximum Score

$$CC = \frac{ASLC}{AS} \times 100\%$$

Noted :

CC = Classical Completeness

ASLC = Ammount of Student Who Learning Completeness

AS = Ammount of All Student

Noted :

Learning Completeness = Student reached completeness $\geq 75\%$

Classical Completeness = Total of student reached completeness $\geq 75\%$

G. Performance Indicators

Indicator to be achieved in this research is the increasing of quality of story writing learning at student of class VII SMP N 1 Surakarta academic year of 2017/2018 through mind mapping technique. Based on the above table it can be explained that the success of student actions on the Activity, cooperation, and interest towards comprehensive reading on the last cycle results obtained action $> 75\%$ said Classroom Action Research (CAR) has been successful. On the contrary, the result of action obtained is $< 75\%$, then Classroom Action Research (CAR) is declared unsuccessful and needs to be done next cycle action.

CHAPTER IV

RESEARCH FINDING

A. RESEARCH FINDING

1. The First Cycle

According to the research finding in the application of pre-cycle, it is concluded that the reading comprehensive still needs some improvements. Additionally, the researchers suggest that the English teachers in SMP National 1 Surakarta in the class of VIIE in the reading comprehension using the mind mapping technique.

The application of activity under cycle I will be held on April 3 and April 10, 2018 through two meetings which are third and fourth o'clock (08.35 – 09.55a.m). Each meeting has two hours of learning (2 x 40 minutes). At cycle I, it is held by four stages, which are planning, action application, observation, and reflection. The first cycle (conducts on Tuesday, April 3 and April 10, 2018).

a. Planning stage

According to the initial survey that is done by the pre-action, it is known that there are two main problems that cause the students do not reach the minimum standard of the passing rate. The first problem is that the learning process that is conventional. The learning process causes the students to be inactive. The second problem is the low ability in comprehensive reading.

In contrast with the analysis, it is assumed that there must be some actions to deal with the problem. The first stage of the cycle I is the planning stage. The activity will be held on April 10, 2018 in the teachers' room in SMP National 1 Surakarta. At this stage, the teachers collaboratively discuss that:

1) Equal perception

At this stage, it discusses the study of the reading comprehension that can motivate and increase the ability of the students in reading comprehensively. This is based on the result in pre-cycle that shows the low level of ability of the students in reading comprehensively. Together with this, the teachers have come to an agreement that there is a need to do the research regarding the comprehensive reading at the students in the class of VII SMP National 1 Surakarta with mind mapping learning technique.

2) Compilation of RPP I

At this stage, the collaboration of teachers will be discussed in the RPP compilation. It is concluded that the learning of comprehensive reading in one cycle is designed to become two meeting. In the RPP that is designed and decided, it includes the competitive standards, basic competency, indicator, main materials, learning scenario, learning method, learning media, and scoring.

The action application cycle I start from planning, application, monitoring, and action-reflection. The teachers work together with the collaborator to plan the cycle I as follow:

- a) Identify the problems in cycle I and the alternative application of problem solver
- b) To identify Competency Standard (SK) and Basic Competency (KD) as well as the indicator of English study at the reading comprehension.
- c) To plan the RPP according to the indicator that is decided with many stages in inquiry learning with many materials such as magnetic that can go through a thing
- d) To expand the teaching material with picture mediation
- e) To compile the students' answer sheet (LKS)
- f) To prepare the evaluation tool as in monitoring tests
- g) To prepare the observation sheet to observe the teachers' ability and the students' activity.

b. Implementating for Action

1) The First Meeting

As what it has been planned, the action of the cycle I in two meetings April 10, 2018 in the class of VII SMP National 1 Surakarta. Each meeting is for 2 x 40 minutes. At the first meeting, the first activity will be held at 08.35 – 09.55 (the class at third and fourth o'clock).

a) Opening

At the first cycle I meeting, the teachers start the class with greetings of assalamualaikum warohmatullohi wabarokatuh. In unison, the students will reply with waalaikumsalam warohmatullohi wabarokatuh. Then the teachers will start the class presentation, with the students' condition that is prepared for the learning process. Next, the teachers will review the materials by explaining back the part of descriptive, such as character, people, animals, color and shape of things. One of the types of descriptive is the comprehensive reading. And then, the teachers will explain the type of descriptive in comprehensive reading. During the explanation of comprehensive reading and descriptive, the teachers will open the question & answer session with the students. Moreover, the teachers will explain the mind mapping method and explain the application in comprehensive reading. Not to forget to do the example in the whiteboard regarding the comprehensive reading including the descriptive in mind mapping technique.

The teachers ask the students to start praying before studying and do the presentation in class. Additionally, the teachers will go into the teaching process. The next step is the teacher will give the assignment to the students in creating a group of four. With the help of the students, the teacher will distribute the portfolio paper, colored marker, mind map sample, and draw the paper. After the students

create the groups, the teachers will give the assignment to each group to discuss the reading comprehension.

The activity will be held for around 10 minutes. For the next assignment, the students understand the meaning of the reading, the students will be given the task to elaborate the meaning of the reading in the group on the mind map. In that discussion, the students will actively think and give their opinion within the group. The opinions are responded to by other team members. Some students also ask the hard questions to the teachers. For instance, the students need to draw to do the mind map. Patiently, the teachers answer and help the students. After the discussion over, then the teacher will allow one person of each group as the representative to come to the front and tell the class of its findings. The representative from each group explains their findings that are supported by their team.

b) Main Activity

Activities carried out by students in the first cycle of meeting 1 in learning to read comprehension with mind mapping techniques based on the 2013 curriculum can be explained as follows:

- (1) Activity observes with its activities, namely: students observe examples of phrases to greet people, Students practice saying (imitating) phrases used to greet people, such as: Good morning, good afternoon, good evening, good night, How are you?,

Students practice say (imitate) phrases used to respond to greetings, such as: Good morning, good afternoon, good evening, good night, I 'm fine, thank you.

- (2) Activities question the activities of the activities, including: with the guidance of the teacher, students question the meaning and social function of these expressions, especially in human nature.
- (3) Exploration activities, students look for other expressions that can be used to greet people from various sources.
- (4) Activities Associate or analyse, by working groups, students learn expressions to greet people to get information about their social meaning and function.
- (5) Communicating activities, the teacher through doing various activities according to the situation, students practice using expressions to greet and respond to these expressions. For example the teacher asks about the contents of the reading that the teacher has given about the paragraph about human nature.

c) Closing

In the closing activity the teacher reflected on the question and answer technique. Some students were asked about the material they had learned and then concluded today's learning together. The teacher then mentions the material or learning that will be learned at the next meeting. Finally, learning is closed by praying together.

2) Second Meeting

a) Opening

The opening of learning in the mind mapping technique of cycle I of second meeting in outline is as follows:

- (1) Learning begins with the teacher greeting and inviting students to pray.
- (2) Teacher checking on student attendance.
- (3) The teacher informs students about the learning technique to be applied, namely the scramble method.
- (4) The teacher divides students into 4 groups and gives reading texts with animal themes in *I Like Elephants*.
- (5) The teacher distributes the questions to each group.
- (6) The teacher provide problems related to reading text material such as: students are told to sort the answers that have been randomized to their words / sentences in the answer sheets that have been provided according to the correct sentence with their respective groups.

b) Main Activity

At the second meeting of the cycle I, the teachers continue the previous activity which is comprehensive reading and mind mapping with the intrinsic value of the comprehensive reading. This activity is started through similar greetings at the beginning of the class. Then, the teachers will give the questions according

to the comprehensive reading and mind mapping that is done by the groups. The teachers say that all groups do the mind map correctly, most are correct and good. Only two groups that are not correct yet. This is because inside the mind map, they put the picture in the middle but there is no relationship between the main picture of the supporting ones.

Activities carried out by students in the 2nd cycle of meeting 2 can be explained as follows:

- (1) The activity of observing the teacher in giving examples of how to read comprehension, then the students practice imitating the teacher in reading the understanding of the paragraph that tells the cat animal
- (2) Student activities question how to read with the correct intonation and ask about the meaning of words that students have not understood.
- (3) Exploration activities, students look for words and other sentences about animals, such as chicken has two times and wings.
- (4) The activity of associating or analyzing, by working groups, students learn the correct way to read, so that the content of the reading can be understood by students. Students recite, understand the vocabulary and note the language in reading comprehension in accordance with the results of being able to

work with group friends. Group representatives then presented the results of being able to work together with their group friends. After a group of one presents the results, they are able to work together with their friends, the teacher asks other groups to respond.

- (5) Communicating activities, the teacher asks students to reveal the contents of the reading that has been read by students.

The students do the pronunciation, understand the vocabulary and grammar in the reading comprehensive according to the ability to work together with the teammates. The group representative then presents the result. After one group presented, the teachers will ask the other group to give their opinion. All groups have the similar result. The teachers give a star to those students who are brave enough to come up to the class. The teachers also give the chance to students to ask some questions if there are unclear things. Next, the teachers explain deeply about the intonation, pronunciation, expression, and feelings in reading.

c) Closing

The next learning activity is where the teacher assigns the students for comprehensive reading. In doing the comprehensive reading, the students are given around 80 minutes. After all, are done, the learning process finally closes with a reflection. This is

used to know the plus and minus of the learning process in the future. It takes around 5 minutes for the reflection.

c. Observation

The field notes toward the students are done from the initial until the least learning process. When the class was going to start, there are still some students that were not ready to follow the class' learning process. When the learning process started, the students look to focus on the materials that are explained by the teachers. The observation will be held during the comprehensive reading process with mind mapping technique on April 3, 2018 at 08.35 – 09.55a.m. (the third and fourth o'clock) and April 10, 2018 at 08.35 – 09.55a.m. (the third and fourth o'clock). The observation focuses on the learning situation, the activity that is done by the teachers as well as any students' activities in the learning process of comprehensive reading.

The observation result towards the activity can be described as follow. The teachers start the class with greetings then asking about the absent students. The students that came on are 32 students. After that, the teachers coordinate the class by asking the students to prepare themselves in the learning process.

The class was calm. When the teacher was reviewing about the literature, the students wisely listen to the explanation and once in a while they answer the questions too. At this stage, the students really follow the rules even though some of the students feel bored or look

through the window too, and the thoughts are not in the place. The teachers ask the student to focus on the study process.

The next stage is the teachers to explain the comprehensive reading such as mind mapping. The teachers use lecturing technique. During the activity, all students listen to and focus on the explanation. After the teachers explain the materials, the teachers will give the chance to the students to ask any questions, but it is not widely used by the teachers. Not many students ask the questions.

After the students are done the comprehensive reading, the teachers assign the students to create a group. Each group consists of 4 people. During the activity, the teachers ask the students to prepare the chairs. The class starts to be noisy again but it is well handled by the teachers. After that, the teachers assign the students to discuss in the group to analyze the intrinsic values in the comprehensive reading of **Like Elephants** in which the intrinsic value is poured into the mind map. During the activity, all students are active in discussing and doing the work. Most students ask questions of the other students or the teachers, meanwhile, the teachers go around the class to look and control every group and try to explain whenever the students ask some questions. The next stage is where all groups are done with the assignment, each representative from each group will show the results in front of the class. The rest of the students or the teachers will give the feedback. Unfortunately, only the teacher who gave the feedback.

At the second meeting, the teachers open the class, as usual, the teachers greet the class and present how many students are there which are 32 people. The next step is that the teachers give the opportunity to the students to decide on the theme that will be chosen as the comprehensive reading materials. Many students propose love. Then, all students agree with that. In addition, the teachers assign the students to do the mind map from the chosen topic. All students are supportive and happy. Immediately the students start to draw the thoughts into the mind map. However, there are also some students that ask the teachers about what to draw. Patiently, the teacher explains again about the materials and gives the examples in the whiteboard. Then, finally, the students understand. This is an individual assignment. This happens for around 20 minutes.

After the mind mapping process is done, the teachers assign the students to expand the mind map into the comprehensive reading. Many students protest that the time is too little. The teacher then explain that the time is still enough to solve the comprehensive reading problem. The students immediately do the comprehensive reading.

After around 80 minutes, the students read the comprehensive reading, and it is collected. Then, the teachers will reflect on what they have been studying. The comprehensive reading learning result in cycle I.

Observations in this study researchers collaborated with an English teacher named Mrs. YuliaEnnyWiidiyanti, S.Pd., M.M.. The collaboration is the result of student observations conducted by the research consulted with the English teacher.

The observation activity that is looked at by the students is using the research activity sheet that consists of 5 indicators with the subject of 32 students. The indicator of the students in the learning process uses the audio-visual media including 1) activeness, 2) the order of the class, 3) responsibility, 4) tolerate, and 5) working together with the students. From the observation of the students' activity at cycle I, it can be concluded under table 4:

Table 4
The conclusion result of the observation activity from the students under Cycle I

No	Aspects of the observation	Cycle I
1	Activeness	61,25%
2	Order of class	57,5%
3	Responsibility	58,13%
4	Tolerate	56,88%
5	Able to work together with other friends	70%
Average activities of students learning per cycle		60,75%

Based on table 4, it is known that the average percentage of student activity in cycle II is 60.75% of 32 students in the sufficient category. Indicators of students' creativity in learning to read comprehension with mind mapping methods include can be explained:

- 1) The teaching and learning process has been focused on students and some students have started to be active and creative in learning.

- 2) Order the crowd of students has begun to decrease, because students have begun to be interested in the mind mapping technique used by the teacher.
- 3) Some students still exist who have not been individually responsible, so that students' responsibilities have not been optimal.
- 4) Student in tolerance when working in groups is still lacking, there are still students who are selfish.
- 5) Some students in the group have been able to work with their group friends.

The following is the audiovisual that reaches the passing score for each indicator in the graph:

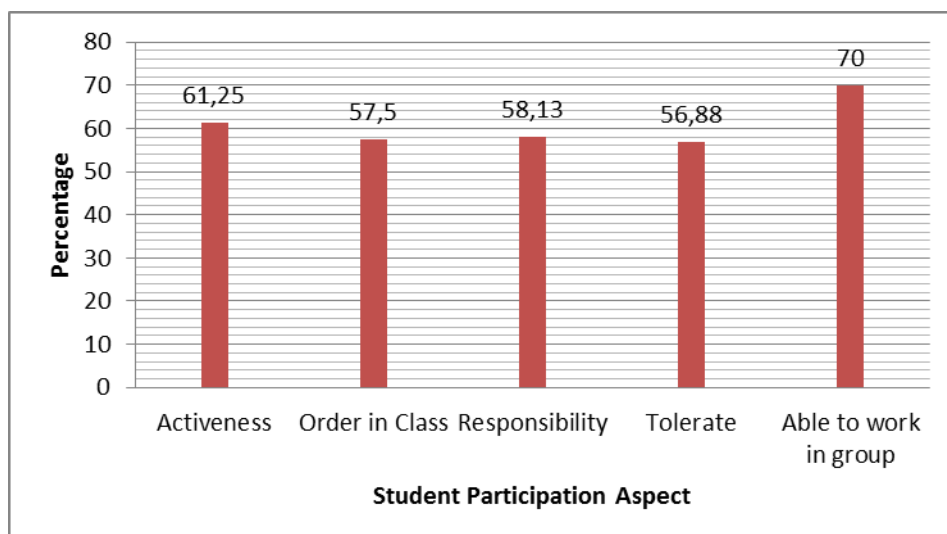


Figure 1
Student Activity Diagram Cycle I

According to the table above, the conclusion is that the fifth aspect is the aspect with the highest percentage which is 70%. Meanwhile, the lowest aspect is the fourth aspect which is only 56.88%.

The average observation value of the students' activities in cycle I is 60.75%.

d. The students' study result

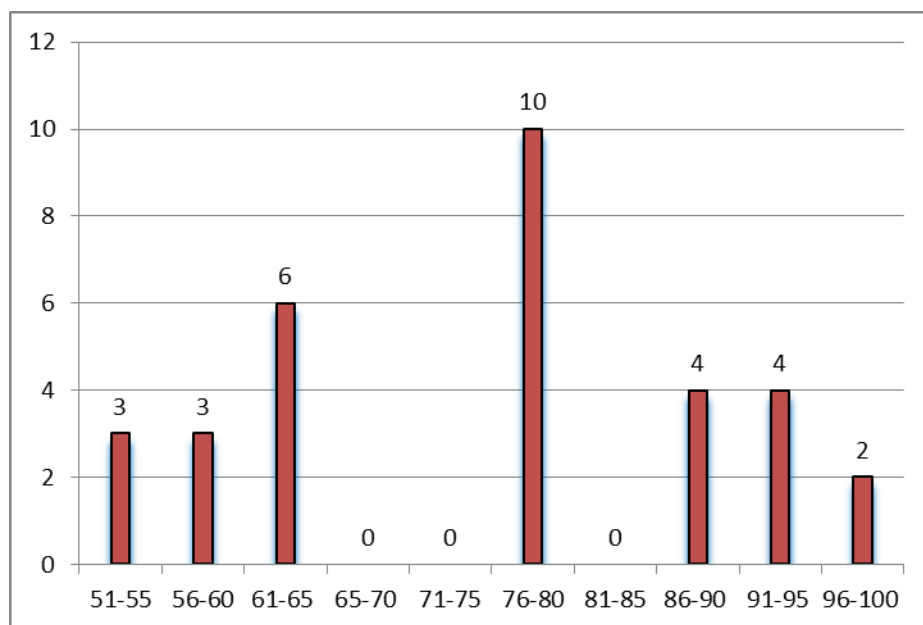
The students' study result at the reading comprehension with *I Like Elephant* text at cycle I as a result from evaluation test at the end of the learning process. The data collected is shown under table 5.

Table 5
The study results of the students in cycle I

No	Interval	Frequency	Value Amount	Percentage	Remarks
1	51 – 55	3	156	9.375	Fail
2	56 – 60	3	172	9.375	Fail
3	61 – 65	6	382	18.75	Fail
4	65 – 70	-	-	-	Fail
5	71 – 75	-	-	-	Fail
6	76 – 80	10	760	31.25	Pass
7	81 – 85	-			Pass
8	86 – 90	4	348	12.5	Pass
9	91 – 95	4	368	12.5	Pass
10	96 – 100	2	192	6.25	Pass
Total		32	2378	100%	
Average					74.3
Students with passing rate					20
Percentage of the students with more than passing rate (%)					62.5%
Students that are failed					12
Percentage of the students with less than passing rate (%)					37.5%

From the data of the studies, it can be described in the diagram below:

Figure 2
Study Frequency of Students in Cycle I



According to table 5, it can be seen that the result of reading comprehensive at cycle I through mind mapping technique gets an average of 74,3 with the lowest if 52 and the highest is 96. With an average passing rate of 37,5%, therefore, the total of students that reach more than the passing rate is 20 students and the rest of 12 students did not pass, hence, the classical passing rate of the students is 62,5%. Thus, it can be concluded that the reading comprehension in cycle II still cannot be said as a success, because it does not reach the successful indicator which is the average passing rate which is 75, even though the pass percentage reaches 75%, that makes it become unnecessary to do improvement in cycle II.

e. Reflection

From the observation in cycle I, it can be said that not all students have wisely used the time. This can be seen from the fact that there are

some students who still chit-chatting with the others so that the results of the comprehensive reading are not very optimal.

The existence of students who resist the instruction from the teachers is due to some reasons such as changing the habit of the students that was passive become active, making the wrong reading comprehensive in the mind map, the fact of the existence that there are still some student who still chit-chatting with other friends without bothering the teacher.

The students need to be notified to take a look at the reading comprehension in the mind map, the reading comprehension technique, vocabulary, and expansion of language that shows the creative story, in reading comprehension.

Besides the written aspects above, the activeness of the students also needs to be improved. The students need to develop the spirit, so that the learning becomes the process that is active and fun. The teacher does not control the class well. The teacher still cannot create a learning situation that supports the student to be active, concentrate, and motivated to study. The teacher still uses lecturing study method which is very boring. The one-way learning method has caused the interaction between students and teacher to become lesser. The teacher does not give a feedback or opinion. This has caused the students do not know the difficulties. Besides, the students are not really motivated for the comprehensive reading.

According to that analysis, these are some reflection of the disadvantages that are found, which are (1) the teachers are expected to interact more with the students. One of the ways is through going round in the classroom controlling the students while they are doing the assignments. With this interaction, the students will feel more involved by the teacher, hence, it motivates them to study, (2) the teachers need to improve the learning technique. The lecturing method needs to be diverse, either in the humor or questions and answers session, (3) the teachers are expected to give more feedback and reflection to the students' understanding. The feedback that is given will motivate the students to follow the learning process.

According to the analysis result and reflection above, the action in cycle I was seen to be successful, while their results are still not maximal. The improvements did take place in some indicators in that survey. But, the average value in reading comprehension is still far from the minimum passing rate (70). Therefore, the cycle II is the improvement process of learning in cycle I. The cycle II is agreed by the teachers and will be held at April 17 and April 24, 2018

2. The Second Cycle

a. The planning

According to the reflection in cycle I, it is concluded that cycle II is needed. The planning and action plan will be held at April 17, 2018 in the teachers' room of SMP National 1 Surakarta. In this

opportunity, the students will again explain the observation result and the reflection from the reading comprehension in cycle I. The advantages and disadvantages will also be explained during the comprehensive reading learning process.

In solving that problem, it finally comes to a decision of what the teachers should do in teaching comprehensive reading to the students. The things that should be considered are:

- 1) Teachers have more interactions with the students; teachers do not have many roles in front of the class
- 2) Teachers give practical ways in comprehensive reading with mind map technique that is verified by the questions and answers session
- 3) Teachers give feedback and reflection in the comprehensive reading process
- 4) The students do the comprehensive reading with free theme according to their wants
- 5) The students improve the mind map that is done under cycle I

The next step in cycle II is the collaboration with the teacher in compiling the RPP reading comprehensive with mind mapping technique. With the discussion with the teachers, it is decided that the material that will be delivered are the steps of reading comprehension, the reading comprehension technique, and language development. Besides, the teacher gives another example of mind mapping to describe the attractive mind map to each student. It is also discussed

that the actions in cycle II will be done in two meetings, which are April 17 and April 24, 2018 in the class of VIII E SMP National 1 Surakarta.

b. Implementating for Action

Like what they have planned in cycle II in two meetings which are April 17 and April 24, 2018 in the class of VIII E SMP National 1 Surakarta. Each meeting runs for 2 x 40 minutes. In the first meeting, the activity will be held at 08.35-09.55 a.m. (third and fourth o'clock).

1) The First Meeting

a) Opening

Learning is opened by saying greetings and checking students' presentations. the teacher then motivates the students by pat the spirit. Then proceed with apperception activities, recalling the material at the previous meeting. The teacher does an apperception about past learning, about reading an understanding of elephant animals. In this second cycle, the subject matter about animal reading is bears and rabbits.

b) Main Activity

The stages that are done by the teachers in the reading comprehension of cycle II is where the teacher will start the class with the greetings of assalamualaikum warohmatullohi wabarokatuh. The students will answer waalaikum salam warohmatullohi wabarokatuh. The teachers conditioned the class

with doing the presentation. At the first meeting, all students came. Then, the teacher will give some motivations to the students by showing the advantages and purpose of the comprehensive reading.

The activity is used by the teachers to answer the students. The next step, the teachers share the reading comprehension, the reading technique in the reading comprehension, and language improvement or vocabularies that need to be fulfilled. The teachers explain that in making the creation by the students, it is very important to do the reading comprehension. The teacher also explains that comprehensive reading in a mind map that is done by the students was actually good, but in the expansion of the comprehensive reading that was not optimal and most of the students do the mistakes in the comprehensive reading technique. After the explanation is enough, the teachers will assign the students to improve their mind map after the cycle I.

In detail the activities of students in the second cycle of meeting 1 in learning to read comprehension with mind mapping techniques based on the 2013 curriculum can be explained as follows:

- (1) Observing activity Students observe the teacher who is explaining about reading comprehension by looking at the picture media posted on the board. Teacher's reading in reading comprehension is prioritized on how to read correctly

- (1) and students understand the meaning of the content of the reading.
- (2) Questioning activity after the teacher explains reading comprehension material, the teacher gives students the opportunity to ask questions about subject matter that is not yet known. There are some students who ask how to pronounce objects, such as transportation, tables, bicycles, and others.
- (3) Explore activities students have started to actively be able to name the objects around them, such as chairs, bags, pupils and pronounce them in sentences like *I have a bicycle* with the correct intonation.
- (4) Associate or analyze activities students are formed in groups of 5-6 people to learn how to read comprehension as explained by the teacher. Students are able to work together with friends in groups and exchange opinions.
- (5) Communication activities when students work with the group, the teacher goes around to monitor the results of being able to work with students. Students complete their respective work results in accordance with the results of being able to work with group friends. Representatives of the Group presented the results of being able to work together with their

respective group friends by going to the front of the class by reading comprehension.

c) Closing

In the closing activity the teacher reflected on the question and answer technique. Some students were asked about the material they had learned and then concluded today's learning together. The teacher then mentions the material or learning that will be learned at the next meeting. Finally, learning is closed by praying together.

2) The Second Meeting

a) Opening

As in learning the second meeting of cycle II was opened by saying greetings and examining students' presentations. the teacher then motivates the students by pat the spirit. Then proceed with apperception activities, recalling the material at the previous meeting. The teacher does an apresepsi about past learning, about reading an understanding of elephant animals. In this second cycle, the subject matter about animal reading is the bear and rabbits.

b) Main Activity

At the second meeting of cycle II, the teachers continue the previous learning process which is to improve the mind map. At the first meeting, the teachers will greet the students. Then, the

teachers will coordinate the class. The teachers will ask about how is the mind map improvement in the last meeting. After that, the teacher will assign the students to improve the reading comprehension that was done previously according to the improved mind map.

In the second cycle of meeting 2 can be explained the activities carried out by seventh grade students in reading comprehension lessons with mind mapping techniques, as follows:

- (1) Observing activity Students observe the teacher who is explaining about reading comprehension by looking at the picture media posted on the board.
- (2) Questioning activity the teacher gives students the opportunity to ask questions about subject matter that is not yet known. Most of them have already recited objects, such as train transportation, tables, bicycles, and more.
- (3) Explore activities Many active students participate in discussions with group friends about the names of objects around them with short sentences and students understand the meaning of reading.
- (4) Associate or analyze activities Students learn how to read comprehension as explained by the teacher. Students are able to work together with friends in groups exchange opinions.

(5) Communication activities when students work with the group, the teacher goes around to monitor the results of being able to work with students. Furthermore, the teacher told the representatives of the group to present the results to be able to work together with their group friends by going to the front of the class by reading comprehension and asking for other groups' responses.

c) Closing

The students improve the comprehension of reading in within 80 minutes, the teachers will strengthen to the students about how they should understand the reading comprehension. Then, the teachers will collect all the readings from the students and close the class.

c. Observation stage

The observation is done during the reading comprehension with mind mapping technique that will be done at April 17, 2018 at 08.35 – 09.55a.m. (the third and fourth o'clock) and April 24, 2018 at 08.35 – 09.55a.m (at third to fourth o'clock). Just like in cycle I, the observation focuses on the learning situation, the activity that is done by the teachers through students' activities in the comprehensive reading process with the mind mapping technique through domain observation.

The activity in cycle II is done through two meetings which are April 17 and April 24, 2018 in the class of VIIIE SMP National 1

Surakarta. In this activity, the teachers apply the solution that was decided by the researchers to solve the problems in the comprehensive reading problem in cycle I.

In the initial learning process, the teachers will greet the class then ask who are not in. At that day, the students are all in. At this activity, the students look interested. The next stage is that the teacher will motivate the students with showing the advantages and purposes of the comprehensive reading process. Some students look interested in the apperception by the teachers. This is shown by the existence of many questions regarding the way of sending the comprehensive reading through mass media, which some keywords are within the reading materials, and how is the correct comprehensive reading.

Moreover, the teacher will distribute the reading sheet so that the students will understand the comprehensive reading that is read by the students under cycle I. Then, the students will concentrate on the reflection by the teachers at the comprehensive reading. The reflection is done by the teachers by many comprehensive readers. The activities aim to get the picture of how is the better comprehension reading. Reflection continues with the question and answers session with the other students where the students find the difficulties in comprehensive reading.

Until this stage, the students still look to have a good spirit, more active too. The students also have many questions about their

difficulties in the comprehensive reading. Many students say that the difficulties are in finding a creative idea, expand it, good conflict and start the story. In this stage, once in awhile the teacher looks around the class during the question and answer session. After that, the teachers explain the steps in comprehension reading practically that is diverse in many questions and answers technique.

This stage is where the students look serious. None of the students look lazy. Only some of them still chit-chatting with each other. But this thing can be handled wisely by the teachers. After that, the teachers assign the student to change its basis in the mind map that was done in cycle I. Moreover the teacher will distribute a blank sheet to do the mind map. With the comprehensive reading theme, the students have the freedom to choose but it is suggested according to their experiences. While the students are improving the mind map, the teacher looks around the class and asks the questions. At this stage, the bell has rung. The second activity will be continued tomorrow at April 24, 2018.

At the second meeting, the teachers coordinate the class by asking things that they do not understand at the previous meeting. With the q&a sessions, the teacher and students repeated the material on steps in comprehensive reading, reading technique, and reading the comprehensive language. Just like before, the teachers walk around the class. Before the class starts reading, the teachers motivate the students

by promising to give some presents 10 minutes before the class ends. The class ends with a conclusion by the teacher.

The research result in the learning process is done by cycle II students, that will be done by research sheet by the students that are consist of 5 indicators with 32 students as the subject. The activities' indicator of the students in the learning process uses reading comprehensive such as 1) the act of giving opinion, 2) activeness in the learning process, 3) creative problem solver, 4) independence in the learning process without any fear and shy, and 5) able to work in a group with friends. From that, the students' activity in cycle I is concluded and put under table 6:

Table 6
The conclusion of the observation results in the students' activities in the learning process

No	Aspects' observation	Cycle II
1	Activeness	76,88%
2	Order in class	76,25%
3	Responsibility	78,75%
4	Tolerate	78,12%
5	Able to work in a team with friends	88,12%
Average activities of students per cycle		79,62%

From table 6, it is known that the average percentage of student activity in cycle II was 79.62% of 32 students with high student activity categories. These results can be explained, as follows:

- 1) The teaching and learning process has been focused on students and some students have started to be active and creative in learning has been good, but not yet optimal at only 76.88%.

- 2) order: students are orderly and the class is calm, because students have been able to follow the mind mapping technique used by the teacher but the order has not run optimally as shown by the result of 76.25%.
- 3) Most of the students are still able to be individually responsible, so that the responsibilities of students have gone well but not yet optimal is only 76.25%.
- 4) Student in tolerance when working in groups is good, but not optimal at only 78.12%.
- 5) Some students in the group have been able to work with group friends at 88.12%. There is an increase in students 'ability to read students' understandings or activities already good but not yet optimal at only 79.62%

The following reading comprehensive scores achievement for each indicator in the bar diagram:

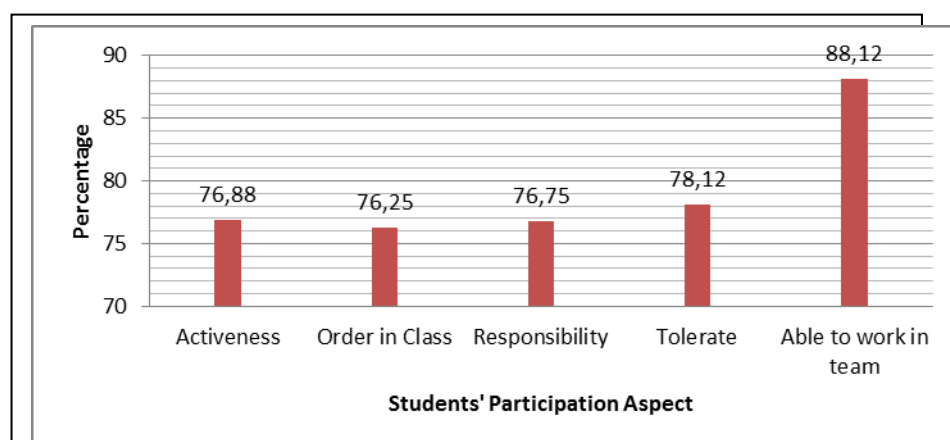


Figure 3
Diagram of Student Activities in Cycle II

According to figure 3 above, it is concluded that the fifth aspect is the aspect to get the highest percentage which is 88.12%. Meanwhile, the lowest aspect is the second aspect with only 76.25%. The average value of the observation activities in cycle I is 79.62%.

d. Students' study result

The result of the studies in English lesson on comprehensive reading material with mind map technique in cycle II is gotten from evaluation test that will be held in the last process of learning. The amounts of students that follow the learning process are as many as 32 students. The data collected is shown under table 7.

Table 7
The result of students' studies cycle II

No	Interval	Frequency	Value Amount	Percentage	Remarks
1	51 – 55	-	-		Fail
2	56 – 60	-	-		Fail
3	61 – 65	2	128	6.25	Fail
4	65 – 70	1	68	3.125	Fail
5	71 – 75	1	72	3.125	Fail
6	76 – 80	8	624	25	Pass
7	81 – 85	1	84	3.125	Pass
8	86 – 90	4	352	12.5	Pass
9	91 – 95	5	368	15.625	Pass
10	96 – 100	10	1040	31.25	Pass
Total		32	2736	100%	
Average					85,5
Students with passing rate					28
Percentage of the students with more than passing rate (%)					87,5%
Students that are failed					4
Percentage of the students with less than passing rate (%)					12,5%

From the data of the students' studies above, the diagram on the passing rate is as follow:

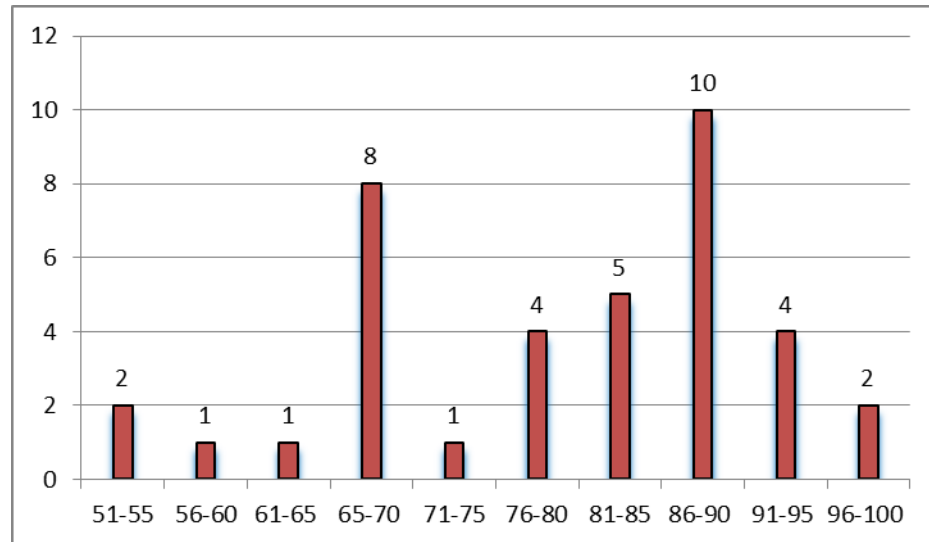


Figure 4
Study Frequency of Students in Cycle II

According to table 7 and the figure, it can be seen that the result of reading comprehensive cycle II through media based on diagram got an average of 85.5 with the lowest scores of 64 and highest is 100. With the standard of 75, thus, as many as 28 students passed the subject and the rest of the 4 students failed, that made the classical passing rate becomes 87.5%. Therefore, it can be concluded that the reading of *My Lazy Cat* cycle II is a success because it has reached the success indicator which is the average figure in the class (75) and the passing percentage has not reached 87.5%. The result shows the activity

of the cycle has succeeded and there is no need to continue on the next cycle.

e. Reflection

From the research analysis in cycle II, it expresses some things, which are the quality of the learning process that becomes better. The negative point is only the passiveness of the students' activities (chit-chatting) with other students. Therefore, the interaction between the students and teachers need to be improved. Besides, to improve the motivation and interaction with the students, the teacher needs to add more presents that are not only from the scores aspect but also other goods, as the present or the chances to send them as the candidate for comprehensive reading competition.

From the reading comprehension from of the students in cycle II, it is known that there is an improvement in the reading capabilities. The score of each aspect in comprehensive reading also improves. Some negative sides in the cycle II are the conflict creation and the storyline of the reading. Reading the students' creation does not have a strong suspense. Therefore, the line of the conflict needs to be explained more in the next cycle. The following is the data collected in the comprehensive reading in cycle II.

According to the study result in cycle II, the data collected from the observation of the students' activities and the students' result in comprehensive reading and during the learning process. Reflection is

used as the domain in writing the research. The reflection's result includes:

- 1) The students' activities have improved with the average of 79.62% include the high activities category. Therefore, the students' activities in the class of VIIE with mind mapping technique has reached the success indicator.
- 2) The study's result shows that the lowest score at 60 and the highest score of 90 with an average of 78.9. The classic passing rate reaches 87.5%. Thus, the result of the learning with mind mapping technique has reached indicator success rate.

According to the reflection's result above, it is known that there are some activities' differences and the study result in cycle I and II which is shown in the following table:

Table 8.
Recap of the data in cycle I and cycle II

No	Remarks	Cycle I	Cycle II
1	Students' activities	60,75%	79,62%
2	Results of study	75%	87,5%

The result of the study is described to ease the understanding of the following charts:

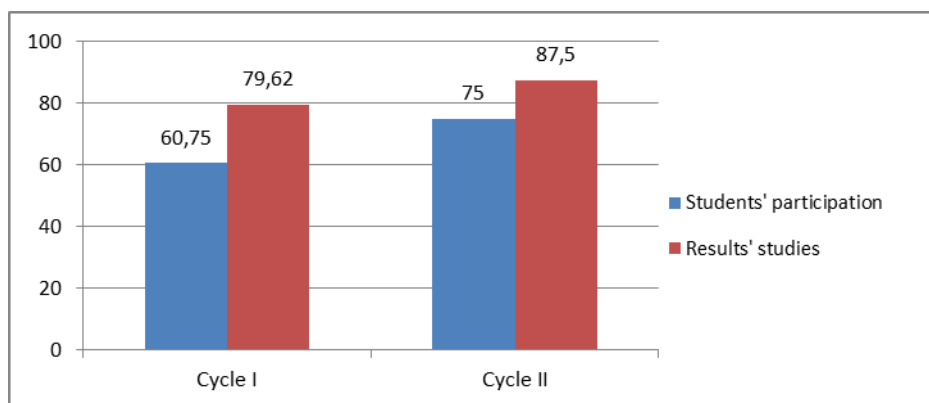


Figure 5
Cycle I and Cycle II

From the analysis, it shows that the highest, the lowest, average, and a passing rate of the students' capability in reading comprehension, that is written under the table below:

Table9
The comparison result of the reading comprehension in the cycle I and cycle II

Scores	Cycle I	Cycle II
Scores amount	2378	2736
Average	74,3	85,5
Lowest scores	52	64
Highest scores	96	100
Passing rate	75	75
Students below the passing rate	37.5% (12 students)	12.5% (4 students)
Students above the passing rate	62.5% (20 students)	87,5% (28 students)

Furthermore, from that table, the graphic is done to ease the understanding of the reading comprehension in the cycle I and cycle II, as follow:

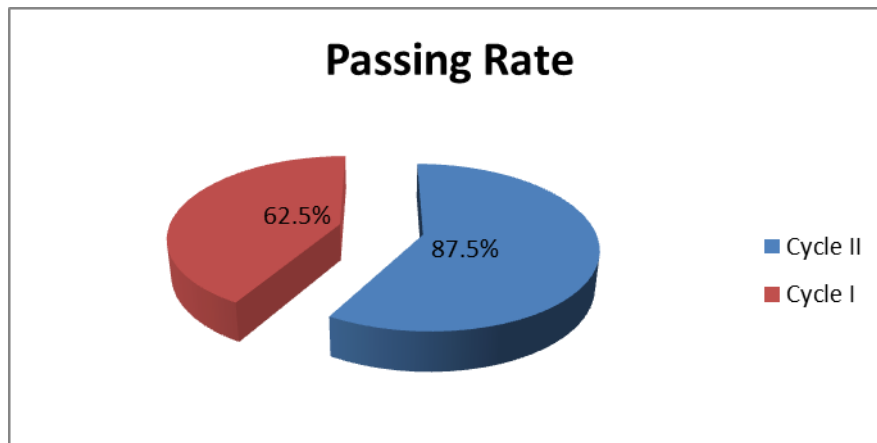


Figure 6
Comparison of students' passing rate of comprehension reading in Cycle I and Cycle II.

According to figure 6, the average class experiences the improvement from pre-cycle to cycle II as much as 9.87% and there is an improvement from cycle I to cycle II as much as 6.8%. Thus, the increase in the average value in reading comprehension of the students from pre-cycle to cycle II is as much as 16.87% with the final average scores of 18%. So that the increment of passing rate in comprehensive reading from pre-cycle to cycle II is 12.5% with final results score of $87.5\% \geq 75\%$. The indicator of reading the comprehensive reading in the research with the average score of the class \geq Passing rate = 75 and a passing rate of $87.52\% \geq 75\%$, thus the research is stopped.

According to the revision, the activities in cycle II is considered as well and has reached the demanded target. The teachers' ability and the study result in the learning cycle II of *My Lazy Cat* can be increased through reading comprehension. The result of cycle II, are:

- a. The learning process has been focused on the students and students are more active and creative in developing the group studies
- b. Through the mind mapping technique, it has helped the students in understanding the comprehensive reading
- c. There is an improvement in comprehensive reading ability or the students are optimal because it has reached more than 75%.

B. Discussion

Cycle I is done through the pre-test. In this cycle, the research started with planning, action, observation, and reflection. As has been said before in the pre-test, that the subject of the class consists of 8 students with low ability in understanding a reading material. Therefore, all plans that are related to the improvements are progressive. In the plan, the researchers prepare all materials that will be used in applying this technique. It is considered as a text with the related material. Then, the research is planned with two sessions in the first cycle.

Each session is 80 minutes long. In the assignment activities, all subjects are given a handout; after preparing the materials and do the plan, the research began and the post-test will be shared at the end of the cycle I. They are done in the first session and the second session from the first cycle. In this action, a mind map is done in the learning process in the class. In each session, there are three activities like pre-activities, meanwhile-activities, and post-activities. To start the session, the research is elaborated through some

questions regarding the topics. Just like what we meant before, the time allocation in each session is 80 minutes. In the first session, the research starts with giving some sentences. Then the research starts to explain the learning materials. Next, the researcher will do the post-test that will be held in 20 minutes. After that, the test is held for twenties choices.

According to the observation result of the teachers and students activities at cycle I and cycle II, there are some aspects that the teachers did not do. In cycle I, the first meeting, the teachers did not ask the students to close their book and make a conclusion so that only around 56.25% activities are done in the class regarding the mind mapping technique. At the activities, only 44.68% of students who follow the mind map activities. Like the aspect of not reading and studying the materials, there are still some students who do not listen to the materials from the teachers, and not all students can do a conclusion.

The teachers' activities during the mind map in the second meeting, has not proved any improvement because there are three aspects that the teachers did. Similar to the first meeting, the students' activities during the mind map technique in the second meeting has not improved, because there are still some aspects that students did not do. The students did not close the book, and the students haven't summarized the learning.

At cycle I, the researcher also evaluate on the students' ability in comprehensive reading, with taking into accounts another aspect of comprehensive reading such as clarity, punctuation, intonation, and word

choosing. After the evaluation is done, the average of the score is 72.3, but there are 12 students who got lesser than the standard of 75.

After that, at the second meeting of cycle II, the mind mapping activities has increased to 81.25%. This shows that all aspects have been used. Meanwhile, the students' activities in the third meeting have increased too, but there are two aspects that were not done, just reading back the materials that are explained and summarized by the students. Therefore, only 70% of the students that follow the mind map.

Similar with the cycle I, at cycle II, the researcher also do the final test regarding the comprehensive reading. The students have reached the standard of 75. The comprehensive reading has been done to know the improvement of the students in comprehensive reading so that the researcher did the cycle I and cycle II.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to the research regarding the comprehensive reading at the students in the class of VIII E SMP National 1 Surakarta year 2017/2018 with using the mind map technique is as follow:

Cycle I the average percentage of student activity in cycle II is 60.75% of 32 students in the sufficient category. Indicators of students' creativity in learning to read comprehension with mind mapping techniques. Cycle II the average percentage of student activity in cycle II was 79.62% of 32 students with high student activity categories.

Study result of reading comprehensive at cycle I through mind mapping technique gets an average of 74,6 with the lowest if 50 and the highest is 90. With an average passing rate of 37,5%, therefore, the total of students that reach more than the passing rate is 20 students and the rest of 12 students did not pass, hence, the classical passing rate of the students is 62,5%. Reading comprehensive cycle II through media based on diagram got an average of 85.5 with the lowest scores of 64 and highest is 100. With the standard of 75, thus, as many as 28 students passed the subject and the rest of the 4 students failed, that made the classical passing rate becomes 87.5%. Therefore, it can be concluded that the reading of *My Lazy Cat* cycle II is a success because it has reached the success indicator which is the

average figure in the class (75) and the passing percentage has not reached 87.5%. The result shows the activity of the cycle has succeeded and there is no need to continue on the next cycle.

B. Suggestion

According to the research in the learning process using the mind map technique can increase the reading ability of students in the class of VIII SMP National 1 Surakarta year 2017/2018, the researcher wants to suggest the English's teachers, the students of VII Class, and the other researchers:

1. To the English teachers of VII class, generally, it is suggested to use a mind mapping technique so that the smart students will understand better from this research. Then, the teachers also need to be selective in choosing materials that are related to the English topic. Moreover, the teacher also needs to create more activities to prevent any boring class activities. The teachers also need to be creative and innovative to prevent the boring teaching technique with using other media such as slideshow or video, then, create more ideas are also a must to make students become active and enthusiast in the class.
2. For the students, it is suggested for them to motivate and improve the understanding of intensive reading. All students are suggested to do the speaking technique in the reading. Because this technique has 5 steps: survey, questions, reading, reading, and review that can make the students understand better and answer questions. Additionally, the

technique also hopes to give more practical to the students, rather than playing in the school. Besides, the scores of the 8 students are hoped can motivate the other students in seriously taking the reading comprehension in the class and outside the class, because the more they practice; the more improvements they will have.

3. For other researchers that will do the study regarding the talking technique, it is suggested to apply this technique in the learning process such as listening, speaking, and writing to solve the problems of the students.

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**LIST OF
APPENDICES**

APPENDIX 1

STUDENTS' NAME LIST

**STUDENTS' NAME LIST OF SMP N 1 SURAKARTA
IN THE ACADEMIC YEAR OF 2017/2018
CLASS : VII E**

No.	NISN	STUDENT	M/F
1	005281472	ANA	F
2	0054853689	ARN	M
3	0058390508	ARK	F
4	0056378504	ACF	F
5	0052695031	AID	F
6	0046174716	ASA	F
7	0059322080	BTR	M
8	0056357782	DMA	M
9	0053338647	DAS	F
10	0059825689	DAD	F
11	0041581696	DAN	M
12	0060070119	FEH	F
13	0053137690	FMA	F
14	0049809564	FZH	F
15	0056538952	FNP	M
16	0055104831	HNP	F
17	0046398942	JV	M
18	0058347378	JK	F
19	0046177484	KSTE	F
20	0064884244	LFI	F
21	0056924707	MRD	M
22	0055977178	MZF	M
23	0044654752	NAA	F
24	0047384355	NPP	F
25	0051837680	PKDR	M
26	0046376227	RZF	M
27	0052732996	RIMI	M
28	0059579178	RMA	F
29	0053137855	SEM	M
30	0052733043	YPNR	F
31	0054076705	AGCP	F
32	0045414831	MPAR	F

APPENDIX 2

STUDENTS' SCORE OF CYCLE 1 & 2

SCORING OF LEARNING READING COMPREHENSION

CYCLE I



No.	NISN	STUDENT	M/F	Ammount Correct Number	Score	Explanation of Learning Completeness
1	005281472	<u>AdeliaNuurAmila</u>	F	19	76	Succeed
2	0054853689	<u>AdhanRidhoNatanegara</u>	M	19	76	Succeed
3	0058390508	<u>AdhiaRaidahKusdiyanti</u>	F	19	76	Succeed
4	0056378504	<u>AlvaCallystaFaustin</u>	F	16	64	Failed
5	0052695031	<u>AlyciaIvorinDaffa</u>	F	23	92	Succeed
6	0046174716	<u>Aura Senjakala Akbar</u>	F	16	64	Failed
7	0059322080	<u>BagusTedjoRaharjo</u>	M	16	64	Failed
8	0056357782	<u>Daffa Muhammad Anggareksa</u>	M	22	88	Succeed
9	0053338647	<u>Dana AriskaSusilowati</u>	F	14	56	Failed
10	0059825689	<u>Dhea Aurelia Danira</u>	F	19	76	Succeed
11	0041581696	<u>DwikyAlfianNurahmad</u>	M	19	78	Succeed
12	0060070119	<u>Fanta ElesyaHanindhita</u>	F	19	76	Succeed
13	0053137690	<u>FerizaMaulidaAlmashuri</u>	F	20	80	Succeed
14	0049809564	<u>Frederica Zabrina Hermosa</u>	M	15	60	Failed
15	0056538952	<u>FrodineNadhif Putra Nugroho</u>	M	23	92	Succeed
16	0055104831	<u>HumayraNuranindyaPrasetiyo</u>	F	22	88	Succeed
17	0046398942	<u>JevryVernandha</u>	M	16	64	Failed
18	0058347378	<u>Julia IldaKusuma</u>	F	16	64	Failed
19	0046177484	<u>Kintan Sabina Tulif Eliza</u>	F	22	88	Succeed
20	0064884244	<u>Lisa FitriIndriyani</u>	F	24	96	Succeed
21	0056924707	<u>Mohammad RanggaDyaksa</u>	M	13	52	Failed
22	0055977178	<u>Muhammad ZaedFatahillah</u>	M	19	76	Succeed

23	0044654752	<u>Nabila Alya Alexandra</u>	F	15	56	Failed
24	0047384355	<u>Nova PutriPrastiwi</u>	F	24	96	Succeed
25	0051837680	<u>PrasetvoKurniawanDwi</u>	M	16	64	Failed
26	0046376227	<u>Rafael Zaidan Fahd</u>	M	16	64	Failed
27	0052732996	<u>RafiqIrfanMajidIndranata</u>	M	22	88	Succeed
28	0059579178	<u>ReffyMafishaAjrina</u>	F	13	52	Failed
29	0053137855	<u>ShevanestaEka Milano</u>	M	19	76	Succeed
30	0052733043	<u>YuliaPuspaNurRanti</u>	F	19	76	Succeed
31	0054076705	<u>AurellvaGerdaCintavaPutri</u>	F	20	80	Succeed
32	0045414831	<u>MarsyandaPutriArmenita</u>	F	20	80	Succeed
		Ammount			2378	
		Average			74,3	
		Classical completeness			62,5%	

Scoring guidelines:

Student Score = Students Score Maximum x 4

The information is filled in as follows:

- (1) Score = 40 – 50 Very less (Failed)
- (2) Score = 51 – 61 Less (Failed)
- (3) Score = 62 – 72 Enough (Failed)
- (4) Score = 73 – 83 Good (Succeed)
- (5) Score = 84 – 94 Very good (Succeed)

$$\text{Individual Completeness} = \frac{\text{Total Score}}{\text{Total of Maximum Score}} \times 100\%$$

$$\text{Classical Completeness} = \frac{\text{Amount of Student Who Learning Completeness}}{\text{Amount of All Student}} \times 100\%$$

Noted :

Learning Completeness = Student reached completeness $\geq 75\%$

Classical Completeness = Total of student reached completeness $\geq 75\%$

SCORING OF LEARNING READING COMPREHENSION

CYCLE II



No.	NISN	STUDENT	M/F	Ammount Correct Number	Score	Explanation of Learning Completeness
1	005281472	<u>AdeliaNuurAmila</u>	F	21	84	Succeed
2	0054853689	<u>AdhanRidhoNatanegara</u>	M	22	88	Succeed
3	0058390508	<u>AdhiaRaidahKusdiyanti</u>	F	19	76	Succeed
4	0056378504	<u>AlvaCallystaFaustin</u>	F	16	64	Failed
5	0052695031	<u>AlyciaIvorinDaffa</u>	F	24	96	Succeed
6	0046174716	<u>Aura Senjakala Akbar</u>	F	20	80	Succeed
7	0059322080	<u>BagusTedjoRaharjo</u>	M	23	92	Succeed
8	0056357782	<u>Daffa Muhammad Anggareksa</u>	M	24	96	Succeed
9	0053338647	<u>Dana AriskaSusilowati</u>	F	17	68	Failed
10	0059825689	<u>Dhea Aurelia Danira</u>	F	23	92	Succeed
11	0041581696	<u>DwikyAlfianNurahmad</u>	M	25	100	Succeed
12	0060070119	<u>Fanta ElesyaHanindhita</u>	F	19	76	Succeed
13	0053137690	<u>FerizaMaulidaAlmashuri</u>	F	24	96	Succeed
14	0049809564	<u>Frederica Zabrina Hermosa</u>	M	18	72	Failed
15	0056538952	<u>FrodineNadhif Putra Nugroho</u>	M	25	100	Succeed
16	0055104831	<u>HumavraNuranindyaPrasetiyo</u>	F	24	96	Succeed
17	0046398942	<u>JevryVernandha</u>	M	19	76	Succeed
18	0058347378	<u>Julia IldaKusuma</u>	F	20	80	Succeed
19	0046177484	<u>Kintan Sabina Tulif Eliza</u>	F	24	96	Succeed
20	0064884244	<u>Lisa FitriIndriyani</u>	F	24	96	Succeed
21	0056924707	<u>Mohammad RanggaDyaksa</u>	M	16	64	Failed



22	0055977178	Muhammad ZaedFatahillah	M	22	88	Succeed
23	0044654752	Nabila Alya Alexandra	F	19	76	Succeed
24	0047384355	Nova PutriPrastiwi	F	24	96	Succeed
25	0051837680	PrasetyoKurniawanDwi	M	19	76	Succeed
26	0046376227	Rafael Zaidan Fahd	M	20	80	Succeed
27	0052732996	RafiqIrfanMajidIndranata	M	22	88	Succeed
28	0059579178	ReffyMafishaAjrina	F	20	80	Succeed
29	0053137855	ShevanestaEka Milano	M	23	92	Succeed
30	0052733043	YuliaPuspaNurRanti	F	22	88	Succeed
31	0054076705	AurellvaGerdaCintayaPutri	F	23	92	Succeed
32	0045414831	MarsyandaPutriArmenita	F	23	92	Succeed
		Ammount			2738	
		Average			85,5	
		Classical completeness			87,5%	

Scoring guidelines:

Student Score = Students Score Maximum x 4

The information is filled in as follows:

- (1) Score = 40 – 50 Very less (Failed)
- (2) Score = 51 – 61 Less (Failed)
- (3) Score = 62 – 72 Enough (Failed)
- (4) Score = 73 – 83 Good (Succeed)
- (5) Score = 84 – 94 Very good (Succeed)

$$\text{Individual Completeness} = \frac{\text{Total Score}}{\text{Total of Maximum Score}} \times 100\%$$

$$\text{Classical Completeness} = \frac{\text{Amount of Student Who Learning Completeness}}{\text{Amount of All Student}} \times 100\%$$

Noted :

Learning Completeness = Student reached completeness $\geq 75\%$

Classical Completeness = Total of student reached completeness $\geq 75\%$

APPENDIX 3

SYLLABUS

&

LESSON PLAN

SILABUS SMP/MTs

Mata Pelajaran : Bahasa Inggris

Kelas : 7

Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

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

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

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

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	Teks lisan dan tulis untuk sapaan, pamitan, ucapan terimakasih, dan permintaan maaf <i>Fungsi sosial/ Menjaga hubungan interpersonal dengan guru dan teman</i> <i>Struktur teks</i> (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya) a. <i>Good morning. How are you?, Fine, thank you. And you? dan sebagainya</i> b. <i>Goodbye. Bye. See you later. See you. Take care., dan sebagainya</i> c. <i>Thank you. You are welcome., dan</i>	Mengamati <ul style="list-style-type: none"> Siswa mendengarkan/ menonton interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf Siswa mengikuti interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf Siswa menirukan model interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf (fungsi sosial, struktur teks, dan unsur kebahasaan). 	KRITERIA PENILAIAN <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial sapaan, pamitan, ucapan terimakasih, dan permintaan maaf Tingkat kelengkapan dan keruntutan struktur teks sapaan, pamitan, ucapan terimakasih, dan permintaan maaf Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi CARA PENILAIAN: Unjuk kerja <ul style="list-style-type: none"> Bermain peran (role 	3 x 4 JP	<ul style="list-style-type: none"> Model ucapan dan tindakan guru Menggunakan setiap tindakan komunikasi transaksional dan fungsional dengan benar, tepat, dan dengan sikap yang sesuai. Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset Contoh interaksi tertulis Contoh teks tertulis Teks atau latihan dan buku teks Bahasa Inggris
2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.					
3.1. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, serta responnya, sesuai dengan konteks penggunaannya.		Mempertanyakan Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan sapaan, pamitan,			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon sapaan, pamitan, ucapan terimakasih, dan permintaan maaf dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>semacamnya</p> <p>d. <i>I'm sorry. That's fine, okay. Alright</i>, dan semacamnya</p> <p>Unsur kebahasaan</p> <p>Kosa kata, tata bahasa, ucapan, tekanan kata, dan intonasi.</p> <p>Topik</p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</p>	<p>ucapan terimakasih, dan permintaan maaf dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antar ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf dalam jurnal belajar (<i>learning journal</i>). 	<p>play) dalam bentuk interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf.</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf serta responnya <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan komunikasi 		<ul style="list-style-type: none"> Teks dari buku non- teks Sumber dari internet seperti: <ul style="list-style-type: none"> www.dalivenglishteach.com http://americanenglish.state.gov/files/ael/resource_files/ http://learnersenglish.com http://britishcouncil.org/uk/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.2. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri, serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.2. Menyusun teks lisan dan tulis sederhana untuk menyatakan, menyatakan diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan</p>	<p>Teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon perkenalan diri</p> <p><i>Fungsi sosial/</i></p> <p>Memperkenalkan diri untuk menjalin hubungan interpersonal dengan guru dan teman</p> <p><i>Struktur teks</i></p> <p><i>My name is ..., I'm ..., I live in ... dan sebagainya.</i></p> <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> • Kosakata, • Tata bahasa (<i>be, have, kata ganti, he, she, they, kata ganti kepunyaan, my, your, his, their</i>) • ucapan, • tekanan kata, • dan intonasi. <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan/ menonton interaksi perkenalan diri • Siswa mengikuti interaksi perkenalan diri • Siswa menirukan model interaksi perkenalan diri. • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi perkenalan diri (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara ungkapan perkenalan diri dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa memperkenalkan diri dengan bahasa Inggris dalam konteks <i>simulasi, role-play, dan kegiatan lain yang terstruktur.</i></p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan perkenalan diri yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial perkenalan diri • Tingkat kelengkapan dan keruntutan struktur teks perkenalan diri • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosakata, ucapan, tekanan kata, intonasi <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> • Bermain peran (<i>role play</i>) dalam bentuk interaksi perkenalan diri • Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam interaksi perkenalan diri serta responnya <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberikan Sasaran penilaian:</p> <ul style="list-style-type: none"> • Upaya menggunakan 	<p>1 x 4 JP</p>	<p>Sesuai dengan kemampuan siswa, guru, sekolah, serta tujuan pembelajaran.</p> <ul style="list-style-type: none"> • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional dengan benar, tepat, dan dengan sikap yang sesuai. • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi tertulis • Contoh teks tertulis • Teks atau latihan dari buku teks Bahasa Inggris • Teks dari buku non- teks • Sumber dan internet seperti: <ul style="list-style-type: none"> - www.dailylivelihood.com - http://americanenglish.state.gov/files/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>yang benar dan sesuai konteks.</p>		<p>perkenalan diri dalam bahasa Inggris dan dalam bahasa siswa.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa memperkenalkan diri dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memperkenalkan diri dalam jurnal belajar (<i>learning journal</i>) 	<p>bahasa Inggris untuk memperkenalkan diri ketika muncul kesempatan.</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Perilaku santun dan peduli dalam melaksanakan komunikasi Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi 		<p>ael/resource.files</p> <p>http://learnenglish.britishcouncil.org/en/</p>
<p>1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab</p>	<p>Teks lisan dan tulis menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun</p> <p><i>Fungsional</i> Menyadari pentingnya nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun untuk mengelola kehidupan manusia</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun. Siswa mengikuti interaksi menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun. Siswa menuliskan contoh-contoh kalimat menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun Tingkat kelengkapan dan keruntutan struktur teks perkenalan diri Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, 	3 x 4 JP	

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.</p> <p>4.3 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Struktur teks</p> <p>a. <i>What day is it today? It's Monday today.</i> <i>It is Tuesday tomorrow.</i> <i>When do we have English?</i> dan semacamnya.</p> <p>b. <i>What month is it?</i> <i>What month is before July?</i> <i>After March is April.</i> <i>I was born in January,</i> dan semacamnya</p> <p>c. <i>in the morning, at noon, in the afternoon, in the evening, at night, at midnight</i></p> <p>d. <i>What time is it?</i> <i>What time do we have English on Tuesday? one, two thirty, half past eight, a quarter to five,</i> dan seterusnya</p> <p>e. <i>What date is it?</i> <i>What date is the Kartini Day?</i> <i>When were you born? the first, the second, the third, the fourth, the fifth, the twenty first</i> dan seterusnya</p> <p>f. <i>What year is it?</i> <i>When were you born? Nineteen ninety eight. Two thousand and three.</i> dan</p>	<p>waktu dalam bentuk angka, tanggal, dan tahun.</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mengidentifikasi kalimat menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan kalimat menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan perbedaan dalam bahasa Inggris, dan perbedaan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>a. Siswa menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur.</p> <p>b. Siswa berusaha menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dalam bahasa Inggris dalam proses pembelajaran.</p>	<p>ucapan, tekanan kata, intonasi</p> <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (role play) dalam bentuk interaksi menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>semacamnya.</p> <p><i>Unsur kebahasaan:</i></p> <p>(1) Kata terkait hari, bulan, waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun</p> <p>(2) Kata kerja dalam simple present tense: <i>is, have.</i></p> <p>(3) Kata tanya <i>What, When</i></p> <p>(4) Kata ganti <i>it</i> dan artikel <i>the.</i></p> <p>(5) <i>Cardinal/number</i> dan <i>ordinal/number</i></p> <p>(6) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi</p> <p><i>Topik</i></p> <p>Hari, tanggal, jam, bulan, tahun, dsb, yang penting dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, tanggung jawab, dan jujur.</p>	<p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan antara menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dalam bahasa ibu atau bahasa Indonesia. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dalam jurnal belajarnya. 	<p>hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun ketika muncul kesempatan.</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Perilaku santun dan peduli dalam melaksanakan komunikasi Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi 		
<p>1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.1. Menunjukkan perilaku</p>	<p>Teks lisan dan tulis untuk memaparkan jati diri</p> <p><i>Fungsi sosial/</i></p> <p>Mengenalkan, menyebutkan identitas, untuk menjalin hubungan antar pribadi dengan guru dan teman</p>	<p>MENGAMATI</p> <ul style="list-style-type: none"> Siswa mendengarkan/ menonton interaksi: memaparkan jati diri dan Siswa mengikuti interaksi memaparkan jati diri. Siswa menirukan model interaksi 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial memaparkan jati diri Tingkat kelengkapan dan keruntutan struktur teks memaparkan jati 	<p>2 x 4 JP</p>	

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.4 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dan teks pemaparan jati diri, sesuai dengan konteks penggunaannya.</p> <p>4.4 Menangkap makna pemaparan jati diri lisan dan tulis sangat pendek dan sederhana.</p> <p>4.5 Menyusun teks lisan dan tulis untuk memaparkan dan menanyakan jati diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><i>Struktur teks</i> (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>My name is Anif, a-r-i-f. My father is Mr. Zainal. How do you spell your name? Who is she? I have two brothers, Siska and Muti., Is she your friend?</i> dan seterusnya</p> <p>b. <i>My dad is a nurse? He helps the doctors. His father is a gardener. She is the janitor, and she cleans the classrooms., dan sebagainya.</i></p> <p><i>Unsur kebahasaan</i></p> <p>(1) Nama status hubungan keluarga dan kekerabatan</p> <p>(2) Nama profesi pekerjaan.</p> <p>(3) Kata tanya <i>Who? Which? How?</i></p> <p>(4) Kata ganti <i>I, you, we, she, it, they, we.</i> dan seterusnya.</p> <p>(5) Kata ganti <i>my, your, our, her, their, his,</i> dan seterusnya.</p> <p>(6) Kata kerja yang menunjuk tindakan yang sangat lazim dan terkait dalam simple present tense: <i>be, have, work, live,</i> dan sebagainya.</p> <p>(7) Penyebutan kata benda singular dan plural (-s), dan</p>	<p>mempaparkan jati diri.</p> <ul style="list-style-type: none"> Siswa membaca beberapa kartu identitas Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi memaparkan jati diri (fungsi sosial, struktur teks, dan unsur kebahasaan) <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara memaparkan jati diri dalam bahasa Inggris, dengan perbedaan ungkapan yang ada dalam bahasa Indonesia, kemudian menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa memaparkan jati diri dengan bahasa Inggris dalam konteks <i>simulasi</i> dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan memaparkan jati diri yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan memaparkan jati diri dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa memaparkan jati diri dengan bahasa Inggris, di dalam dan di luar kelas. 	<p>diri</p> <ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi <p>CARA PENILAIAN: Unjuk kerja</p> <ul style="list-style-type: none"> Bermain simulasi untuk berinteraksi memaparkan jati diri Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam memaparkan jati diri 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>children</i></p> <p>(8) Ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan.</p> <p><i>Topik kalimat</i></p> <p>Diri sendiri, orang tua, kaka, adik, famili, tetangga, dan orang terdekat lainnya, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, tanggung jawab, dan jujur.</p>	<ul style="list-style-type: none"> Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (<i>learning journal</i>). 	<p>Pengamatan (observations):</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk memaparkan jati diri ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Perilaku santun dan peduli dalam melaksanakan komunikasi Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi interasional yang diwujudkan dalam semangat belajar</p> <p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.</p>	<p>Teks lisan dan tulis untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari</p> <p><i>Fungsi sosial</i> Menganalisis, mengidentifikasi.</p> <p><i>Struktur teks</i> (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya) <i>It's my cricket.</i> <i>They are my cats. There are many fireflies in the farm.</i> <i>What is it?</i> <i>Are they your toys? Which one is your book?</i> <i>How many cows do you have?</i> <i>The hospital is near the post office.</i> <i>The police station is in the corner.</i> dan sebagainya.</p> <p><i>Unsur kebahasaan</i> (1) Nama benda dan binatang di sekitar rumah dan sekolah siswa: <i>hen, chicks, house lizard, dragonfly, cockroaches, mosquitoes.</i> (2) Nama bangunan umum: <i>the</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, dalam berbagai konteks. Siswa mengikuti interaksi menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik selama proses pembelajaran, dengan bimbingan guru. Siswa menukan contoh-contoh kalimat yang menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar penyebutan dan pertanyaan nama dan jumlah binatang, benda, dan bangunan publik yang ada dalam bahasa Inggris, dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi a. Siswa menyebutkan dan menanyakan</p>	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik Tingkat kelengkapan dan keruntutan struktur menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi <p>CARA PENILAIAN: Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (role play) dalam bentuk interaksi menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik. Ketepatan dan kesesuaian menggunakan struktur 	6 x 4 JP	

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menyatakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>post office, the bank, the hospital.</p> <p>(3) Kata tanya <i>What? Which one? How many?</i></p> <p>(4) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (<i>-s</i>).</p> <p>(5) Kata ganti <i>it, they, this, that, those, these</i>.</p> <p>(6) Ungkapan <i>There is/are...? Are there...?</i></p> <p>(7) Kata kerja yang menunjuk tindakan yang sangat lazim dan terkait dalam simple present tense: <i>be, have, go, play, get, take</i>, dan sebagainya.</p> <p>(8) Ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan.</p> <p><i>Topik</i></p> <p>Benda, binatang, bangunan umum yang terdapat di lingkungan siswa, dengan memberikan keteladanan tentang perilaku ramah lingkungan, percaya diri, dan tanggung jawab.</p>	<p>nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>b. Siswa berusaha menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dalam proses pembelajaran</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang telah dipelajari dengan ungkapan-ungkapan lainnya. Siswa membandingkan antara ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dengan bahasa Inggris di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam jurnal belajarnya. 	<p>dan unsur kebahasaan dalam memaparkan jati diri</p> <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Perilaku santun dan peduli dalam melaksanakan komunikasi Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.11 Memahami fungsi sosial dan unsur kebahasaan dalam lagu.</p> <p>4.14 Menangkap makna lagu.</p>	<p>Lagu <i>Fungsi sosial</i></p> <p>Menghibur, mengungkapkan perasaan, menghayati pesan moral</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p><i>Topik</i></p> <p>Hal-hal yang memberikan keteladanan tentang perilaku yang menginspirasi.</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan berbagai lagu berbahasa Inggris dan menyanyikannya Siswa menirukan pengucapan dengan menyanyikan sesuai dengan lagu yang didengar <p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan pertanyaan arahan dari guru, siswa terpancing untuk mempertanyakan pada lagu yang didengar atau dibaca. Siswa mempertanyakan cara menemukan informasi rinci dalam lirik. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membacakan lirik lagu yang disalin kepada teman sebangkunya Siswa menyanyikan lagu yang disalin dengan pengucapan dan tekanan kata yang tepat Siswa berdiskusi tentang pesan lagu yang dibaca <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara berkelompok siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar Siswa membuat kumpulan lagu-lagu yang bertema perdamaian dengan menyalin <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa melaporkan kumpulan lagu yang sudah dianalisis pesan di dalam lagu-lagu 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial menghibur, mengungkapkan perasaan, menghayati pesan moral Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <p>Pertunjukkan menyanyikan lagu dengan ucapan yang tepat.</p> <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menampilkan lagu dan memahami makna lagu tersebut dalam berbagai kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap 	<p>2 x 4 JP</p>	

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.11 Memahami fungsi sosial dan unsur kebahasaan dalam lagu.</p> <p>4.14 Menangkap makna lagu.</p>	<p>Lagu <i>Fungsi sosial</i> Menghibur, mengungkapkan perasaan, menghayati pesan moral <i>Unsur kebahasaan</i> (1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p>Topik Hal-hal yang membenarkan keteladanan tentang perilaku yang menginspirasi.</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan berbagai lagu berbahasa Inggris dan menyajikannya Siswa menirukan pengucapan dengan menyanyikan sesuai dengan lagu yang didengar <p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan pada lagu yang didengar atau dibaca. Siswa mempertanyakan cara menemukan informasi rinci dalam lirik. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membacakan lirik lagu yang disalin kepada teman sebangku Siswa menyanyikan lagu yang disalin dengan pengucapan dan tekanan kata yang tepat Siswa berdiskusi tentang pesan lagu yang dibaca <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara berkelompok siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar Siswa membuat kumpulan lagu-lagu yang bertema perdamaian dengan menyalin <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa melaporkan kumpulan lagu yang sudah dianalisis pesan di dalam lagu-lagu 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial menghibur, mengungkapkan perasaan, menghayati pesan moral Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi <p>CARA PENILAIAN: Unjuk kerja Pertunjukkan menyanyikan lagu dengan ucapan yang tepat.</p> <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menampilkan lagu dan memahami makna lagu tersebut dalam berbagai kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap 	2 x 4 JP	



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<p>1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.7. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.</p> <p>4.8. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda, dengan</p>	<p>Teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda</p> <p><i>Fungsi sosial/</i> Mengidentifikasi, mengenalkan, memuji, mencela, mengagumi</p> <p><i>Struktur teks</i> (ungkapan hafalan, tidak perlu dijelaskan tala bahasanya) <i>young, old, clever, big, small, easy, difficult, diligent, tired, tall, short, beautiful, dan semacamnya.</i> <i>It's..., They're ..., I'm..., dan semacamnya.</i> <i>Is it small? What is he like? What are they like? Are you tired? What do you think? dan semacamnya.</i></p> <p><i>Unsur kebahasaan</i> (1) Kata tanya <i>What? Which? How?</i> (2) Nama benda-benda yang sangat lazim di sekitar rumah dan sekolah dan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/ membaca berbagai teks untuk menyatakan dan menanyakan sifat orang, binatang, benda Siswa mengikuti interaksiteks untuk menyatakan dan menanyakan sifat orang, binatang, benda Siswa menirukan model teks untuk menyatakan dan menanyakan sifat orang, binatang, benda Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri teks untuk menyatakan dan menanyakan sifat orang, binatang, benda (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai ungkapan untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p>	<p>penilaian lain.</p> <p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial penggunaan teks Tingkat kelengkapan dan keruntutan struktur teks Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Tingkat kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN: Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan membenarkan. <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, </p>	4 x 2 JP	

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>terkait.</p> <p>(3) Kata ganti <i>it, they, this, that, those, these</i>.</p> <p>(4) Kata kerja dalam simple present tense: <i>be, have</i>.</p> <p>(5) Ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan.</p> <p><i>Topik</i></p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.</p>	<p>Mengeksplorasi</p> <p>Siswa menyusun teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan untuk menyatakan dan menanyakan sifat orang, binatang, benda yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antar ungkapan untuk menyatakan dan menanyakan sifat orang, binatang, benda dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan sifat orang, binatang, benda dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya dalam jurnal belajar (<i>learning journal</i>). 	<ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam menulis teks untuk menyatakan dan menanyakan sifat orang, binatang, benda <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan pekerjaan siswa yang mendukung proses penulisan teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) berupa draft, revisi, dan editing Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar teks untuk menyatakan dan menanyakan sifat orang, binatang, benda Catatan atau rekaman evaluasi diri dan evaluasi sejawat, berupa komentar, checklist, penilaian. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal,</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.8. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan tingkah laku/tindakan fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya.</p>	<p>Teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan fungsi dari orang, binatang, dan benda</p> <p>Fungsi sosial/ Mengidentifikasi, mengenalkan, memuji, mencela, mengagumi</p> <p>Struktur teks (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p><i>We exercise in the morning. The cat jumps to the tree. We don't say bad words. He doesn't like noodles, dan sebagainya.</i></p> <p><i>What do you do every morning? Do you help your dad? Where do you put your shoes? When does she clean up her house? Where does the dog poo? dan sebagainya.</i></p> <p>Unsur kebahasaan (1) Kata tanyadan pernyataan negatif <i>What? Do you? Does he</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/ membaca ungkapan untuk menyatakan dan menanyakan tingkah laku/ tindakan fungsi orang, binatang, benda. Siswa mengikuti interaksi ungkapan untuk menyatakan dan menanyakan tingkah laku/ tindakan fungsi orang, binatang, benda. Siswa meninjau model ungkapan untuk menyatakan dan menanyakan tingkah laku/ tindakan fungsi orang, binatang, benda. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri ungkapan untuk menyatakan dan menanyakan tingkah laku/ tindakan fungsi orang, binatang, benda (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar ungkapan untuk menyatakan dan menanyakan tingkah laku/ tindakan fungsi orang, binatang, benda dalam bahasa Inggris, perbedaan</p>	<p>format khusus, komentar, atau bentuk penilaian lain.</p> <p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial penggunaan teks Tingkat kelengkapan dan keruntutan struktur teks Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Tingkat kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, 	<p>3 x 4 JP</p>	

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.9 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi dari orang, binatang, dan benda, dengan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>....? <i>He doesn't... They don't...</i></p> <p>(2) Menyebutkan kata kerja yang sangat lazim dan terkait dalam simple present tense untuk menyatakan kebiasaan, tanpa dan dengan –s.</p> <p>(3) Preposisi: <i>in, at, on</i> untuk menunjukkan tempat</p> <p>(4) Preposisi: <i>in, at, on</i> untuk menunjukkan waktu</p> <p>(5) Ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan.</p> <p><i>Topik</i></p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.</p>	<p>ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <p>Siswa menyatakan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antar ungkapan untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda dalam jurnal belajar 	<p>Ketepatan dan kesesuaian dalam menulis ungkapan untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda</p> <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan pekerjaan siswa yang mendukung proses ungkapan untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda berupa: draft, revisi, dan editing Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar/ungkapan untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal,</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran (<i>learning journal</i>).	Penilaian format khusus, komentar, atau bentuk penilaian lain	Alokasi Waktu	Sumber Belajar
<p>1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.9 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), sesuai dengan konteks penggunaannya.</p> <p>4.10 Menangkap makna teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), lisan dan tulis sangat pendek dan sederhana</p> <p>4.11 Menyusun teks instruksi</p>	<p>Teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), lisan dan tulis</p> <p>Fungsi sosial</p> <p>Mencapai tujuan, menjaga ketertiban dan keselamatan pribadi dan publik.</p> <p>Struktur teks</p> <p>Ungkapan baku dan sumber-sumber otentik.</p> <p>a. Instruksi: <i>Read the report carefully. No students should be late. Always come on time. Shake well before use.</i></p> <p>b. Rambu (<i>short notice</i>): <i>Keep the room clean and tidy. Keep door closed at all times. Do not enter. An email has been received. No mobile phones in the library.</i></p> <p>c. Peringatan (<i>warning/caution</i>): <i>Caution - Very hot water. Danger, 240 volts. Slippery when wet. Warning - Dangerous chemicals.</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa membaca beberapa teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) dan berbagai sumber Siswa mengamati fungsi sosial, struktur, dan unsur kebahasaan teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) dari berbagai sumber. Siswa belajar membaca memindai untuk mendapatkan informasi tertentu dan teks (<i>scanning</i>) dan menentukan jeda pada tempatnya untuk membaca dengan bermakna <p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. Siswa mempertanyakan cara menemukan informasi tertentu dalam teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial penggunaan teks Tingkat kelengkapan dan keruntutan struktur teks instruksi, tanda atau rambu, tanda peringatan Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Tingkat kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN: Pengamatan (<i>observations</i>):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta 	<p>4 x 4 JP</p>	

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>(<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), lisan dan tulis, sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><i>Unsur kebahasaan</i></p> <ol style="list-style-type: none"> (1) Kata dan tata bahasa yang lazim digunakan (2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. (3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan <p><i>Topik</i></p> <p>Tindakan di sekolah dan di rumah dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.</p> <p><i>Multimedia:</i></p> <p>Layout dan dekorasi yang membuat tampilan teks lebih menarik</p>	<p>(<i>warning/caution</i>)</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa membacakan teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) kepada teman dan guru dengan tekanan, intonasi, dan pengucapan yang tepat. • Siswa berlatih menemukan informasi tertentu dan rinci dalam teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) • Siswa menulis/menyalin teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) yang ditulis. • Siswa melakukan perbaikan terhadap teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) yang ditulis berdasarkan masukan dari teman dan guru 	<p>damai,</p> <ul style="list-style-type: none"> • Ketersediaan dan kesesuaian dalam menulis teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan pekerjaan siswa yang mendukung proses penulisan teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) berupa draft, revisi, dan editing • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) • Catatan atau rekaman evaluasi diri dan evaluasi sejawat, berupa komentar, 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis berbagai teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) dan membandingkannya dengan contoh yang diberikan. Siswa menganalisis bentuk kalimat yang digunakan dalam teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) Dalam kerja kelompok terbimbing siswa membahas kesulitan yang dihadapi pada saat membaca dan menulis teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) dalam bahasa Inggris dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menggunakan kalimat perintah dalam menulis teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan 	<p>checklist, penilaian.</p> <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain.</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran (<i>warning/caution</i>)	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Menyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menyatakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>Teks deskriptif lisan dan tulis, tentang orang, binatang, dan benda.</p> <p>Fungsi sosial</p> <p>Membanggalan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb.</p> <p>Struktur text</p> <p>(1) Penyebutan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>(2) Penyebutan sifat orang, binatang, benda dan bagiannya, dan</p> <p>(3) Penyebutan tindakan dan atau terkait dengan orang, binatang, bendayang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p>	<ul style="list-style-type: none"> Siswa mempresentasikan teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) yang sudah diperbaiki berdasarkan masukan dari guru dan teman Siswa menyampaikan kesimpulan hasil belajar secara lisan <p>Mengamati</p> <ul style="list-style-type: none"> Siswa membaca (mendengarkan/ menonton) berbagai macam teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana. Siswa memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisan teks deskriptif Siswa belajar membaca cepat untuk mendapatkan gambaran umum dari teks (<i>skimming</i>) dan menentukan jeda pada tempatnya untuk membaca dengan bermakna <p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskriptif, dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial penggunaan teks Tingkat kelengkapan dan keruntutan struktur teks deskriptif Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Tingkat kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog tentang deskripsi orang, binatang dan benda di 	6 x 4 JP	

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.</p> <p>4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>Panjang teks: kurang lebih 3 (tiga) kalimat.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (-s).</p> <p>(2) Kata ganti <i>it, they, she, we, dst; our, my, your, their, dst.</i></p> <p>(3) Kata sifat yang sangat lazim, <i>young, old, clever, big, small, easy, difficult, diligent, tired, tall, short, beautiful</i>, dan semacamnya</p> <p>(4) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be, have, go, play, get, take</i>, dan sebagainya.</p> <p>(5) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(6) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p><i>Topik</i></p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan</p>	<p>Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <ul style="list-style-type: none"> Siswa mempertanyakan cara menemukan gagasan pokok, informasi tertentu, informasi rinci dan kesimpulan dalam teks deskriptif. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membaca/mendengarkan beberapa teks deskriptif dari berbagai sumber. Siswa membacakan teks deskriptif kepada teman dengan menggunakan unsur kebahasaan yang tepat Siswa berlatih menemukan gagasan utama, informasi tertentu dan makna kata dalam teks deskriptif. Siswa secara berkelompok menuliskan teks deskriptif tentang orang, binatang, dan benda, terkait dengan mata pelajaran lain di Kelas VII dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan <p>Mengasosiasi</p> <ul style="list-style-type: none"> Secara berpasangan siswa saling menganalisis teks deskriptif yang tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. 	<p>depan kelas / berpasangan</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan membenarkan. Sasaran penilaian</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.</p>	<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menuliskan deskripsi teman teman sebangkunya dan mempresentasikan di depan kelas. Siswa membuat jurnal belajar (<i>learning journal</i>) 	<p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif. Kumpulan karya siswa yang mendukung proses penulisan teks deskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
SIKLUS I**

Satuan Pendidikan : SMP Negeri 1 Surakarta

Mata Pelajaran : Bahasa Inggris

Kelas/semester : VII/2

Materi Pokok : Teks Lisan dan Tulis untuk Menanyakan dan Menyatakan Sifat Orang, Binatang, dan Benda

Alokasi Waktu : 2 pertemuan (4 JP)

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Menulis <i>learning log</i> yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2.	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam	2.2.1 Bertanggung jawab atas tindakan anggota-nya saat menjadi pemimpin

	<p>melaksanakan komunikasi transaksional dengan guru dan teman. (Cetak tebal: Fokus untuk pembelajaran dalam RRP ini)</p>	<p>kelompok</p> <p>2.2.2 Mengakui ketika membuat kesalahan</p> <p>2.2.3 Tidak menyalahkan orang lain atas tindakannya sendiri</p> <p>2.2.4 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain</p>
3.	<p>3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>3.7.1 Menentukan tujuan komunikatif teks</p> <p>3.7.2 Mengidentifikasi struktur teks</p> <p>3.7.3 Mengidentifikasi unsur kebahasaan dalam teks</p>
4.	<p>4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>4.8.1 Menanyakan sifat dan ciri fisik benda secara lisan dengan akurat, lancar dan berterima</p> <p>4.8.2 Menyatakan sifat dan ciri fisik benda secara lisan dengan akurat, lancar dan berterima</p> <p>4.8.3 Menanyakan sifat dan ciri fisik benda secara tertulis dengan akurat, runtut dan berterima</p> <p>4.8.4 Menyatakan sifat dan ciri fisik benda secara tertulis dengan akurat, runtut dan berterima</p>

C. Tujuan Pembelajaran

Pertemuan Pertama

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

- 1) mengidentifikasi tujuan komunikatif teks secara berkelompok berdasarkan pertanyaan pengarah dari guru;
- 2) mengidentifikasi struktur teks secara berkelompok berdasarkan pertanyaan pengarah dari guru;
- 3) mengidentifikasi kata sifat yang terdapat dalam teks secara berkelompok;
- 4) mengidentifikasi kata kerja yang terdapat dalam teks secara berkelompok;

- 5) mengidentifikasi frase benda yang terdapat dalam teks secara berkelompok;
- 6) mengidentifikasi kata keterangan yang terdapat dalam teks secara berkelompok;

Pertemuan Kedua

- 1) menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris;
- 2) bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok;
- 3) mengakui ketika membuat kesalahan;
- 4) tidak menyalahkan orang lain atas tindakannya sendiri;
- 5) melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain;
- 6) menanyakan sifat dan ciri fisik benda secara tertulis dengan akurat, runtut dan berterima dalam bentuk poster hasil kegiatan *neighborhood walk*;
- 7) menyatakan sifat dan ciri fisik benda secara tertulis dengan akurat, runtut dan berterima dalam bentuk poster hasil kegiatan *neighborhood walk*;
- 8) menanyakan sifat dan ciri fisik benda secara lisan dengan akurat, lancar dan berterima berdasarkan poster hasil kegiatan *neighborhood walk*;
- 9) menyatakan sifat dan ciri fisik benda secara lisan dengan akurat, lancar dan berterima hasil kegiatan *neighborhood walk*.

D. Materi Pembelajaran

Pertemuan Pertama

Fungsi Sosial : Mendeskripsikan dan mengidentifikasi binatang

Struktur Teks :

- an introduction to the subject of the description;
- characteristic features of the subject, eg physical appearance, qualities, habitual behaviour, significant attributes.

Unsur Kebahasaan:

- Kata sifat (*big, small, tall, short, fast, colorful, expensive, dsb.*)
- Kata keterangan (*very, so, really, extremely, dsb.*)
- Bentuk pendek (*It's, They're, dsb.*)
- Kalimat/Ungkapan (*What does it look like? What do they look like? What do you think? How nice they are! It is very beautiful*)
- Kata Tanya (*what, which, how*)
- Kata ganti (*this, that, those, these, it, they, dsb.*)
- *Introductory there (there is, there are)*
- Nama-nama benda

- Kata kerja dalam *the simple present tense*: *have, has, be*, dsb.
- Ucapan, tekanan kata, intonasi, dan ejaan

Topik: Benda-benda yang berada di sekitar dan relevan dengan kehidupan siswa

Pertemuan Kedua

Fungsi Sosial : Mendeskripsikan dan mengidentifikasi binatang

Struktur Teks :

- an introduction to the subject of the description;
- characteristic features of the subject, eg physical appearance, qualities, habitual behaviour, significant attributes.

Unsur Kebahasaan:

- Kata sifat (*big, small, tall, short, fast, colorful, expensive*, dsb.)
- Kata keterangan (*very, so, really, extremely*, dsb.)
- Bentuk pendek (*It's, They're*, dsb.)
- Kalimat/Ungkapan (*What does it look like? What do they look like? What do you think? How nice they are! It is very beautiful*)
- Kata Tanya (*what, which, how*)
- Kata ganti (*this, that, those, these, it, they*, dsb.)
- *Introductory there* (*there is, there are*)
- Nama-nama benda
- Kata kerja dalam *the simple present tense*: *have, has, be*, dsb.
- Ucapan, tekanan kata, intonasi, dan ejaan

Topik: Benda-benda yang berada di sekitar dan relevan dengan kehidupan siswa

E. Metode Pembelajaran

1. Pendekatan Pembelajaran Saintifik
2. Strategi Pembelajaran Discovery

F. Media, Alat, dan Sumber Pembelajaran

1. Media

Gambar benda, kartu kata, poster

2. Alat

Realia benda, spidol warna, kertas spectra, kertas plano

3. Sumber Pembelajaran

- a. Kementerian Pendidikan dan Kebudayaan. 2013. Bahasa Inggris, *When English rings the bell*. Jakarta: Politeknik Negeri Media Kreatif. Hal. 125.
- b. *Board of Studies New South Wales*. 1998. *English K-6 Modules*. Sydney: *Board of Studies NSW*. Hal. 85.
- c. Amos E., Prescher E., & Raby J. 1998. *Winner Student Book 1*. Jakarta: Pearson Education Asia Pte Ltd. 69.

d. Lingkungan sekitar: Nama dan lokasi lingkungan sekitar sekolah

G. Langkah-langkah Kegiatan Pembelajaran

Pertemuan Kesatu

Pendahuluan (10 menit)

- 1) Guru memberi salam (*greeting*);
- 2) Guru memeriksa kehadiran siswa;
- 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (60 menit)

Mengamati

- 1) Peserta didik mengamati teks sederhana tentang menanyakan, menyatakan sifat, dan mendeskripsikan benda.
- 2) Peserta didik melakukan tanya jawab atau interaksi dengan guru untuk menanyakan hal-hal yang belum diketahui atau ingin diketahui.

Merumuskan Pertanyaan atau Hipotesis

- 3) Peserta didik mengajukan pertanyaan tentang isi teks, makna kata, tata bahasa, struktur teks, fungsi komunikatif teks, serta hal-hal lain yang ingin diketahui dengan cara yang sederhana.
- 4) Peserta didik mengajukan pertanyaan tentang cara menanyakan sifat benda.
- 5) Peserta didik mengajukan pertanyaan tentang cara menyatakan sifat benda.

Mengumpulkan Data atau Informasi

- 6) Peserta didik membentuk kelompok yang beranggotakan lima (orang).
- 7) Peserta didik menerima pembagian contoh teks deskriptif (cara menanyakan dan menyatakan sifat benda) yang berbeda-beda untuk masing-masing kelompok.
- 8) Peserta didik menggarisbawahi kata-kata yang menerangkan benda yang terdapat dalam teks secara berkelompok.
- 9) Peserta didik melingkari kata kerja yang digunakan dalam teks tersebut secara berkelompok.
- 10) Peserta didik member tanda kotak pada frase-frase benda dalam teks secara berkelompok.
- 11) Peserta didik memberi tanda segitiga pada kata keterangan yang terdapat dalam teks.

Menganalisis Data atau Informasi dan Membuat Kesimpulan

- 12) Peserta didik mengidentifikasi fungsi dan jenis kata yang ditandai (garis bawah, lingkaran, dan tanda kotak) dengan cara sederhana.
- 13) Peserta didik mengidentifikasi struktur kalimat yang terdapat dalam teks dengan cara sederhana.
- 14) Peserta didik mengidentifikasi tujuan komunikatif teks berdasarkan pertanyaan pengarah dari guru.
- 15) Peserta didik mengidentifikasi struktur teks berdasarkan pertanyaan pengarah dari guru.

Mengomunikasikan

- 16) Dua (2) orang peserta didik (wakil kelompok) berkeliling dari kelompok satu ke kelompok lain untuk mempresentasikan hasil diskusi dan temuan mereka tentang kata sifat, kata kerja, frase benda, kata keterangan, tujuan komunikatif teks, dan struktur teks.
- 17) Guru memberikan umpan balik terhadap pemahaman konsep peserta didik tentang materi yang dipelajari.

Penutup (10 menit)

- 1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Guru memberikan penugasan berupa tugas mandiri untuk menuliskan deskripsi sederhana tentang sifat dan ciri fisik benda-benda kesayangan mereka atau benda-benda unik berdasarkan hasil penelusuran di laman-laman internet.
- 4) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 5) Peserta didik dan guru mengucapkan salam perpisahan.

Pertemuan Kedua

Pendahuluan (10 menit)

- 1) Guru memberi salam (*greeting*);
- 2) Guru memeriksa kehadiran siswa;
- 3) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 4) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 5) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 6) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;

7) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (60 menit)

Mencipta

- 1) Peserta didik mengamati dan melabeli gambar dengan nama-nama dalam bahasa Inggris: 2 buah pohon yang pendek dan tinggi, beberapa pohon bunga dengan bunga yang sedang mekar, dua buah tempat sampah dengan warna biru dan orange, seseorang sedang duduk diatas sepeda gunung dan kantin sekolah yang ditempelkan oleh guru satu per satu.
- 2) Peserta didik menempelkan kata sifat yang mendeskripsikan gambar-gambar tersebut.
- 3) Peserta didik mendeskripsikan gambar-gambar tersebut dengan menggunakan kata-kata yang sudah dipelajari berdasarkan pertanyaan arahan dari guru secara individu.
- 4) Peserta didik menuliskan jawaban (kalimat) di papan tulis setelah menjawabnya secara lisan secara individu.
- 5) Peserta didik mengucapkan kalimat-kalimat yang terdapat di papan tulis dengan cara menirukan ucapan guru.
- 6) Peserta didik menyusun teks pendek berdasarkan gambar-gambar yang disediakan secara berkelompok. Kalimat pertama disediakan oleh guru.
- 7) Masing-masing kelompok melakukan *silent walk* (*Shopping/belanja*).
- 8) Peserta didik membagi diri dalam beberapa kelompok yang beranggotakan 5 atau 6 orang.
- 9) Peserta didik menerima penjelasan tentang kegiatan *neighborhood walk*.
- 10) Peserta didik menerima lembar kerja yang harus dilengkapi pada saat kegiatan *neighborhood walk*.
- 11) Peserta didik secara berkelompok melakukan kegiatan *neighborhood walk*.
- 12) Peserta didik secara berkelompok membuat poster sederhana tentang deskripsi benda, yang ada di sekitar *hot spot* berdasarkan catatan selama kegiatan *neighborhood walk*.
- 13) Perwakilan kelompok mempresentasikan isi poster tersebut di depan kelas.
- 14) Peserta didik dari kelompok lain diberi kesempatan mengajukan pertanyaan, mengklarifikasi atau mengonfirmasi presentasi dengan bantuan guru.
- 15) Peserta didik menempelkan poster yang dihasilkan di dinding atau di papan display.
- 16) Peserta didik melakukan refleksi atas kesempatan bisa mempelajari Bahasa Inggris dengan pertanyaan pengarah dari guru, dan kemudian menulis *learning logs* sederhana tentang rasa syukur mereka atas kesempatan belajar yang diberikan.
- 17) Peserta didik mengisi evaluasi diri tentang sikap sosial bertanggung jawab.
- 18) Peserta didik mengerjakan quiz yang diberikan oleh guru.

Penutup (10 menit)

- 1) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.

- 2) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 3) Guru memberikan penugasan berupa tugas mandiri untuk menuliskan deskripsi sederhana tentang sifat dan ciri fisik benda-benda kesayangan mereka atau benda-benda unik berdasarkan hasil penelusuran di laman-laman internet.
- 4) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 5) Peserta didik dan guru mengucapkan salam perpisahan.

H. Penilaian

Soal tes berupa pilihan ganda terdiri dari 25 soal, dengan penelitiannya yaitu:

Hasil Jawaban Benar X 4

Mengetahui,

Surakarta, April 2018

Kepala Sekolah

Guru Mata Pelajaran Bahasa Inggris

Sutarmo, S.Pd., M.Pd
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TEST CYCLE I

Answer the following questions correctly and carefully by choosing (A,B,C Or D)!

Text for number 1-3

My name is Nuri. I have a hamster. It is small and cute. I call it "Kao". My grandfather gave it last week. Kao has three different colors, they are white, brown, and black. Kao's ears are small. It always squeaks in the time I come to close its cage. I feed it every morning. Kao likes to eat some leaves and grass. I take the grass from the field near my house. Kao looks happy eating the grass. I really love Kao.

1. What does the text tell us about?
A. Nuri's hamster
B. a cute hamster
C. a small hamster
D. funny hamster
2. Who gave Nuri a hamster?
A. her father
B. her mother
C. her grandfather
D. her uncle
3. "Kao looks happy eating the grass."
The similar meaning of the underlined word is
A. glad
B. patient
C. kind
D. Friendly

Budi loves animals. He often goes to the bird market not far from his house. He likes watching different kinds of birds there. At home, his father keeps two birds. Everyday, Budi helps him look after the birds. He cleans the cages and feeds the birds every afternoon. He gives them special bird food. He enjoys doing all this , Budi has pet, too. It is a cat. His name is Manis. He is three years old. He eats meat, fish, or rice. He is really nice. He catches every mouse which comes into the house. Budi likes Manis very much.

4. '..... and feeds the birds every afternoon. The underlined words means...
a. wash and clean
b. take and put
c. Give drink to
d. Give food to

Read the text and answer questions 5 to 7.

Tania goes to Cardigan school. She gets up at 7 o'clock. She studies from 8.15 to 12.10. At 12.20, she has lunch with her friends. After lunch, she plays tennis and after dinner she usually prepares the next day's lessons. After that she meets and talks with her friends, calls her family or read magazines. She really enjoys studies in Cardigan School.

5. How long does Tania study?

- A. 3 hours B. 4 hours C. 5 hours D. 6 hours

6. What does Tania do before playing tennis?

- A. Having dinner C. Preparing the next day's lessons
B. Having lunch D. Meeting and talking with her friends

7. Which statement is NOT TRUE according to the text?

- A. Tania studies in Cardigan school
B. Tania prepares the next day's lesson after dinner
C. Tania likes studying in Cardigan school very much
D. Tania lives with her family

Read the text and answer questions 8 to 9.

To : Doni

I need my leather jacket for De Java Mo Touring next Sunday. Please return my jacket soon, Okay!

Wendy

8. What is the short message written for?

- A. To ask the reader lend his jacket.
B. To persuade Doni to Join De Java MoTouring.
C. To ask Doni to return the jacket's sender.
D. To tell the reader that he will join the tour.

9. "Please return my jacket soon, Okay!"

The underlined word means

- A. Let something drop C. Make something better
B. Give something back D. Send something home

Read the text and answer questions 10 to 14.

Pura Tanah Lot a Temple in the Sea

Tanah Lot, in Tabanan regency-also known as the ‘rice bowl’ of Bali – is literally taken from the Balinese word ‘lot’ meaning sea, and the Indonesian word ‘tanah’ meaning land. Therefore, at this ‘land next to the sea’ we find uncontrived photo opportunities in a part of Bali relatively unspoiled by the tourist impact of recent years, as well as one of the most photographed icons on the land, pura tanah lot. Pura means ‘temple’ of which Bali apparently has thousands, but none compare to this majestic land or, should we say, sea mark. It belongs to a group of six temples dotted around the islands that local people believes all magically protect Bali. At Pura Tanah Lot this protection is in response to prayers offered to the deities of the sea, and it’s colorful temple celebrations occur every six months. A Hindu priest founded this temple in the sixteenth century, and looking at the current land erosion. Today, Pura Tanah Lot is accessible only at low tide, surrounded by coastal caves and rocks.

10. Who do pray in this place? They are _____.
A. Moslem B. Christian C. Buddhists D. Hinduism
11. Who did build the temples in the Pura Tanah Lot complex?
A. A Balinese people C. A Hindu Priest
B. A Javanese people D. The king of Tabanan
12. What is derived from the word ‘Tanah Lot’?
A. Javanese Language C. Sansekerta
B. Greek D. Balinese language
13. Pura Tanah Lot is situated in the region of
A. Coastal line C. Corn belt
B. Hills of white rock D. Savanna
14. “Today, Pura Tanah Lot is accessible only at low tide ... “
The underlined word means _____.
A. Can be reached C. Impossible to cross
B. Possible to stay D. Difficult to pass

Read the text and answer questions 15 to 19.

My name is Dewi. I live in a small house. It has five rooms. There are two bedrooms, a bathroom, and a kitchen. Indeed, it is a small house, but I like living in here for wasting my spare time.

When the door is open, I can see the living room. It is so small with only three chairs and a table. I prefer reading a novel in this room. My bedroom is in the left side of the living room. In this room, there is a night table lamp next to the bed, a television, a radio and a computer. When being bored of reading, I usually play online games, chat with my friends via facebook. Next to my bedroom is my mother's room. In the right side of the living room is a kitchen. In the kitchen, I have everything I need when I get hungry. It is very pleasure when my mother cooks. The smell fills my whole house. I love my house very much.

15. What does the text talk about?

- A. Dewi's house
- B. Dewi's room
- C. Dewi's bedroom
- D. Dewi's living room

16. Where is her bedroom?

- A. It's in the right side of the kitchen
- B. It's in the right side of living room
- C. It's in the left side of the kitchen
- D. It's in the left side of living room

17. Where does she read a novel?

She reads a novel in the

- A. Kitchen
- B. Bathroom
- C. Bedroom
- D. Living room

18. How many rooms are there in the house?

- A. 3
- B. 4
- C. 5
- D. 6

19. What does she do when she feels bored?

- A. She plays with her friends
- B. She cooks in the kitchen
- C. She helps her mother
- D. She plays online games

Read the text and answer it!

Crisp Roast Duck

Ingredients:

1 long island duck

2 cups boiling-hot water

1 tablespoon salt

1 teaspoon black pepper

Steps:

Put oven rack in the middle position and preheat oven to 200° C.

Rinse duck inside and out. Prick skin all over with a sharp fork.

Pour boiling-hot water over duck (to tighten skin).

Cool the duck.

Rub duck inside and out with salt and pepper.

Roast duck, breast side up, until skin is brown and crisp, then remove from the oven.

20. What does the text tell us about?

- A. The instructions to prepare crisp roast duck
- B. What's needed to make some food
- C. The steps to make a delicious food
- D. How to make crisp roast duck

21. "Prick skin all over with a sharp fork."

What is the meaning of the underlined word?

- A. Make a small hole in something
- B. Brush something on the surface
- C. Put something on the body
- D. Cut something into small pieces

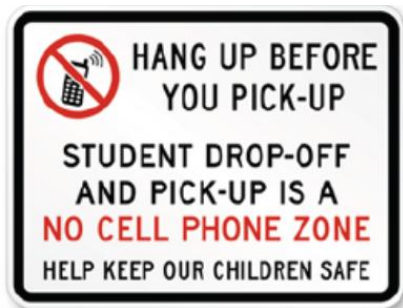
Turtles used to live on the land, they say, until the time a clever was caught by some hunters. They brought him to their village and placed the turtle before the chief, who said, "How shall we cook him?"

"You'll have to kill me first," said the turtle, "and take me out of this shell." "We'll break your shell with sticks," they said. "That'll never work," said the turtle, "Why don't you throw me in the river and threw him into the water to drown him."

They were congratulating themselves on their success in drowning the the turtle, when two little green eyes poked up in the water and the laughing turtle said, “Don’t think I’ll spend most of my time from now on, safely in the water.”

It has been that way ever since.

22. What can you learn from the story?
- Don’t look down at others
 - Always believe in yourself
 - Be careful with your tongue
 - Don’t easily believe in others



23. What does the text mean?
- We cannot pick up children by phone
 - We should not drop up children at school
 - We must not keep our cell phoe off
 - We should not drive while calling

Read the text to answer question!

*Mr. and Mrs. Samuel Hansen
request the company of
Mr. and Mrs. Ben Johnson Brown
on the occasion of their
25th Wedding Anniversary
on Saturday 28 May at 8. p.m.
Taman Orchid Indah Block 2 D No. 4
Cengkareng Jakarta Barat
R.S.V.P: Windy (02154390231)*

24. What is the text written for?

- a. To invite somebody to a party
- b. To celebrate a wedding anniversary
- c. To inform the marriage of Mr. and Mrs. Hansen
- d. To give direction for Taman Orchid Indah Block 2D

Santi,

Our plan to visit our friends who suffer from Merapi eruption is cancelled. The weather is not good to fly. I will let you know later.

Sari

25. From the text we know that ...
- a. Santi and Sari go to Merapi.
 - b. Sari suffers from Merapi eruption.
 - c. Merapi's weather is fine.
 - d. Sari and Santi cancell their visit.

JAWABAN SOAL SIKLUS I

- | | | |
|-------|-------|-------|
| 1. A | 11. C | 21. C |
| 2. C | 12. D | 22. C |
| 3. A | 13. A | 23. C |
| 4. A | 14. A | 24. A |
| 5. B | 15. A | 25. B |
| 6. B | 16. D | |
| 7. D | 17. D | |
| 8. C | 18. C | |
| 9. B | 19. D | |
| 10. D | 20. D | |

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
SIKLUS II**

Satuan Pendidikan : SMP Negeri 1 Surakarta

Mata Pelajaran : Bahasa Inggris

Kelas/semester : VII/2

Materi Pokok : Teks Lisan dan Tulis untuk Menanyakan dan Menyatakan Sifat Orang, Binatang, dan Benda

Alokasi Waktu : 2 pertemuan (4 JP)

I. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

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

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

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

J. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.2 Menulis <i>learning log</i> yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2.	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan	2.2.1 Bertanggung jawab atas tindakan anggota-nya saat menjadi pemimpin kelompok 2.2.2 Mengakui ketika membuat

	teman. (Cetak tebal: Fokus untuk pembelajaran dalam RRP ini)	kesalahan 2.2.3 Tidak menyalahkan orang lain atas tindakannya sendiri 2.2.4 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain
3.	3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1 Menentukan tujuan komunikatif teks 3.7.2 Mengidentifikasi struktur teks 3.7.3 Mengidentifikasi unsur kebahasaan dalam teks
4.	4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	4.8.1 Menanyakan sifat dan ciri fisik benda secara lisan dengan akurat, lancar dan berterima 4.8.2 Menyatakan sifat dan ciri fisik benda secara lisan dengan akurat, lancar dan berterima 4.8.3 Menanyakan sifat dan ciri fisik benda secara tertulis dengan akurat, runtut dan berterima 4.8.4 Menyatakan sifat dan ciri fisik benda secara tertulis dengan akurat, runtut dan berterima

K. Tujuan Pembelajaran Pertemuan Pertama

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

- 7) mengidentifikasi tujuan komunikatif teks secara berkelompok berdasarkan pertanyaan pengarah dari guru;
- 8) mengidentifikasi struktur teks secara berkelompok berdasarkan pertanyaan pengarah dari guru;
- 9) mengidentifikasi kata sifat yang terdapat dalam teks secara berkelompok;
- 10) mengidentifikasi kata kerja yang terdapat dalam teks secara berkelompok;
- 11) mengidentifikasi frase benda yang terdapat dalam teks secara berkelompok;

- 12) mengidentifikasi kata keterangan yang terdapat dalam teks secara berkelompok;

Pertemuan Kedua

- 10) menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris;
- 11) bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok;
- 12) mengakui ketika membuat kesalahan;
- 13) tidak menyalahkan orang lain atas tindakannya sendiri;
- 14) melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain;
- 15) menanyakan sifat dan ciri fisik benda secara tertulis dengan akurat, runtut dan berterima dalam bentuk poster hasil kegiatan *neighborhood walk*;
- 16) menyatakan sifat dan ciri fisik benda secara tertulis dengan akurat, runtut dan berterima dalam bentuk poster hasil kegiatan *neighborhood walk*;
- 17) menanyakan sifat dan ciri fisik benda secara lisan dengan akurat, lancar dan berterima berdasarkan poster hasil kegiatan *neighborhood walk*;
- 18) menyatakan sifat dan ciri fisik benda secara lisan dengan akurat, lancar dan berterima hasil kegiatan *neighborhood walk*.

L. Materi Pembelajaran

Pertemuan Pertama

Fungsi Sosial : Mendeskripsikan dan mengidentifikasi binatang

Struktur Teks :

- an introduction to the subject of the description;
- characteristic features of the subject, eg physical appearance, qualities, habitual behaviour, significant attributes.

Unsur Kebahasaan:

- Kata sifat (*big, small, tall, short, fast, colorful, expensive, dsb.*)
- Kata keterangan (*very, so, really, extremely, dsb.*)
- Bentuk pendek (*It's, They're, dsb.*)
- Kalimat/Ungkapan (*What does it look like? What do they look like? What do you think? How nice they are! It is very beautiful*)
- Kata Tanya (*what, which, how*)
- Kata ganti (*this, that, those, these, it, they, dsb.*)
- *Introductory there (there is, there are)*
- Nama-nama benda
- Kata kerja dalam *the simple present tense: have, has, be, dsb.*
- Ucapan, tekanan kata, intonasi, dan ejaan

Topik: Benda-benda yang berada di sekitar dan relevan dengan kehidupan siswa

Pertemuan Kedua

Fungsi Sosial : Mendeskripsikan dan mengidentifikasi binatang

Struktur Teks :

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Unsur Kebahasaan:

- Kata sifat (*big, small, tall, short, fast, colorful, expensive*, dsb.)
- Kata keterangan (*very, so, really, extremely*, dsb.)
- Bentuk pendek (*It's, They're*, dsb.)
- Kalimat/Ungkapan (*What does it look like? What do they look like? What do you think? How nice they are! It is very beautiful*)
- Kata Tanya (*what, which, how*)
- Kata ganti (*this, that, those, these, it, they*, dsb.)
- *Introductory there (there is, there are)*
- Nama-nama benda
- Kata kerja dalam *the simple present tense: have, has, be*, dsb.
- Ucapan, tekanan kata, intonasi, dan ejaan

Topik: Benda-benda yang berada di sekitar dan relevan dengan kehidupan siswa

M. Metode Pembelajaran

1. Pendekatan Pembelajaran Saintifik
2. Strategi Pembelajaran Discovery

N. Media, Alat, dan Sumber Pembelajaran

1. Media

Gambar benda, kartu kata, poster

2. Alat

Realia benda, spidol warna, kertas spectra, kertas plano

3. Sumber Pembelajaran

- a. Kementerian Pendidikan dan Kebudayaan. 2013. Bahasa Inggris, *When English rings the bell*. Jakarta: Politeknik Negeri Media Kreatif. Hal. 125.
- b. *Board of Studies New South Wales*. 1998. *English K-6 Modules*. Sydney: *Board of Studies NSW*. Hal. 85.
- c. Amos E., Prescher E., & Raby J.1998. *Winner Student Book 1*. Jakarta: Pearson Education Asia Pte Ltd. 69.
- d. Lingkungan sekitar: Nama dan lokasi lingkungan sekitar sekolah

O. Langkah-langkah Kegiatan Pembelajaran

Pertemuan Kesatu

Pendahuluan (10 menit)

- 8) Guru memberi salam (*greeting*);
- 9) Guru memeriksa kehadiran siswa;
- 10) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 11) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 12) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 13) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 14) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (60 menit)

Mengamati

- 18) Peserta didik mengamati teks sederhana tentang menanyakan, menyatakan sifat, dan mendeskripsikan benda.
- 19) Peserta didik melakukan tanya jawab atau interaksi dengan guru untuk menanyakan hal-hal yang belum diketahui atau ingin diketahui.

Merumuskan Pertanyaan atau Hipotesis

- 20) Peserta didik mengajukan pertanyaan tentang isi teks, makna kata, tata bahasa, struktur teks, fungsi komunikatif teks, serta hal-hal lain yang ingin diketahui dengan cara yang sederhana.
- 21) Peserta didik mengajukan pertanyaan tentang cara menanyakan sifat benda.
- 22) Peserta didik mengajukan pertanyaan tentang cara menyatakan sifat benda.

Mengumpulkan Data atau Informasi

- 23) Peserta didik membentuk kelompok yang beranggotakan lima (orang).
- 24) Peserta didik menerima pembagian contoh teks deskriptif (cara menanyakan dan menyatakan sifat benda) yang berbeda-beda untuk masing-masing kelompok.
- 25) Peserta didik menggarisbawahi kata-kata yang menerangkan benda yang terdapat dalam teks secara berkelompok.
- 26) Peserta didik melingkari kata kerja yang digunakan dalam teks tersebut secara berkelompok.
- 27) Peserta didik member tanda kotak pada frase-frase benda dalam teks secara berkelompok.
- 28) Peserta didik memberi tanda segitiga pada kata keterangan yang terdapat dalam teks.

Menganalisis Data atau Informasi dan Membuat Kesimpulan

- 29) Peserta didik mengidentifikasi fungsi dan jenis kata yang ditandai (garis bawah, lingkaran, dan tanda kotak) dengan cara sederhana.
- 30) Peserta didik mengidentifikasi struktur kalimat yang terdapat dalam teks dengan cara sederhana.
- 31) Peserta didik mengidentifikasi tujuan komunikatif teks berdasarkan pertanyaan pengarah dari guru.
- 32) Peserta didik mengidentifikasi struktur teks berdasarkan pertanyaan pengarah dari guru.

Mengomunikasikan

- 33) Dua (2) orang peserta didik (wakil kelompok) berkeliling dari kelompok satu ke kelompok lain untuk mempresentasikan hasil diskusi dan temuan mereka tentang kata sifat, kata kerja, frase benda, kata keterangan, tujuan komunikatif teks, dan struktur teks.
- 34) Guru memberikan umpan balik terhadap pemahaman konsep peserta didik tentang materi yang dipelajari.

Penutup (10 menit)

- 6) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 7) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 8) Guru memberikan penugasan berupa tugas mandiri untuk menuliskan deskripsi sederhana tentang sifat dan ciri fisik benda-benda kesayangan mereka atau benda-benda unik berdasarkan hasil penelusuran di laman-laman internet.
- 9) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 10) Peserta didik dan guru mengucapkan salam perpisahan.

Pertemuan Kedua

Pendahuluan (10 menit)

- 8) Guru memberi salam (*greeting*);
- 9) Guru memeriksa kehadiran siswa;
- 10) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;
- 11) Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;
- 12) Guru mengajukan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari;
- 13) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- 14) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.

Kegiatan inti (60 menit)

Mencipta

- 19) Peserta didik mengamati dan melabeli gambar dengan nama-nama dalam bahasa Inggris: 2 buah pohon yang pendek dan tinggi, beberapa pohon bunga dengan bunga yang sedang mekar, dua buah tempat sampah dengan warna biru dan orange, seseorang sedang duduk diatas sepeda gunung dan kantin sekolah yang ditempelkan oleh guru satu per satu.
- 20) Peserta didik menempelkan kata sifat yang mendeskripsikan gambar-gambar tersebut.
- 21) Peserta didik mendeskripsikan gambar-gambar tersebut dengan menggunakan kata-kata yang sudah dipelajari berdasarkan pertanyaan arahan dari guru secara individu.
- 22) Peserta didik menuliskan jawaban (kalimat) di papan tulis setelah menjawabnya secara lisan secara individu.
- 23) Peserta didik mengucapkan kalimat-kalimat yang terdapat di papan tulis dengan cara menirukan ucapan guru.
- 24) Peserta didik menyusun teks pendek berdasarkan gambar-gambar yang disediakan secara berkelompok. Kalimat pertama disediakan oleh guru.
- 25) Masing-masing kelompok melakukan *silent walk* (*Shopping/belanja*).
- 26) Peserta didik membagi diri dalam beberapa kelompok yang beranggotakan 5 atau 6 orang.
- 27) Peserta didik menerima penjelasan tentang kegiatan *neighborhood walk*.
- 28) Peserta didik menerima lembar kerja yang harus dilengkapi pada saat kegiatan *neighborhood walk*.
- 29) Peserta didik secara berkelompok melakukan kegiatan *neighborhood walk*.
- 30) Peserta didik secara berkelompok membuat poster sederhana tentang deskripsi benda, yang ada di sekitar *hot spot* berdasarkan catatan selama kegiatan *neighborhood walk*.
- 31) Perwakilan kelompok mempresentasikan isi poster tersebut di depan kelas.
- 32) Peserta didik dari kelompok lain diberi kesempatan mengajukan pertanyaan, mengklarifikasi atau mengonfirmasi presentasi dengan bantuan guru.
- 33) Peserta didik menempelkan poster yang dihasilkan di dinding atau di papan display.
- 34) Peserta didik melakukan refleksi atas kesempatan bisa mempelajari Bahasa Inggris dengan pertanyaan pengarah dari guru, dan kemudian menulis *learning logs* sederhana tentang rasa syukur mereka atas kesempatan belajar yang diberikan.
- 35) Peserta didik mengisi evaluasi diri tentang sikap sosial bertanggung jawab.
- 36) Peserta didik mengerjakan quiz yang diberikan oleh guru.

Penutup (10 menit)

- 6) Peserta didik dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- 7) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.

- 8) Guru memberikan penugasan berupa tugas mandiri untuk menuliskan deskripsi sederhana tentang sifat dan ciri fisik benda-benda kesayangan mereka atau benda-benda unik berdasarkan hasil penelusuran di laman-laman internet.
- 9) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 10) Peserta didik dan guru mengucapkan salam perpisahan.

P. Penilaian

Soal tes berupa pilihan ganda terdiri dari 25 soal, dengan penelitiannya yaitu:

Hasil Jawaban Benar X 4

Mengetahui,

Kepala Sekolah

Sutarmo, S.Pd., M.Pd
NIP. 196106141998021002

Surakarta, April 2018

Guru Mata Pelajaran Bahasa Inggris

Yulia Enny Widiyanti, S.Pd, M.M
NIP. 196105151981022001

TEST CYCLE II

Choose the correct answer by crossing A, B, C, or D!

MIXED ICE (ES CAMPUR)

(1 Serving)

Ingredients:

½ of avocado

3 tbs. Of condensed milk

1 can of coconut water and coconut shavings

Some ice cubes

How to make it:

1. Cut the avocado into small pieces
2. Put ice cubes into the glass
3. Fill ½ of the glass with some coconut water and coconut shavings.
4. Add the sliced avocado
5. Add the condensed milk on the top of avocado
6. Mixed Ice is ready to be served
7. Continue flour and baking powder.

26. The text tells you

- | | |
|-------------------|-------------------------|
| a. about avocado | c. how to Mixed ice |
| b. how to mix ice | d. how to ead Mixed Ice |

2 Tufton Street

London, SW1P 3TL

Tel: 021-7593-1760

November 1st , 2011

Josie Waters

Fielders Pharmacy

14 Broadway

London, SE1 7DG

Dear Mrs. Waters,

I am writing to provide a formal notice of my resignation from Fielders Pharmacy. My last day will be November 14th , 2011.

I trust that a period of two weeks is sufficient for you to find a replacement for my position. I would be pleased to help train the individual you choose to take my place.

Thank you for employing me for the past three years. My experience as clerk, supervisor, and floor manager has been very positive and I'm confident that I will use many of the skills I have learned at Fielders in the future.

If you have any concerns, please contact me at my personal email address.

All the best,

Annie Wright

awright@homemail.com

27. What is the communicative purpose of the letter?

- a. To apologize for her resignation.
- b. To say gratitude for employing her for the past three years
- c. To remind Josie Waters to take new workers.
- d. To share her knowledge as a manager.

Dear Parents,

We would like to announce the available roster of tutorial services offered by our school. This is part of our after-school academic immersion program:

- *Algebra for elementary and high school levels*
- *History, Science and Chemistry*
- *Specific subjects for high school levels*

Schedule of Sessions: 1 1/2 hours Monday to Friday except holidays.

Class Size: Maximum of.... 10students.

Fee: \$250/quarter.

For further information, you may contact our office at 555-2773.

Thank you very much.

Academic Advisor

28. We can conclude that ...

- a. The services are free of charge.
- b. The programs will be held during weekend.
- c. There will be no more than 10 students in a class.
- d. This is not part of after-school academic immersion program.

Dear Frank:

It's been said that "A friend in need, is a friend indeed." No words could better describe what your friendship has meant to us over the years.

Marie and I appreciate your taking the kids out to dinner last Thursday, so that we could be with her mom at the hospital.

It's wonderful to have friends like you, who are always there for us when we need you most.

Marie and I want you to know that we cherish your friendship. Should you ever need us in any way, please don't hesitate to call on us.

With warm affection,

Tim and Marie

29. From the text we know that...

- a. Marie was hospitalized.
- b. Frank is Marie's brother.
- c. Tim and Marie were very grateful to Frank.
- d. Tim and Marie could not visit Marie's mom in the hospital.

For question 30 dan 31 choose the word which is the most similiar in meaning to the underlined word.

I cannot live without my pets. My dog is terrific (30). And my cats are too. Everybody knows that dogs and cats are enemies, but my pets can live together peacefully. There were three cats and one dog. They slept and played together just like old mates (31). Now, Pretty, one of my kittens, has gone. I've lost her somewhere. I hope I can find her again.

30. a. Loyal b. Clumsy c. Great d. Harmful
31. a. Couples b. Friends c. Animals d. Pet

This following text is for question number 32 & 33.

Unfortunately, rain forest are rapidly depleting. People are clearing more and more rain forests for timber. Some people are cutting down trees illegally. This is called illegal logging. If the forests are cleared, many animals and plants may become extinct.

32. what is the text about?

- a. plants and animals c. Tropical areas
b. illegal logging d. Rain forest

33. from the text above we know that area of rainforest is

- a. still the same as some years ago c. wider than before
b. getting smaller d. clearer than usual

Read the text and answer questions 34 to 37.

Going to the supermarket

Yesterday, Keisya and Kelia go to the supermarket to deliver Kelia buy books. They are going to the bookstore near with their home. So, they could walk to go to their without ride bus or motorcycle.

After arrive in there, they are looking for some books to their school. But after a few minutes to looking for the book finally Keila founded the book. Keisya felt

happy but in the same time Keisya invite Keila for a place to buy food. Keila felt not happy because Keisya more concerned about food than study.

After that Keisya bought chocolate very much. So, she was bought chocolate very much to herself. Keila was said if chocolate is not good for our teeth. But Keisya ignored it, she is still bought the chocolate very much.

After arriving home before sleep Keisya eat chocolate and not brushing teeth before sleep. Keisya eaten chocolate very much until she had spend the chocolate. She was consumed the chocolate in her room. Because her mother would angry when her mother known about that.

In the next day, Keisya feeling a toothache and went to the dentist. Keisya was going to dentist with her mother. The dentist said if her teeth must be taken off from her gums. Because the teeth was hollow. So, her teeth must be taken off.

Then a doctor examines teeth Keisha. And then the doctor asked to Keisha must be take care her teeth. Keisha must be subtract eaten chocolate. Until her teeth recover like before.

34. What happened with Keisya?
- She had toothache
 - She felt happy
 - She want to go to dentist
 - She likes reading a book
35. Where are they going?
- Library
 - Garden
 - Bookstore
 - Zoo
36. Why Keila felt unhappy?
- Because Keila's hobby not same with Keisya
 - Because Keisya more concerned with chocolate
 - Because Keisya was beautiful
 - Because Keisya eaten chocolate
37. What happened with Keisya's teeth?
- Hollow
 - Change the colour
 - Puffy
 - Very bad

Read the text and answer questions 38 to 42.

My name is Dewi. I live in a small house. It has five rooms. There are two bedrooms, a bathroom, and a kitchen. Indeed, it is a small house, but I like living in here for wasting my spare time.

When the door is open, I can see the living room. It is so small with only three chairs and a table. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room, there is a night table lamp next to the bed, a television, a radio and a computer. When being bored of reading, I usually play online games, chat with my friends via facebook. Next to my bedroom is my mother's room. In the right side of the living room is a kitchen. In the kitchen, I have everything I need when I get hungry. It is very pleasure when my mother cooks. The smell fills my whole house. I love my house very much.

38. What does the text talk about?
- a. Dewi's house
 - b. Dewi's room
 - c. Dewi's bedroom
 - d. Dewi's living room
39. Where is her bedroom?
- a. It's in the right side of the kitchen
 - b. It's in the right side of living room
 - c. It's in the left side of the kitchen
 - d. It's in the left side of living room

Read the text and answer questions 40 & 41.

Announcement

To all students of SMP N 1 Bandung, every Saturday you must wear sport clothes. The students who ignore this announcement will be given a sanction.

40. What is the topic of the announcement above?
- a. Sport clothes of SMP N 1 Bandung
 - b. A new regulation for students
 - c. Students' ignorance
 - d. Students' sanction

41.... will be given a sanction
The underlined word means _____.

- a. Punishment
- b. Strike
- c. Reward
- d. Something

42. What does she do when she feels bored?
- a. She plays with her friends
 - b. She cooks in the kitchen
 - c. She helps her mother
 - d. She plays online games

Read the text and answer questions 43 to 50.

He ... (18) Mr. Peter. He (19) English language. He likes to help his students whom have difficulties. He is very kind. He is my best teacher. He (20) to school by car.(21) favorite color is black. His favorite food is meat ball. His hobby is reading. He ... (22) sharp eyes. His (23) is straight. Mr.Peter is a(24) teacher. We love ... (25) very much.

- | | | | |
|----------------|-------------|-----------|-----------|
| 43. a. are | b. is | c. am | d. has |
| 44. a. teaches | b. watches | c. writes | d. reads |
| 45. a. going | b. am going | c. goes | d. are go |
| 46. a. Her | b. His | c. It's | d. Their |
| 47. a. Has | b. Have | c. Having | d. Hope |
| 48. a. hair | b. teeth | c. mouth | d. eyes |
| 49. a. angry | b. lazy | c. kind | d. bored |
| 50. a. her | b. them | c. us | d. him |

KUNCI JAWABAN

26. C	31. A	36. B	41. C	46. B
27. C	32. D	37. A	42. D	47. A
28. C	33. A	38. A	43. B	48. A
29. C	34. D	39. D	44. A	49. C
30. B	35. C	40. D	45. C	50. D

The Blueprint of Reading Comprehension Test

The Concept	Indicators	Number of Items	Total
Comprehensive reading is the act of understanding the readings and linking the definition of the description according to the reading scheme for understanding the overall information.	Students are able to:		
	1. Recognize grammatical word classes (nouns, verbs, etc.)	43,44,45,46,47,48,49,50.	8
	2. Recognize the communicative functions of written texts, according to form and purpose.	22,23,24,25,27,28,29,33.	8
	3. From described events, ideas, etc., infer links and connections between events, deduce causes and effects	6,7,19,34,35,36,37,42.	8
	4. Finding detail information	2,4,5,10,11,13,16,17,18,39.	10
	5. Finding the word meaning	3,9,12,14,21,30,31,40.	8
6. Identifying the main idea	1,8,15,20,26,32,38,41.	8	
Total of Numbers			50

APPENDIX 4

LEARNING MATERIAL

LEARNING MATERIAL ABOUT ANIMALS

Text for Cycle I

I Like Elephants

I like elephants. Elephants are the biggest land animals in the world. The African elephant is found on the continent of Africa and the Indian elephant is found in Asia. Elephants are mammals as well as herbivores, meaning they only eat plants rather than meat.

I know that there are two main types of elephants; the African elephant and the Indian elephant. The African elephant is bigger than the Indian elephant. It has larger ears too. Both the males and females have tusks. The African elephant has wrinkly gray skin, a swayed back, and two tips at the end of its trunk that it can use like fingers to pick stuff up. The tusk make elephant look really cool.

The Indian, or Asian, elephant is smaller than the African elephant and has smaller ears. They have more of a humped back and only one finger like tip at the end of their trunk. Also, their skin tends to be less wrinkly than the African elephant. Next time go to the zoo. I want to ride an elephant

Text for Cycle II

My Lazy Cat

I have one lazy cat. I call it Pussy. It is a male cat. I got him from my friend, Sandi, a couple months ago.

Pussy is an adult cat. Now, he is about one and a half year old. His coat has two main colors, black and white. He also has black stripes on his upper face, body, and also tail. While his neck and four legs are white. He has light pink nose. Although Kampi is a lazy cat, but he always eagerly run to his food when I bring him some food. He likes most food that I give to him, especially fresh or cooked fish. I feed him twice or three times every day.

Pussy spends most of his day by napping on the couch. He likes to be petted by me when he is napping. Sometimes he goes outside to climb the wall fences or trees and take a nap on it.

APPENDIX 5

FIELD NOTES

FIELD NOTES
OBSERVATION RESULTS IN THE FIELD
LEARNING PROCESS

DESCRIPTION

PRE CYCLE

Observation results

Pre-action implementation activities carried out in the pre-action stage are carrying out learning using techniques that are usually done by grade VII teachers. The method used is lecture and assignment. The activity begins with opening lessons with greetings and prayers, then reading an understanding of animals. Students are given the opportunity to ask questions. Because none of the students asked questions or responded to the opportunity.

After the teacher has finished explaining and there are no questions from students, the teacher gives an example of how to read and students are told to mimic how to read like the teacher did. Students take turns reading comprehension. However, the results are less optimal, because there are still many students who are crowded.

Reflection

1. The teaching and learning process is still teacher-centered so students are less active and creative in determining the concept of the lesson themselves.
2. Students who are crowded in class are still quite a lot.
3. The explanation from the teacher cannot be understood by students because the explanation from the teacher is too fast and sometimes there is no teaching aid.
4. Only a few students reach the KKM.

CYCLE I

Observation results

In the initial activity, the teacher starts learning by giving greetings and starting the lesson by saying Basmallah together and checking the attendance list. Then condition the class to be ready to start the lesson. Next the teacher conveyed the learning objectives to be achieved. The teacher's activities here are motivating students to be active and enthusiastic in the learning process.

Entering the core activities, the learning process begins with the teacher by giving a description of the teacher's method using the mind mapping method, which explains reading comprehension on the board and the teacher explains the contents of reading about animals. After the teacher has read comprehension, the teacher appoints several students to read comprehension. When the activity takes place the teacher goes around monitoring students and giving directions when there are students who do not understand.

The teacher and students draw conclusions from the results of the material that has been taught today. Then the teacher tells students to learn to read comprehension at home. Learning activities end with praying together.

Reflection

1. The teaching and learning process has been centered on students and some students have started to be active and creative in learning.
2. The students' chaos has begun to decrease, because students have begun to be interested in the mind mapping technique used by the teacher
3. Through demonstration methods used by teachers help students in understanding reading comprehension.
4. There is an increase in students' ability to read comprehension or students who achieve KKM but the results are not optimal.

CYCLE II

Observation results

Initial activities, the teacher begins the learning activities by giving greetings and starting the lessons with bismillah reading together, then checking the attendance of students. After all is absent, the teacher conveys the learning objectives to be achieved, namely students are able to read understanding properly and correctly. Then motivate students to be active in learning and provide apperception by asking students about things that need attention. Then the teacher asks students to group, each group consists of 4-5 students.

The core activity, the teacher describes the material about reading comprehension on the blackboard and the teacher explains about bears and rabbits. After the teacher listens to students reading comprehension, the teacher tells students to discuss the contents of the reading. Next, the teacher told representatives from each group to come to the front of the class and read the beautiful Sinom songs. After each representative of the group advanced, the teacher gave an assessment and explained how to read well. After the teacher has finished explaining the teacher gives praise to students who have read the sinom beautifully and correctly.

The final activity, the teacher and students draw conclusions from the results of today's learning and provide feedback on the learning process and results. Next the teacher closes the lesson with the hamdalah reading together and says the closing greeting.

Reflection

1. The teaching and learning process has been centered on students and students have begun to be active and creative in group learning.
2. Through the mind mapping method used by the teacher helps students in understanding reading comprehension.
3. There is an increase in the ability of students in reading comprehension or students are optimal, because students who achieve KKM above 75%.

APPENDIX 6

PHOTOGRAPH



Picture 3

**Teacher explains learning material with Mind Mapping method
Cycle II**



Picture 4

**Teacher explains learning material with Mind Mapping method
Cycle II**



Picture 5
Student Activities in Group on Cycle II



Picture 6
Representatives of the Reading Group in front of the Class in Cycle II

APPENDIX 7

THE LETTER OF PERMISSION



**PEMERINTAH KOTA SURAKARTA
BADAN PERENCANAAN, PENELITIAN DAN
PENGEMBANGAN DAERAH**

Jln. Jend. Sudirman No. 2 Telp. (0271) 642020 Telp&Faks. (0271) 655 277
Website: <http://bappeda.surakarta.go.id>/E-mail: bappeda@surakarta.go.id
SURAKARTA 57111

Nomor : 070/1024/VI/2018
Perihal : Izin Penelitian

Dasar : Surat Izin Rekomendasi Dari Instansi Pemohon
Mengingat : 1. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 07 Tahun 2014 tentang Perubahan atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian
2. Surat Edaran Kepala Badan Kesatuan Bangsa dan Perlindungan Masyarakat Provinsi Jawa Tengah Nomor 070/265 Perihal Penyederhanaan Prosedur Permohonan Riset, KKN, PKL di Jawa Tengah

Dijinkan Kepada : Nama : ERNA AYU CAHYANI
No identitas : 3372035708940002
Alamat : SEMANGGI RT 02 RW 21 PASAR KLIWON SURAKARTA
JAWA TENGAH , PASARKLIWON, KOTA SURAKARTA
Asal Instansi : INSTITUT AGAMA ISLAM NEGERI SURAKARTA
Alamat Instansi : Jl. Pandawa Pucangan Kartasura PUCANGAN, KARTASURA,
SUKOHARJO
keperluan : Melakukan penelitian dengan judul "IMPROVING STUDENTS'
READING COMPREHENSION USING MIND MAPPING
TECHNIQUE (A Classroom Action Research on the Seventh
Grade of SMP N 1 Surakarta in the Academic Year of
2017/2018)." di SMP NEGERI 1 SURAKARTA
Waktu : 23 Juli 2018 - 10 Agustus 2018

a.n Kepala Kantor Kesatuan Bangsa dan Politik
Kasi. Hubungan Antar Lembaga



(MOH. RUDIYANTO, S.Sos, M.Si)
NIP : 19760506 199703 1 004

Surakarta, 23 Juli 2018
a.n Kepala Badan Perencanaan, Penelitian dan
Pengembangan Daerah
Kasubid Kreativitas Inovasi dan Penelitian



(BUDI WINARNO, SH)
NIP : 19710320 199903 1 003



PEMERINTAH KOTA SURAKARTA

DINAS PENDIDIKAN

Jalan D.I. Panjaitan No. 7 Telepon (0271) 630123 Fax.(0271) 630124
Website : dinaspendidikan.surakarta.go.id E-mail : pendidikan@surakarta.go.id
SURAKARTA
57133

Nomor : 070/1024/1/1Set./2018
Lamp. : -
Hal : Ijin Penelitian

Surakarta, 25 Juli 2018

Kepada
Yth. Kepala SMP Negeri 1 Surakarta
Di
SURAKARTA

Memperhatikan surat permohonan Ijin Penelitian dari Fakultas Ilmu Tarbiyah dan Keguruan Institut Agama Islam Negeri Surakarta :

Nomor : B-4708/In.10/F.III/PP.00.9/7/2018
Tanggal : 16 Juli 2018

Berdasarkan rekomendasi dari :
Badan Perencanaan Penelitian dan Pengembangan Daerah Kota Surakarta
Nomor : 070/1024/VII/2018
Tanggal : 23 Juli 2018

Dengan ini kami memberikan ijin dan harap saudara memberikan pelayanan kepada :

Nama : ERNA AYU CAHYANI
NIM : 123221094
Status : Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan
Institut Agama Islam Negeri Surakarta
Prodi : Pendidikan Bahasa Inggris

Untuk mengadakan Penelitian :

Lokasi : SMP Negeri 1 Surakarta
Waktu : Sejak dikeluarkan surat ini s.d. 25 Januari 2019
Judul : IMPROVING STUDENTS' READING COMPREHENSION USING MIND
MAPPING TECHNIQUE (A Classroom Action Research on the Seventh Grade
of SMP N 1 Surakarta in the Academic Year of 2017/2018)

Dengan catatan :

1. Tidak menyimpang dari ketentuan Bappedda Kota Surakarta dan Kantor Kesbangpol Kota Surakarta.
2. Peneliti Yang bersangkutan Memberikan laporan setelah selesai pelaksanaannya.

Demikian harap menjadikan maklum.



Tembusan :

1. Ka. Dinas Pendidikan Kota Surakarta
Sebagai laporan
2. Dekan Fakultas Ilmu Tarbiyah dan Keguruan
Institut Agama Islam Negeri Surakarta
3. Kepala Bidang Dikdas SMP
Dinas Pendidikan Kota Surakarta
4. Sdr. ERNA AYU CAHYANI
Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan
Institut Agama Islam Negeri Surakarta



**PEMERINTAH KOTA SURAKARTA
DINAS PENDIDIKAN
SMP NEGERI 1 SURAKARTA**

Jl. MT Haryono No 04, Surakarta 57139
Telp : (0271) 714866, Fax : (0271) 736223
Website : smpn1ska.sch.id, Email : smp1ska@yahoo.com



SURAT KETERANGAN

NOMOR : 422.1 /555/ TU / X / 2015

Yang bertanda tangan di bawah ini :

Nama : Sutarmo, S.Pd.,M.Pd.
NIP. : 197106141998021002
Jabatan : Kepala Sekolah

Jabatan : Kepala SMP Negeri 1 Surakarta

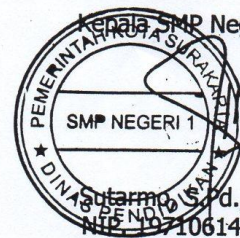
Menerangkan bahwa yang nama yang tertera di bawah ini telah selesai melaksanakan penelitian di SMP Negeri 1 Surakarta

Nama : ERNA AYU CAHYANI
NIM : 123221094
Jurusan : Pendidikan Bahasa Inggris
Universitas : IAIN Surakarta

Demikian surat keterangan ini dapat dipergunakan seperlunya.

Surakarta, 30 Juli 2018

Kepala SMP Negeri 1 Surakarta



Sutarmo, S.Pd., M.Pd.
NIP. 197106141998021002