

**THE USE OF 3-2-1 READING STRATEGY
TO INCREASE STUDENTS' READING COMPREHENSION SKILL
OF SECOND GRADE STUDENTS AT SMK AL MUNAWAROH
TEMPUREJO**

THESIS

submitted to State Institute of Islamic Studies of Jember
as partial fulfillment of the requirements to obtain a bachelor's degree
of *Sarjana Pendidikan (S. Pd)*
Faculty of Tarbiyah and Teacher Training
English Education Department



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**STATE INSTITUTE OF ISLAMIC STUDIES OF JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
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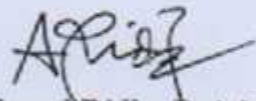
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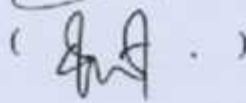
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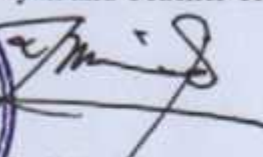

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MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾
الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾ (العلق ١-٥)

Recite with the name of your Lord Who created (all the universe)
Who (also) created human being from a clot (:germinating-cell)
Proclaim, for your Lord is the Most Benignant;
Who taught knowledge by means of the pen
He taught human being what he did not know.
(Q.S. Al-Alaq 1-5)¹

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¹ <https://quran.com/96> Dr. Muhammad Taqi-ud-Din Al-Hilali

DEDICATION

Every challenging work needs self-efforts as well as the guidance of elders
especially
those who were very close to our heart.
My humble effort I dedicate my work to my best and loving;

My greatest parents
Bapak Salim and Ibu Sri wahyuni
Bapak Slamet and Ibu Jamini
Whose love, affection, encouragement,
and prays of all days make me
be able to get such success

My little Family
My dearest husband Lucky Rahman
My beloved daughter Alishba Fatinnur Rahman
My beloved son Muhammad Hisyam Atharrazka
Who created the greatest memorable story,
For being my best partners in my life

My younger sister and brother
Amelia Nuris Purwati And Abil Aldiansyah
For always embraces my days

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Hence, the writer accepts every suggestion, criticism, and comment from the readers. The writer hopes that this thesis gives contribution and can be useful for the improvement of the English teaching and learning process.

Jember, 30th December 2020

The writer

ABSTRACT

Ermawati, 2020. *The Use of 3-2-1 Reading Strategy to Increase Students' Reading Comprehension Skill of Second Grade Students at SMK Al Munawaroh Tempurejo.*

Reading is one of the important skills that must be mastered by the students. It contributes to the success of language learning in general or a foreign language in particular. Unfortunately, there are many problems faced by the students of second-grade students at SMK Al Munawaroh Tempurejo in reading comprehension. Such as lack of vocabulary, difficulty to comprehend the text in finding the topic, main idea, and also stated and unstated details. To solve the problem, the appropriate strategy must be chosen and applied by the teacher in teaching reading. In this research, the researcher used a 3-2-1 reading strategy to face the students' problems. The 3-2-1 reading strategy enables the students easier in comprehending the text, paragraph, sentence, and word comprehension.

This action research aimed to investigate how the 3-2-1 reading strategy can increase students' reading comprehension of second-grade students at SMK Al Munawaroh Tempurejo.

The design of the research was classroom action research. The steps of this research were planning, conducting action, observation, and reflection. This classroom action research was done in two cycles. Each cycle was conducted in three meetings and one post-test. In planning, the researcher with the collaborator teacher prepared the lesson plan, observation sheet, and material. In the acting step, the researcher taught the students using the 3-2-1 reading strategy. Then in the observation, the researcher and the collaborator observed everything that happened and the students' behavior during the teaching and learning process. In the reflection, the researcher and the collaborator evaluated and analyzed the data taken from observation and post test. The criterion of success using this strategy was 70. This research took place at SMK Al Munawaroh Tempurejo. The participants in this research were the second grade students, consisting 16 men and 13 women.

The research findings of implementation 3-2-1 reading strategy could increase the students' reading comprehension aspects of word, sentence, paragraph as well as text comprehension. It was proven by the data showed that the mean score of Pre-Test was 50.20, Cycle I 70.75, and after conducted Cycle II improved to 80.41. It means that there was an improvement in students reading comprehension after conducted the action research. Based on the students' mean score, the researcher found the percentage improvement from Pre-Test to Cycle I was 31.03% and from Cycle I to Cycle II was 24.14%, and Pre-Test to Cycle II 55.17%. Therefore, this research indicated that using the 3-2-1 reading strategy could be increased students reading comprehension.

Keywords: reading comprehension, 3-2-1 strategy

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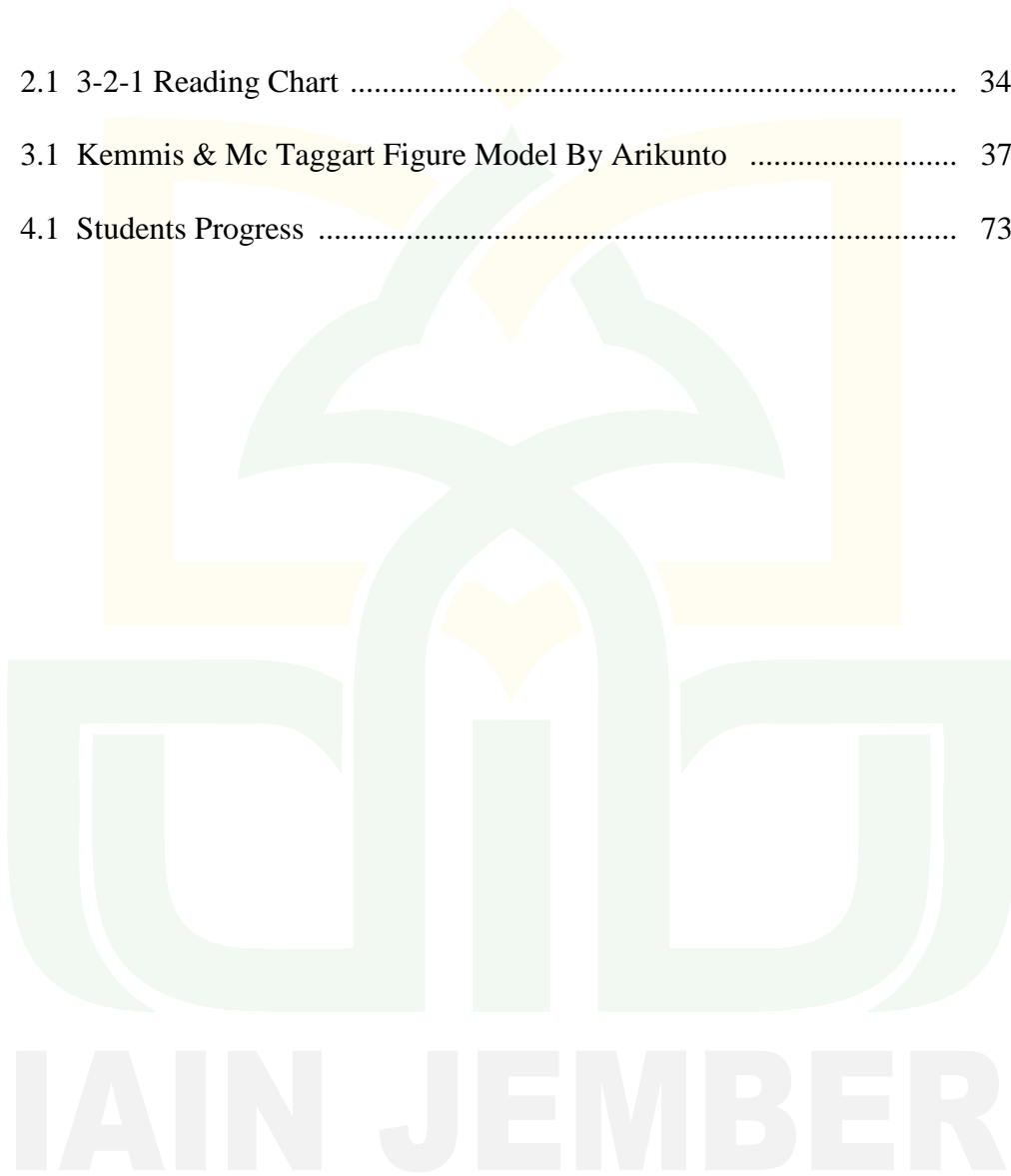
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CHAPTER I

INTRODUCTION

This chapter presents the main issues of the background of the study, research question, research objective, significance of the research, scope of the research, and the definition of key terms.

A. Research Background

Language plays an important role in human life because language is a tool of human communication every day. With language, someone can convey ideas, thoughts, feelings, or information to other people, both spoken and written¹. According to the opinion above, we know that language is a needed ability that must be possessed by everyone. "A language is a set of the signal by which we communicate. Human beings are not the only species to have an elaborate communication system" Todd (2000:6). Based on Todd, language is especially ways to communicate with each other.

English is selected as an international language. That is why English is one of the most widely studied and used as an international language in communication among nations. This is consistent with the role of English as a global language that English acts as a global or world language because English is studied and used as a mean of communication in various countries whether as a first language, second language, and as a foreign language². In Indonesia, English is not a second language but a foreign language. The teacher needs a good effort and big intention to mastering students' English

¹ David Cristal, *English as a Global Language – Second Edition* (New York, Cambridge, 2003),8.

² Jeremy Hammer, *The Practice of Language Teaching* 3rd ED(New York: Pearson Education Limited 2001),44.

ability, so English was studied start from earlier school level to college. Indonesian students are deeming English as a difficult subject because they have difficulties in the understanding lesson generally. English is introduced to early level children purposed to habituate them to produce English words. This little habit as long as force them to get better in English.

Reading is a kind of a crucial activity in an attempt to master a certain language. Richard and Renandya state that reading has a special spotlight in many second and or foreign language learning situations³. In other words, reading becomes an important activity because it enables people to find out information from a variety of texts, to get pleasure, to get jobs, and to deal with some study purposes. Concerning English language learning, reading is one of the four essential skills that language learners need to acquire. It contributes to the success of language learning in general or a foreign language in particular. Harmer supports this by saying that reading is beneficial not only for careers, study, and pleasure but also for language acquisition⁴. Moreover, Mikulecky and Jeffries state that reading can improve the students' general language skills in English. It can improve the vocabulary, the writing, and the speaking skills, and find out the new ideas, facts, and experiences⁵.

In reading class, most of the reading activities focused on reading for comprehension. The reason is that the students' skills in comprehending the

³J. C. Richards and A. W. Renandya, *Methodology in Language Teaching An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002),273

⁴Jeremy Harmer, *The Practice of English Language Teaching 4th Ed.* (Cambridge: Longman, 2007),44

⁵B. S Mikulecky, and L. Jeffries, *Advanced Reading Power* (New York: Pearson Education. 2007),69

text lead them to develop their knowledge, even to gain new information. Moreover, reading comprehension is generally used to measuring students' achievement in English, like in the national examination in which reading has a relatively a large portion. When they do the examination, they encounter many kinds of text types. If students do not have good reading comprehension, they may fail to do the examination. In the other hand to do that, it is expected that students are good readers who can comprehend a text effectively and efficiently.

In reference to the explanation above, it can be said that the ability or skill of comprehending a message or content in the text is the main goal of reading in language instruction. According to Kennedy, reading comprehension is a thinking process by which a pupil selects facts, informations, or ideas from printed materials; determines the meaning the author intended to transmit⁶; decides how they relate to previous knowledge he has acquired and judges their appropriateness and worth for meeting his own needs and objectives. Therefore when reading a text we also need to relate with our past experiences. So we can understand and internalize the essence of the text easier ourselves.

In fact, based on the researcher's preliminary study that was conducted at SMK Al Munawaroh Tempurejo, the researcher observed the second-grade students on Thursday, 23 January 2020. Students stated that they could not understand English text unless they recognize the vocabularies

⁶ Eddie C. Kennedy, *Methods in Teaching Developmental Reading* 2nd Edition (United States : Peacock Publisher, Inc, 1981), 24.

used in the text. In reading activity during class, the students got difficulties in vocabulary, then they still had difficulties in comprehending the content of the text such as finding the topic of the text, the main idea, also stated and unstated details. Moreover, the students mentioned that they are given a reading text with questions to answer related to the text, which does not help them in having a good reading comprehension skill in English. They consider that is boring and they have to struggle to understand all the text.

Altogether, the students stated that they do not possess a suitable reading strategy that could overcome their reading difficulties and enhance their motivation in reading English. This is proven by the fact that many could not pass the passing grade criterion (or *Kriteria Ketuntasan Minimal*, i.e. KKM), which is 70. In a class that has been carried out the preliminary study, The mean score of reading skill reached by the students was 50.20, thus; only 9 out of 29 students in the class could pass the KKM. It means that there were only 31.03% of students who passed the minimum score. While the target of success using this strategy was 75% students reached more than or equal 70.

The teaching reading strategy used by the teacher before was focused on understanding the text or vocabulary building. The teacher used the pointing method to teach how to understand the text. The teacher tells students to point or to underline the difficult word or the new word. Then the students have to memorize each word that was pointed and report it to the teacher in the next meeting. But, while using this strategy the teacher had

difficulties equalizing the students' knowledge because each student had different progress in understanding the text. It was seen by the background knowledge of the students and also students' involvement during the class.

Many studies have offered several strategies or techniques that are designed to help students' reading comprehension as like: PQRST reading strategy was found by Thomas F. Stanton. PQRS stands for the core activities of Preview, Question, Read, Summarize, and Text. Actually, it is a strategy of reading a book which is especially indeed for the benefit of the study⁷. Champion Stated that the PQRST strategy also increases the extent to which information is processed by the brain, but it's used for material, such as that in a newspaper's article⁸.

Then, Snowball throwing, in this strategy, the teacher does not use a ball made from snow, but using a paper to make a ball because has the same color as snow, then throwing them to the object quickly. That snowball conducted by the teacher to deliver the material that will be learned⁹.

The next strategy that can be applied in teaching reading comprehension were the 3-2-1 Reading strategy. Zygouris-Ceo, Wiggins, and Smith stated that the 3-2-1 reading strategy was a reading strategy that requires students to participate in summarizing ideas from the text and encourages them to think independently, and invite them to engage with the text. 3-2-1 strategy is introduced to help improve students' reading

⁷Budinuryanto, *Pengantar Pemahaman*, (Yogyakarta:BPFE,1997),11

⁸ A. J. Champion, *Neuropsychological Rehabilitation: a source for group-based education and intervention* (England:John Wiley & Sons Ltd. 2006),58.

⁹ A. Suprijono, *Coopereative learning teori&aplikasi PAIKEM* (Yogyakarta: Pustaka Pelajar, 2009), 66.

comprehension. The 3-2-1 strategy performs as an aid that guides readers on what to do and what to find in a reading text. It consists of three important parts to improve comprehension which is *summarizing*, *identifying interesting part*, and *generating questions* that readers must do while or after reading¹⁰.

Based on the research mentioned above, the researcher decided to conduct the research using one of the strategies mentioned above. Each strategy had certain deficiencies. So the researcher would consider the goals, the benefits, and the students' condition appropriately. The researcher regards that the 3-2-1 strategy was assessed in accordance with the students' condition needed and appropriate method to reach the goal of increasing students' reading comprehension by the effect of the 3-2-1 strategy on students reading comprehension. The researcher would like to find out if this strategy becomes a solution for the students' reading comprehension problems.

Based on the explanation above, the researcher and the collaborator teacher decided to do the research using the 3-2-1 reading strategy because several researchers also implemented this strategy and got a good effect on their research. Based on to Ika's research entitled "The use of 3-2-1 reading strategy in improving students reading comprehension". The result indicated that applying the 3-2-1 reading strategy could improve students' reading comprehension. Meanwhile, Futiha also researches the effectiveness of using 3-2-1 reading strategy toward students' reading comprehension at eighth

¹⁰ V. Zygouris-CEO, et al., Engaging Student with text: 3-2-1 Strategy, *The Reading Teacher*, Journal vol. 58(4),2005, 381-384.

grade at SMPN 3 Kedung Waru. Even the result there was a significant effect of using 3-2-1 reading strategy toward the students' reading comprehension. The other researchers, Kusiska Rini, Clarry Sada, and Urai Salam the research entitled "Using 3-2-1 Strategy In Reading Comprehension to Improve Students' Involvement in Active Learning" the research aims to reveal the problem of the students reading and their involvement in learning activities. The result, the researcher found that there was an improvement in students' activeness from the first cycle to the second cycle. The improvement did not only occur to a teaching practice but also the students' involvement and the students' ability.

From the several previous researchers above, the researcher conducted the research to investigate the use of this strategy on student's reading comprehension. The researcher conducted the research entitled "The use of 3-2-1 Reading Strategy to Increase Students' Reading Comprehension skill of Second-Grade Students at SMK Al Munawaroh Tempurejo".

B. Research Question

The research question is the fundamental core of research project, study, or review literature. Referring to the described background above, the research question of this research is formulated as follow:

"How can 3-2-1 reading strategy increase students' reading comprehension of second-grade students at SMK Al Munawaroh Tempurejo?"

C. Research Objective

Based on the research question, the research objective is :

“To investigate how 3-2-1 reading strategy can increase students’ reading comprehension of second grade students at SMK Al Munawaroh Tempurejo”.

D. Significance of The Research

Based on the research objectives, this research is expected to have benefits in education. The benefit of this study are as follows:

1. Theoretical benefit

The result of this research is expected to give a contribution to knowledge and reference especially in English education. Moreover, the most important benefit is overcoming and improving the future English teacher qualification especially for strategies in teaching reading.

2. Practical benefit

Practically in this research can be useful as follows :

a. For the teachers

This research expected that the teacher will get more information about one of the strategies in teaching reading comprehension. There are many strategies, but choosing the suitable strategy becomes a consideration before implementing to the learning process.

b. For the other researchers

This research gives a contribution to other researchers to know how this issue could be approached from a different point of view, And also to add the exiting literature for the researchers especially the students of the English department.

F. Scope of The Research

The scope of this research is focused on the use of 3-2-1 reading strategy to increase students' reading comprehension. The subject is absolutely the second-grade students at SMK Al Munawaroh Tempurejo

G. Definition of Key Term

Reading is an important language skill for every language learners. Reading is the window to several information and helps extend ones' knowledge. Whereas reading comprehension is an ability to understanding what you are read and also defined that reading comprehension is an intentional, active, and interactive process that occurs while or after the reader is read.

3-2-1 Reading strategy, 3-2-1 strategy is one of reading strategy that can be implemented to students with reading problems. It is a strategy that requires students to write the summary of the text they read, the things they are interested in and questions they still have about the reading text. This strategy is proposed to help students get engaged with a text and to give them a clear understanding of the text. By using this strategy, students are also expected to be comprehensive readers because their task is to analyze each

paragraph of the text until they reach a complete understanding. Besides, it can be helpful as students reading guidance that may be helpful to overcome their reading problems and may enhance their reading ability.



CHAPTER II

LITERATURE REVIEW

This chapter presents the review of related literature and previous studies about the use of 3-2-1 reading strategy in teaching English.

A. Previous Research

This part reviews several previous research were conducted by other researchers. The researchers have a similar focus with some review of previous studies related to this research entitled “The use of 3-2-1 Reading Strategy to Increase Students’ Reading Comprehension skill of Second Grade Students at SMK Al Munawaroh Tempurejo”.

1. The first previous research was written by Ika Nur Aini entitled “The Use of 3-2-1 Reading Strategy in Improving Students Reading Comprehension of third year students at SMK Saraswati Salatiga in the Academic year 2015/2016”¹¹. This research used classroom action research with the subject the students of third-grade students of SMK Saraswati Salatiga. The result indicated that applying 3-2-1 reading strategy could improve students’ reading comprehension
2. The research was written by Futiha A. Nisa entitled “The effectiveness of using 3-2-1 reading strategy toward students’ reading comprehension at eighth grade at SMPN 3 Kedung Waru in the Academic year 2017/2018”¹². The researcher conducted the quantitative research and the

¹¹Ika Nur Aini, *The use of 3-2-1 Reading Strategy in Improving Students Reading Comprehension* (Salatiga: Thesis IAIN Salatiga, 2015),ix.

¹²Futiha A. Nisa, *The effectiveness of using 3-2-1 reading strategy toward students’ reading comprehension at eight grade at SMPN 3 KedungWaru* (Tulungagung: Skripsi IAIN Tulungagung, 2018),1.

participants was the students of eighth grade students of SMPN 3 Kedung Waru. The result of this research revealed that there was a significant effect of using 3-2-1 reading strategy toward the students' reading comprehension

3. Another research entitled "Using 3-2-1 Strategy In Reading Comprehension to Improve Students' Involvement in Active Learning"¹³ Was conducted by Kusiska Rini, Clarry Sada, and Urai Salam. The research took place at SMP Negeri 2 Sungai Raya Kabupaten Kubu Raya. This research conducted using pre-experimental research. The result revealed that there was an improvement from the cycle one to the cycle two, it was not only occur to a teaching practice but also occur to the students' involvement and the students' ability.
4. A thesis by Ulpah Maspupah entitled "The effectiveness of the 3-2-1 reading strategy toward students reading comprehension ability on report text"¹⁴. The researcher conducted this research using a quasi-experimental design with the populations were the students of the eleventh-grade of SMA 5 Kota Serang. The result of this research was the class who taught by using 3-2-1 reading strategy got score higher than the class who were not being taught by 3-2-1 strategy. So, the result indicated that by implementing 3-2-1 reading strategy, the students can improve their reading comprehension ability.

¹³Kusiska Rini, et al., Using 3-2-1 Strategy In Reading Comprehension To Improve Students' Involvement in Active Learning, *Jurnal Pendidikan dan Pembelajaran*, Vol.3 No.10, 2014, 1.

¹⁴Ulpah Maspupah, The effectiveness of the 3-2-1 reading strategy toward students reading comprehension ability on report text (Banten : Skripsi UIN Banten, 2018),1.

5. Another research was conducted by Marlia Purnama Jauhari, Zainal Arifin, and Ana Fergina entitled. “The use of 3-2-1 reading strategy in teaching reading comprehension on report text”¹⁵. This researcher conducted the research used a pre-experimental design. The population was the ninth-grade students of senior high school. The result of the research showed that there was significant score improvement from pre-test to post-test after done a treatment. It means that the 3-2-1 reading strategy can be applied in teaching learning process to increase the knowledge of the reading text.

Table 2.1

The Similarities and Differences

No.	Name and Title	Similarities	Differences
1	2	3	4
1.	Ika Nur Aini thesis entitled “The Use of 3-2-1 Reading Strategy in Improving Students Reading Comprehension”	<ol style="list-style-type: none"> 1. Both researchers discuss how to enhance students’ reading comprehension 2. Both researchers used 3-2-1 reading strategy 3. The subject in this research were students of Vocational High School 4. Both researchers used a Classroom Action Research 	<ol style="list-style-type: none"> 1. The participants of the previous research were the third grade students, while this research were the second grade students.

¹⁵MarliaPurnamaJauhari, et all., The Use of 3-2-1 Reading Strategy in Teaching Reading Comprehension on Report Text, JurnalPendidikandanPembelajaranKhatulistiwa, Vol.5 no.12, 2014.1

1	2	3	4
2.	Futiha A. Nisa. "The Effectiveness Of Using 3-2-1 Reading Strategy Toward Students' Reading Comprehension at Eight Grade at SMPN 3 KedungWaru".	<ol style="list-style-type: none"> 1. Both researchers focused on reading comprehension. 2. Both researchers also used the same strategy 3-2-1 reading strategy. 	<ol style="list-style-type: none"> 1. The previous research used Quantitative research, but this research used CAR. 2. The previous research populations was eighth grade, while this research was eleventh grade students 3. The Subject of previous research was students of Junior High School level, and this research was Senior High school level.
3.	Kusiska Rini, ClarrySada and Urai Salam with research title "Using 3-2-1 Strategy In Reading Comprehension to Improve Students' Involvement in Active Learning"	<ol style="list-style-type: none"> 1. Both researchers focused on reading comprehension. 2. Both researchers also used the same strategy 3-2-1 reading strategy. 	<ol style="list-style-type: none"> 1. The previous research focused on improving the students involvement in active learning, while this research focussed on increasing students comprehension in reading. 2. The previous research used pre-experimental research, but this research used Classroom Action Research.
			<ol style="list-style-type: none"> 3. The previous research used Narrative text, but this research used Analytical Exposition text. 4. The research participants of the previous research were Students of Junior High School level, and this research was students of Senior High School level.

1	2	3	4
4.	Ulpah Maspupah, The effectiveness of the 3-2-1 Reading Strategy Toward Students Reading Comprehension Ability on Report Text	<ol style="list-style-type: none"> 1. Both researchers focused on reading comprehension 2. Both researchers used 3-2-1 reading strategy. 3. The subject of both researches was eleventh grade students. 	<ol style="list-style-type: none"> 1. The previous research used Quasi-Experimental design, but this research used CAR. 2. The previous research used Report text, while this research used Analytical Exposition text 3. The participants of the research were different. The previous research at SMAN 5 Kota Serang, and this research at SMK Al Munawaroh Tempurejo
5.	Marlia Purnama Jauhari, Zaina IArifin, and Ana Fergina. The research entitle The Use of 3-2-1 Reading Strategy In Teaching Reading Comprehension on Report Text	<ol style="list-style-type: none"> 1. Both researchers focused on reading comprehension. 2. Both researchers also used the same strategy 3-2-1 reading strategy. 	<ol style="list-style-type: none"> 1. The previous research used Pre-experimental design, but this research used Classroom Action Research. 2. The previous research used Report text as a material, while this research used Analytical Exposition 3. The research participants of previous research was ninth grade students, while this research was eleventh grade students.

Based on the previous studies above, it can be seen the similarities and differences in research. However, this study had a special characteristic. This research emphasized on increasing students' reading comprehension aspect. Namely text, paragraph, sentence, and word comprehension. It was aimed to help the students in comprehending the text easier.

B. Theoretical framework

1. Reading

Reading is one of the skills in English that the students have to master and acquire for the success of their studies because reading cannot be separated in the teaching learning process. By reading, students can gain knowledge and information from all over the world without go around it. However, many still consider reading as a difficult skill, especially in the reading of foreign languages.

In traditional views, reading is considered a receptive skill in which readers are passive. However, as researches continue to develop, reading is defined as an active process or known today as a productive skill¹⁶. It means that readers do not only receive information but are actively engaged in performing the activity and require several efforts to comprehend the reading. As an opinion is proposed, reading is recognized as a complex skill that consists of three components including the recognition of written symbols, connect it with language and understanding meanings in the end.¹⁷ As also stated by Patel and Praveen, reading is defined as an active process that involves readers familiarity with the written words and comprehending the meaning.¹⁸

According to Alyousef, reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or

¹⁶Rachael Billmeyer & Mary Lee Barton, *Teaching Reading in Content Areas (If Not Me, Then Who?)*, 2nd ed., (Colorado: McRel, 1998), 2.

¹⁷Geoffrey Broughton, *et.al.*, *Teaching English as a Foreign Language*, (USA: Routledge, 2003), 90.

¹⁸M. F. Patel & Praveen M. Jain, *English Language Teaching: Methods, tools and techniques*, (Jaipur: Sunrise Publishers and Distributors, 2008), 113.

(reading fluency)¹⁹. In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing). Students may read a text for the following objectives²⁰.

The explanation above clearly states that reading is very important for students when they want to understand meanings, ideas, knowledge, and information. Reading is viewed considerably important because by reading students can enlarge and enrich their knowledge and experiences because most of information they need are served in written form. In another word, reading is not only to fulfill our teaching and learning process, hobbies or habits but reading can help us to get more information and new knowledge.

2. Reading comprehension

Different from reading in general, reading comprehension has a deeper meaning to elaborate. There are many definitions of reading comprehension accepted from some writers. According to Klingner, reading comprehension is the process of constructing meaning by coordinating a number of complex processes including word reading, word and world knowledge, and fluency²¹. It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas

¹⁹Hesham Suleiman Alyousef, *Teaching Reading Comprehension to ESL/EFL Learners*. The Reading Matrix, 2005, 2.

²⁰W. Rivers, *Teaching Foreign Language Skills*, 265.

²¹Janette K Klingner, et al., *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: The Guildford Press, 2007), 2.

conveyed in a text. Furthermore, he summarized reading comprehension instruction for the teacher as following a three-step procedure: mentioning, practicing, and assessing. That is, teachers mention the skills that the students want to use, then they give them opportunities to practice those skills through work books or work sheets, and finally assess whether or not they use the skill successfully.

Reading comprehension is equally dependent on two critical skills: language comprehension which is the ability to construct meaning from the language the text is written in; and, decoding which is the ability to recognize and to process words in the text²². Both language comprehension and decoding are necessary for reading comprehension. Students who readily understand spoken language and who are able to fluently and easily recognize printed words do not have problems with reading comprehension.

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

²² Ibid.,5

3. Types of Reading

1) Vaughn and Bos mention three types of reading comprehension based on how readers activate their background knowledge to construct the meaning²³. The types are mentioned below:

a) Textually explicit.

In this type, readers are facilitated by some information that is clearly asserted in the text. Therefore, readers do not need to break their background knowledge deeply.

b) Textual implicit

In this reading type, readers need to make use of their background knowledge to find out the information of the text, because the information that is obtained in the text is not enough to help them in comprehending the text.

c) Scripturally implicit

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

2) Brown mentions two types of reading comprehension based on the reading performance.

a) Silent and oral reading.

²³ S Vaughn & S. C. Bos, *Strategies for Teaching Students with Learning and Behavior Problems* 7th Edition, (USA: Pearson, 2009), 314

Silent reading may be sub categorized into intensive and extensive reading. intensive reading is classroom-oriented activity that focuses on the linguistic or semantic detail of a passage. The students analyze the text from words, grammatical form, and structure details. It is also called bottom-up processing. Meanwhile, extensive reading is top-down processing. Extensive reading is reading for general understanding of a longer text. In top-down processing, the students read the whole text first and then try to check the micro skills later. In conclusion, there are two classroom reading performances. They are oral and silent reading. These performances focus on the purposes of reading. Considering the advantages and disadvantages of all of the reading performance above, therefore, a teacher should consider these performances before she/he asks the students to read.

Occasionally, a teacher will have reason to ask a student to read orally. This reason in line with the advantages of oral reading. At the beginning and intermediate level, oral reading can 1) serve as an evaluation check on bottom-up processing skills, 2) double as pronunciation check, and 3) serve to add some extra student participation if she/he wants to highlight a certain short segment of reading passage. However, doing this oral reading a lot may make some disadvantages in the learning process. But, oral reading is not a very authentic language activity. In reality, people often read

silently. Then, while one student is reading, others can easily lose attention. Moreover, shy students will read slowly in the class. Finally, it decreases students' participation in reading activity

b) Intensive and extensive reading

Readers read using intensive reading focuses on closely following a shorter text, doing exercises with it, and learning it in detail. According to this approach, this helps language learners really understand the linguistic. The proponents of this method use a range of exercises to complement the reading itself. Foreign language students can, for example, read a short paragraph and then answer questions about the text, order sentences, or find specific words.

Meanwhile, readers read using extensive reading can essentially also be referred to as reading for pleasure. This approach advocates reading as much material in your target language as humanly possible. This way, its advocates claim, you will be exposed to the widest range of vocabulary and grammatical structures. All of this is supposed to make you a better language learner and help you on the way to fluency²⁴.

²⁴H Douglas Brown, *Teaching by Principle: Interactive Approach to Language Pedagogy* (New York: San Francisco University, 2001),312.

4. Micro and Macro Skills in Reading Comprehension

Brown notes that reading comprehension consists of two big elements, micro and macro skills. The micro skills are presented below²⁵.

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

Meanwhile the macro skills include these following skills.

- 1) Recognizing the rhetorical forms of written discourse and their significance for interpretation.
- 2) Recognizing the communicative functions of written texts, according to form and purpose.

²⁵H Douglas Brown, *Language Assesment: Principle and Classroom Practice* , (New York : Longman , 2004), 187-188.

- 3) Inferring context that is not explicit by using background knowledge.
- 4) Distinguishing between literal and implied meanings.
- 5) Detecting culturally specific references and interpret them in a context of the appropriate cultural schemata.
- 6) Developing and using 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.

5. Aspects of reading comprehension

Reading with the comprehension will recognize the purpose and the important point of the text besides understanding the surface meaning of the text. In the other hand to ease the reader in comprehending the text,

Nuttal assumes there are five short reading skills that should be mastered by the reader as follows²⁶:

1) Identifying Main idea

Determining idea is one of the most important skills in reading comprehension to grasp and find the main point of the passage by summarizing the passage and look for repetition of ideas or words. The main idea is important to a reader. It is because it tells what the story is mainly about. Without knowing the main idea, readers will not know the purpose of the text.

²⁶Cristine E. Nuttal, *Teaching reading skills in a foreign language/* Christine Nuttal, (London: Heinemann, 1985),

2) Identifying Information details

Identifying details are the facts and ideas that explain or prove the topic sentence or main idea. Supporting details help the reader knowing more information about the main idea or subject of a passage. They are pieces of information that help the readers guess the text about. Supporting details give readers the answers to questions they ask.

3) Making Inference

Inference is an educational guess or conclusion drawn based on logic of the passage. An inference is when the students take clues from a story plus what they have known from their own experiences to decide what the teacher means. The teacher will not always tell them everything, so they need to use inferences to understand and visualize the story. The students will make inferences to help them understand what they are reading. As follow:

- 1) Think about the type of information the teacher is giving.
- 2) Think about how the topic of the text relates to own life or the experiences of students have had.

4) Understanding Vocabulary

The communication will success or not it depends on the accurate vocabulary understanding. It means that to comprehend what the words mean is important in vocabulary. When vocabulary mastery improves, comprehension will be deeper and apply letter sound

correspondence to a pretend word and matching it to a known word in the readers' oral vocabulary. Vocabulary means the understanding of word meanings and their use, contributes to reading comprehension and knowledge building.

5) Determining Reference

One of sub process in sentence comprehension is referential representation; this process identifies the references that words in a sentence make to external word. Referential representation is aided by making reference easy to identify. Readers need to identify the reference of a pronoun when the referent appears recently in the text and has been mentioned earlier. It is the signal to readers find the meaning elsewhere in the text. Therefore, reading comprehension involves respectively identifying main idea, identifying information details, making inference, understanding vocabulary and determining reference.

6. Teaching Reading Comprehension

Teaching reading comprehension is essential because reading is the most important activity in any language class. Besides it becomes a medium to get information, it is also a mean for expanding students' background knowledge about language²⁷. The stages of teaching reading according to Brown can be summarized as follows²⁸:

²⁷W. Rivers, *Teaching Foreign Language Skills*, 275.

²⁸H Douglas Brown, *Teaching by Principle: Interactive Approach to Language Pedagogy*, 65.

1) Before reading

In this stage, the teacher should introduce the topic of the text that the students will read in order to activate students' background knowledge. The teacher should also introduce strategies in reading such as skimming, scanning, predicting, activating schemata, and the other strategies that can help students comprehend the text. The use of prompts such as visuals, regalia, photos, etc.

2) Whilst reading

In this stage, the teacher monitors students' comprehension by encouraging them to self-questions.

3) After reading

In this stage, the teacher may provide follow-up activities such as discussing the content of the text, retelling the text, answering the comprehension questions, learning vocabulary found in the text, etc.

7. Strategies in Teaching Reading

In teaching reading comprehension, the teacher needs some strategies to make the students comprehend the reading texts. According to Brown, the followings are ten strategies which can be applied in the teaching reading comprehension in the classroom²⁹.

- 1) Identifying the purpose in reading
- 2) Using graphemic rules and patterns to aid in bottom up decoding (especially for the beginning level learners)

²⁹H Douglas Brown, *Principles of Language Learning and Teaching* (London: Longman, 2000), 306-311.

- 3) Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)
- 4) Skimming the text for the main ideas
- 5) Scanning the text for specific information
- 6) Using semantic mapping or clustering
- 7) Guessing when you are not certain

Some reading strategies above can help students to read comprehensively. Students can choose some techniques which are appropriate for their reading purpose. Each technique has its own purpose in reading. Furthermore, not all of the techniques will be suitable for all students' ability. However, students can master all of those strategies if they often practice them.

8. Assessing Reading Comprehension

To see whether the students do make progress in reading comprehension or not, an assessment should be done. Here, assessment is different from testing. Testing is prepared administrative procedure whereas assessment is not. As Brown states, assessment is the process of measure that is done by the teacher whenever students practice language skills. The teacher can assess the students during the learning process and after the learning process³⁰. Moreover, Caldwell says "Assessment and instruction can happen at the same time³¹." It can be said that the assessment is a part of the teaching process. Assessment can be done by

³⁰H Douglas Brown, *Language Assessment: Principle and Classroom Practice.*, 4

³¹Schudt JoAnne Caldwell, *Reading Assessment :Aprimer For a Teacher and Coaches*, 2nd Edition (New York: The Guildford Press,2008), 15.

the teacher during the lesson; when students respond to a question, give comment, and ask questions.

According to Brown, assessment is divided into two types³². The first type is informal assessment. It is done by the teacher without designing the assessment first. The form of this assessment is incidental, unplanned comment or responses or impromptu feedback to the students like “Good job”, “Great”, and “Well-done”. Moreover, this kind of assessment can be done by commenting on students’ paper, and correcting students’ pronunciation. The second type is formal assessment. It is in the opposite of informal assessment. Using this kind of assessment, the teacher prepares first some exercises to assess students’ competence, for example quizzes, assignments, and examinations. Nevertheless, formal assessment is not testing, because it is designed by the teacher himself not by the administrative of government. Those are kinds of assessments that are usually done by the teacher. In teaching reading comprehension, the teacher needs to assess his/her students’ competence in reading comprehension. The teacher can use some reading assessments that are proposed by Alderson, as follows³³:

1) Integrative test

Integrative test is testing students reading comprehension on more than one aspect. It aims to assess more than how well students

³²H Douglas Brown, *Language Assesment: Principle and Classroom Practice.*, 5

³³J. Charles Alderson, *Assessing Reading* (Cambridge: Cambridge University Press, 2000), 206-232.

read, but also how students understand the text and respond to the message of the text.

2) The cloze test and gap-filling test

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

3) Multiple-choice techniques

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

4) Matching techniques

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

5) Dichotomous techniques

Dichotomous technique is a testing technique which presents a statement which is related to the target text, and provides two choices

only for students to answer. For example, exercise true or false and agree or disagree.

6) Short-answer techniques

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

7) The summary test

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

In this research, the researcher used the integrative test and short-answer techniques when the students filling the 3-2-1 reading chart, and multiple-choice techniques as the students' assesment in reading exercise.

9. The concept of 3-2-1 reading strategy

a. The Nature of 3-2-1 Strategy

3-2-1 is a reading strategy developed by educators Vicky Zygouris-Coe, Lourdes H. Smith and Matthew B. Wiggins involving three important parts. The first covers points in which students *make summary of reading text*, second followed by students *individual*

perspectives on most interesting part of the text, and in final giving students space to *generate questions related to the text*³⁴. The proposed strategy is a flexible reading strategy that can be applied in any reading text like textbooks, articles, novels, etc., that demands students to decide important ideas of the instructed reading text while at the same time assist students' reading comprehension and boost their desire in reading activity.

With the concept of 3-2-1 strategy, students can reflect on ideas read, arouse them to find what interest them in the reading topic, and provide students the opportunity to seek for clarification. This is related to the goal of 3-2-1 strategy as confirmed by Neal A. Glaslow and Thomas S. C. Farrell that 3-2-1 strategy is purposed to obtain students maximal interaction with text, to maintain students' involvement with text and to lead students in performing personal thinking for comprehension³⁵.

The emergence of 3-2-1 are naturally based on several empirical researches. One of the strength is recorded from the National Reading Panel who pointed out eight highly-effective strategies to enhance comprehension with two out eight consisting of *asking questions* about the text and *summarization* of the important text

³⁴ Vicky Zygouris-Coe, *et al.*, Engaging students with text: 3-2-1 strategy, *The Reading Teacher*,. Journal vol. 58 (4), 2004, 381

³⁵ Neal A. Glasgow & Thomas S. C. Farrell, *What Successful Literacy Teachers Do: 70 Research-Based Strategies for Teachers, Reading Coaches, and Instructional Planners* (Thousand Oaks: Corwin Press, 2007), 41.

content³⁶. In addition, G. Woolley emphasizes that active engagement with text while reading is likewise important to be a good comprehended in reaching meaning and understanding of text³⁷.

To draw a conclusion, 3-2-1 strategy is a reading aid that helps improve students reading comprehension in a form of summary writing that seeks them to focus in reading and to figure out the content of the text.

b. The Advantages of 3-2-1 Strategy

Many advantages is certainly considered in suggesting 3-2-1 strategy. It benefits from its flexible nature in employing the strategy up to a wide facility it can perform for teachers as well as students. Some of the advantages include:

- 1) This strategy provides students to recall what they have understand and to self-record their own reading comprehension.
- 1) It also can work as an assessment tool for teachers by helping them to identify the lesson that need re-teaching, parts of learning materials that interest their students and to assessed students level of reading comprehension.
- 2) It is a multipurpose strategy that benefits teachers to work with one strategy yet served in different ways. It can adapt on any reading

³⁶National Reading Panel (U.S.) & NICHD (U.S.), *Report of the National Reading Panel: Teaching children to read : an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*, (Washington, NICHD & NIH, 2000), 4-42.

³⁷Gary Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, (Australia: Springer, 2011), p. 34.

situations depending on the class learning objectives, curriculum, reading purposes, etc.

- 3) Maximizing interaction between students and text that in nature motivate students interest in reading activity and improve their reading comprehension.

c. Procedures of the implementation

3-2-1 strategy chart should be filled in by students during or after reading. Its referring to the basic 3-2-1 strategy chart as prompted by the original founder, Vicky Zygouris-Coe, Matthew B. Wiggins and Lourdes H. Smith stated that the 3-2-1 Strategy consists of the following three steps, they are: first, the students must discover three (3) items in the text that he or she read. This is an effective way for teachers to tackle the problem of passive participation from the students.

During the first step, student summarize and cite three different major points or details they found while reading the passage. In doing so, students are encouraged to pay particular attention to what they read by identifying key facts and sharing their understanding of the text by writing and explaining meaning in their own word.

Second, students are asked to share two (2) of interesting items that they agree or disagree. The possibilities for items of interest in the text are endless. However, this steps sets the limit at two items to teach

and train students how to summarize and pick the most interesting things that they found in the text.

Finally, students have to write one question (1) about the text. Students can ask factual questions, clarify their understanding of the sequence of events, and verify their general understanding of the reading. Then the students should write on the chart as shown in the figure below³⁸.

Figure 2.1

3-2-1 Chart

3-2-1 STRATEGY CHART
Student Name: Topic/ book/ text:
Three things you discovered: 1. 2. 3. Two things you agree or disagree: 1. 2. One question you still have: 1.

In applying this chart in the classroom, teachers must begin by introducing students about the strategy of the chart details and showing how students' can make use of it to facilitate their reading activity. Teachers can begin modeling the strategy together in the classroom before

³⁸Zygouris-Coe, *et al.* ,382.

students work individually. For instance, when students are in demand to summary three main points, teachers must previously give students the idea of summarizing. Teachers can suggest students to turn back to text, underlining, highlighting, or any other way that helps students easily find important points.

While discussing two interesting things about the topic, teachers can invite students to spot out what they mostly enjoyed about the topic or by relating the text to their lives through open-discussion. In final step, ask students to make question about any part of the text that they still lack understanding or that need further clarification³⁹. After simulation of the strategy, then students can be expected to use the strategy to work individually or in groups during or after reading.



³⁹Glasgow & Farrell, 42.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the following sections: research design and procedure, research setting, data collection technique, data analysis technique, and achievement indicator.

A. Research Design

This research used Classroom Action Research (CAR). Action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and/or appropriacy of certain activities and procedures⁴⁰. According to Cresswell, action research designs are systematic procedures done by teachers (or other individuals in educational setting) to gather information about, and subsequently improve, the ways their particular an educational setting operates, their teaching, and their students learning⁴¹. So, classroom action research is a systematic process of collecting data and information using the stages of planning, implementation, observation and reflection to produce social change.

In this study, CAR was conducted to help the students and increased students' reading comprehension skills. In this research, the 3-2-1 reading strategy was implemented. The researcher did collaborative CAR because the researcher directly worked together with the English teacher of second-grade

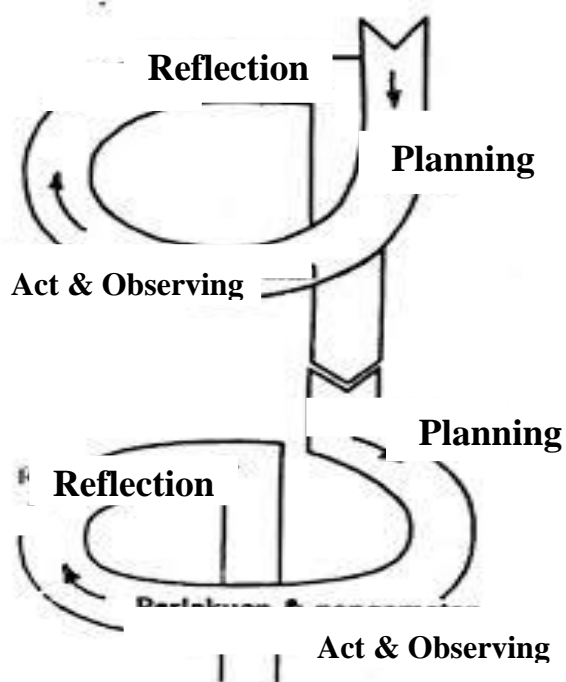
⁴⁰ Jeremy Harmer, *The Practice Of English Language Teaching*, (England: Longman, 2003),344-345.

⁴¹ John W. Cresswell, *Educational Research: Planning, conducting, and evaluating quantitative and qualitative*, (Boston :Pearson Education, 2012), 577.

students at SMK Al Munawaroh. As a collaborator, the teacher involves in the whole process of the activities. The researcher play as the real teacher meanwhile the English teacher is assigned to be an observer.

This research was conducted by several cycles. Each cycle stage would be assessed and evaluated directly to measure the effect in treatment, in order to be a comparison in the next stage. The cycle would be continually until the researcher found the solution to the mentioned problem and can be improved optimally. Besides that, this action also become a reflection in do better in the next stages. Adopted from Kemmis and Mc Taggart Models in Arikunto, the procedure of the research are described in the following scheme:

Figure 3.1
Kemmis and Mc Taggart Figure models by Arikunto⁴²



⁴²Suharsimi Arikunto, *Prosesur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2014),132.

Based on the cycle model above, there were four activities in every cycle for doing classroom action research. It covered planning, acting, observing, and reflecting. Before conducting the procedures of the study, the researcher meets with the headmaster of SMK Al Munawaroh firstly. Then, the researcher meets with the English teacher of SMK Al Munawaroh and shares the importance of the research program, research activity, and timetable to conduct the study.

B. Research Setting

1. Place and time of the research

This research was conducted at SMK Al Munawaroh, which is located in Jl. Mojopahitgg. II/139 Wonoasri district Tempurejo. The researcher chose this location because some reasons, they were: (1) This school is not too far from the researcher's house. (2) There were some problems faced by the students' score in English subject to reach the minimum score (3) The English teacher never use the 3-2-1 strategy in teaching reading.

Based on the preliminary study was conducted, the researcher observed the students' score compared with the English's KKM or the minimum criteria of success. the researcher found that the students had low comprehension in reading text. Based on that condition, the researcher decided to implement the action research in that class to increase students' reading comprehension. The action research was conducted in the first semester.

2. Research Subject

According to Nunan, Population is all cases, situations or individuals who share one or more characteristic⁴³. The population of this research was the second-grade students of SMK Al Munawaroh Tempurejo in the Academic year 2020/2021. That only has a class consist of 29 students.

Sample is a part of the population which has same characteristics. There are two ways in selecting a sample. First, if the population is less than 100, all populations can be sampled. Second, if the population is over 100, the researcher can take 10%-15% or 20%-25% from all population as a sample⁴⁴. In this research, the researcher took all population as a sample. That is second grade students at SMK Al Munawaroh Tempurejo consist of 29 students. The reason of researcher chose second grade-students as the population because the students' score in reading comprehension were low and the teacher recommended taking action research in this class.

3. Research collaborator

In this research, the researcher collaborated with the English teacher of SMK Al Munawaroh. The purpose of the collaboration is to get information about the problem in the classroom. Collaborate is focus on the preparation, implementation, observation, and reflection.

C. Research Procedures

This research belongs to classroom action research which has some procedures. There were four procedures in doing this kind of research. Those

⁴³ David Nunan, *Research Methods in Language Learning*, (Cambridge: Cambridge University Press, 1992), 231.

⁴⁴Suharsimi Arikunto, *Prosedur Penelitian suatu pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006) .134.

are planning, action, observation, and reflection. The more detailed explanations are described below.

1. Planning

Planning is the first step in which the researcher planned the teaching technique that would be applied in the research. Planning is a significant procedure to do Classroom Action Research (CAR). The researcher prepared everything needed in conducting the research. This step covers socializing the research program, providing suitable strategy, designing lesson plans, preparing criteria of success and training the collaborator teacher.

a. Socializing the Research Program

The researcher socialized the research program to the headmaster and curriculum deputy head of SMK Al Munawaroh, about what would be done in this research. The researcher also met the English teacher of second-grade students. The researcher and the teacher discussed the technique that would be used in the research and the time allocation needed in this research. The researcher also explained the role and the duty of the English teacher was as the collaborator teacher who played as the observer during teaching and learning done by the researcher.

b. Providing Procedures in using 3-2-1 reading strategy

Based on the students' problem in reading comprehension, the researcher would give the solution by applying the 3-2-1 reading

strategy to overcome the students' problem in reading comprehension that focuses on the problems found in the preliminary study. 3-2-1 reading strategy is a kind of reading aid strategy which using the form of summary writing that seeks them to focus on reading and to figure out the content of the text.

In this research, the researcher would be a teacher who implemented the 3-2-1 reading strategy. Firstly, the teacher started the class by greeting, praying and checking the attendance list. Then, the teacher asked the students to open the English book that is about reading text. Secondly, the teacher explained the generic structure and general purposes of the text. Thirdly, the teacher introduced the 3-2-1 reading strategy as clear as possible. Next, the teacher explained the instruction on how to use this strategy to comprehend the text. After the students understood the way in using the strategy, the teacher ask the students to write on the paper form is providing by the teacher. Before that, the teacher distributes a piece of paper and that is available the number of 3-2-1 chart. Those are (3) things you discovered, (2) things you agree or disagree, (1) question still have. The teacher explained what should the students do with this chart.

c. Designing a Lesson Plan

After providing the strategy, the English teacher asked the researcher to arrange the lesson plan about the teaching writing material. A lesson plan is a teacher's detailed description of the course

of instruction for an individual lesson. A lesson plan is created and developed by a teacher to guide the class instruction. Normally, a lesson plan is designed by the teacher at the beginning of the semester or before the teaching process is conducting.

The researcher made a lesson plan to make it easy in teaching learning process, the researcher explains how to use 3-2-1 reading strategy to increase students' reading comprehension. The lesson plan develops by considering course identify the school, standard competence, basic competence, indicators, learning objectives, teaching material, teaching procedures, learning source and assessment.

In designing the lesson plan, the teacher must pay attention to the curriculum and then make the plan based on the appropriate competence standard and basic competence mentioned in it. The lesson plan must be practical and operational so it can be effectively implemented in the classrooms. It consists of:

- 1) School identification, consists of the name of the school, subject, level; time allocation, and state curriculum standards.
- 2) Indicators, describes the standards of each student that should be mastered in the last of the learning.
- 3) Instructional Objectives, means the learning outcomes for the lesson.
- 4) Instructional Methods, describes the materials that will be given for the students suitable with curriculum standards.

- 5) Instructional Technique, describes the technique that will be used in teaching and learning process.
- 6) Instructional Procedure, in this part of lesson plan, there are kind of items to consider in the procedure action of the plan. It consists of instruction, technique, activities, and share.
- 7) Material sources, explains the materials that will be delivered
- 8) Assessment, describes kind of tests that will be used in assessing students skill.

The lesson plan of the first cycle consisted of five meetings conducted this research. The researcher described it in simple explanation.

In the first meeting, the researcher as the instructor explained about reading, gave the example to comprehend the text and also explained how to use 3-2-1 reading strategy in reading comprehension class. In the second meeting, the researcher gave the example of analytical exposition text, and show the way how to use the 3-2-1 reading chart in post-reading activity. In the third meeting, students applied the explanation of the previous meeting and did by their own shelves. In the fourth meeting, the researcher asked the students to look for the example of analytical exposition text in the English course book, then they have to analyze it into the chart individually. After that, the researcher distributed the trial test consists of a text analytical exposition text and five points test multiple choice. It aimed to acquaint

them about the post test next. In the last meeting was post test. This post test aimed to assess students understanding learning was done in the first cycle. Whether the student got improvement in their reading comprehension skill or not.

d. Preparing the Criteria of Success

A criterion of success was set to determine whether the learning activity in the research was successful or not. The criterion required was the students of second grade (XI) at SMK Al Munawaroh can comprehend the text using 3-2-1 reading strategy. The students can improve their ability in reading individually. The target of success to using this strategy is 75%. It means that 75% of the student's total of the research must get reading score more than or equal to 70. Actually, the minimal score of English used in the school was 70. Therefore, the minimum score of reading in this research was 70.

e. Training the Collaborator Teacher

In this sub heading, firstly the researcher told the collaborator teacher the strategy that would be employed in reading comprehension. Then the teacher is suggesting the researcher to conduct a study in XI class with the reading comprehension is needed. After that, the researcher shows the collaborator teacher the sample of the strategy, lesson plan, and the criteria of success. Then the researcher implements that strategy. Moreover, the researcher explains clearly the steps of

implementation 3-2-1 strategy in teaching reading comprehension to the collaborator teacher.

2. Acting

In this stage, the researcher played as the teacher and worked collaboratively with the collaborator (classroom English teacher). The collaborator played a role as the observer. In the teaching and learning process, the researcher explained the analytical exposition text as the material used and how to use the 3-2-1 reading strategy to analyze the analytical exposition text. This strategy needs 3-2-1 reading chart used by the students to analyze the text. The students should fill the chart with (3) discovery fact of the text, (2) agree or disagree about the statement of the text and (1) question still have used the difficult word. The researcher conducted the research in two cycles. Each cycle included three meetings active teaching and learning process and one post test.

3. Observing

Observation is the procedure of recording data regarding the process and the product of the implementation of the designed action. The use of an instrument that has been prepared previously needs to be disclosed in detail and straight forward including the recording method⁴⁵.

In this stage, the researcher recorded the teaching and learning process to obtain accurate data about the class situation and students behavior for improvement in the next cycle. Observation was made at the time of class

⁴⁵Kunandar, *Langkah Mudah Tindakan Penelitian Kelas Sebagai Pengembangan Profesi Guru* (Jakarta : Raja Grafindo Persada, 2008), 129.

action documentation while they had been taught by using 3-2-1 reading strategy. In this stage, the researcher took the teacher collaborator as an observer to observe the students' behavior during the researcher is teaching. The observation sheet is shown in the table below:

Table 3.1
Observation guide

No.	Observation list	Score			
		1	2	3	4
1.	Enthusiastic students at apperception				
2.	Student attention to the teacher when delivering the material				
3.	Student activeness when asking questions				
4.	Student activity when answering questions				
5.	Orderliness when participating in learning				
6.	Work on learning evaluation				
	Total score				
	Percentage				
	Criterion				

4. Reflecting

In this stage, the researchers reflected and analyzed whether the teaching learning process was successful or not to reach the objectives of the lesson plan in the first cycle. The result of the reflection took to be consideration as the feedback to enhance to implementation of the strategy in the next cycle. Then, the researcher used all information gather to re-planning the next cycle. After that, the researcher decided to take some new steps in the next cycle to overcome the problem.

D. Data Collection Technique

The researcher collected the data to support this research in deciding some actions so that the students' reading comprehension increased. The data were be collected by following the data collection methods:

1. Observation

According to Kunandar, observation is the activity of taking data to see how far the effect of actions have reached the target⁴⁶. Observation enabled the researcher to document and reflect systematically upon classroom interactions and events, as they occurred during the teaching and learning process. Observation refers to the use of procedures that ensure that the information collected provides a sound basis for answering research questions and supporting the interpretations that are reached⁴⁷. According to Cresswell, an observational guide is a form designed by the researcher before data collection that is used for taking field notes during an observation⁴⁸.

The observation was done by the researcher in order to find the data about the students condition during teaching and learning process. The teacher as a collaborative teacher in this research observe the learning process include observing the students, classroom atmosphere, and also the researcher in deliver material. After that, the researcher and teacher analyze

⁴⁶Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi guru* (Jakarta: PT Raja grafindo Persada, 2008),143.

⁴⁷A. Burns,*Collaborative Action Research for English Language Teachers.*(United Kingdom. Cambridge University Press. 1999),81.

⁴⁸John W. Cresswell, *Educational Research: Planing, conducting, and evaluating quantitative and qualitative*, (Boston :Pearson Education, 2012), 235..

the field note as a result of observation and discuss what will be doing in the next step based on the observation result.

2. Test

The test is a set of question, exercise or other instruments which are used to measure the skill, aptitude, knowledge, and intelligence⁴⁹. Meanwhile, brown divided into four types; placement test, diagnostic test, aptitude test and achievement test⁵⁰.

The test in this research used a reading comprehension test that included an achievement test. The instrument used to know the progress of the students' reading comprehension during the action. The test used in this research was multiple-choice test. The test consist of 4 exposition text and 25 items of multiple-choices. The items test includes 7 items of text comprehension, 6 items of paragraph comprehension, 6 items of sentence comprehension and 6 items of word comprehension. The researcher decided to made 1 item more at the text comprehension than other because the test of text comprehension was easier to be answered by students. The tests' results were presented in the form of scores. These scores measure the improvements in the students' reading comprehension.

3. Interview

In this research, the researcher used Semi-structure Interview. That is a type of interview in which the interviewer asks only a few predetermined questions while the rest of the questions are not planned. In

⁴⁹Suharsimi Arikunto, *Prosedur Penelitian Pendekatan praktik*, 173.

⁵⁰H Douglas Brown, *Language Assessment: Principle and Classroom Practice*, (San Fransisko: Longman , 2001), 43.

semi-structured interviews, some questions are predetermined and asked all candidates, while others arise spontaneously in a free-flowing conversation⁵¹.

In the preliminary study, the interview aimed to get the data of students' and teacher's expectations and opinions about reading comprehension in the English teaching and learning process, so that the next stage of the research would be well-organized. Meanwhile, the reflection stage (after the action) interview aimed at gaining insight into the teacher's perception and exploring students' perceptions about the teaching reading process in the class after using 3-2-1 reading strategy.

E. Data Analysis Technique

Techniques of data analysis came from the interpretation of the data collection. The researcher gets data from observation of the teaching learning process and the result of the students' test.

As the research design above, the researcher used Classroom Action Research (CAR). In the technique of data analysis, the researcher obtained qualitative data through observation. The result of observation was analyzing below :

$$P = \frac{S}{N} \times 100\%$$

P = The implementation of every indicator

S = The number of the scores acquisition for every indicator

N = The Sum total of score

⁵¹Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif, dan R&D* (Bandung: Alfabeta, 2010),233.

This research completed by quantitative data through a reading comprehension test. To know the average students' high score, the researcher used the formula as follows⁵² :

The calculation of final score each students was :

$$Ts = \frac{\sum Sc \times Ps}{Ms} \times 100$$

Ts : Total score

Sc : Students score

Ps : Point score

Ms : Maximal score

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

M = the average of the students score (mean)

$\sum x$ = the sum score

N = The Number of students.

The passing grade criterion (KKM) for English subjects in SMK Al Munawaroh was 70. So that the researcher tried to get the class percentage of who passed the standard minimum score by using the formula :

$$P = \frac{F}{N}$$

P = the class percentage

F = the number of students who pass the KKM

N = The number of the students

⁵²Sugiyono, Statistik Untuk Penelitian (Bandung: CV Alfabeta, 2017), 49.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the research finding and discussion based on the result of the analysis of collected data. The findings and the discussion were about the implementation of 3-2-1 reading strategy to increase the students reading comprehension at SMK Al Munawaroh Tempurejo.

A. Research finding

In this chapter, the researcher described and discussed finding of the research. The research was a classroom action research on increasing students reading comprehension through 3-2-1 reading strategy. It was conducted on two cycles. Each cycle consisted of four meetings, three meetings active teaching and learning process, and one meeting of post test. The description results of all cycle are as follows:

1. Preliminary research

In the preliminary research, the researcher identified some problems that occurred during the teaching and learning process of reading class. It was carried out by conducting interviews with the English teacher and the students, doing classroom observation, and analyzing the pre-test result in order to find out the problems in the field. The interview with the English teacher was conducted on Thursday, January 30th 2020 in the teacher's room.

Based on the observation and interview done by the researcher, it found out that the problems faced by the students were related to the lack

of their reading comprehension. First, students lacked vocabulary. Second, they still had difficulties in comprehending the content of the text such as finding the topic of the text, the main idea, stated and unstated details. Third, the students' participation and enthusiasm in the class were low. They did not actively engage in the teaching and learning process especially in asking and giving their opinions. These were supported by the result of the pretest showed that the students reading comprehension were low.

Based on preliminary research that was conducted at SMK Al Munawaroh, the results were as follows :

Table 4.1
The result of preliminary score

No	Students	Students score of Reading comprehension test					Calculation for total score	Final score
		T	P	S	W	Total	Sc x Ps : Ms x100	
1	2	3	4	5	6	7	8	9
1.	AS	6	3	5	4	18	18 x 2: 50 x 100	72
2.	AF	3	0	0	3	6	6 x 2: 50 x 100	24
3.	ADP	3	2	4	0	9	9 x 2: 50 x 100	36
4.	AB	5	4	3	3	15	15 x 2: 50 x 100	60
5.	AHM	2	1	1	2	6	6 x 2: 50 x 100	24
6.	AR	6	5	5	4	20	20 x 2: 50 x 100	80
7.	B	5	5	5	4	19	19 x 2: 50 x 100	76
8.	DRS	6	4	1	4	18	18 x 2: 50 x 100	72
9.	DS	3	2	1	0	6	6 x 2: 50 x 100	24
10.	DA	4	1	4	0	9	9 x 2: 50 x 100	36
11.	DRS	3	5	3	3	14	14 x 2: 50 x 100	56
12.	FZ	2	1	3	3	9	9 x 2: 50 x 100	36
13.	F	6	5	5	4	20	20 x 2: 50 x 100	80
14.	FI	2	0	4	2	8	8 x 2: 50 x 100	32
15.	KR	3	2	2	0	10	10 x 2: 50 x 100	28
16.	MB	4	2	2	2	10	10 x 2: 50 x 100	40
17.	MNS	3	5	3	3	14	14 x 2: 50 x 100	56
18.	MAP	6	5	5	5	21	21 x 2: 50 x 100	84
19.	MH	1	2	2	1	6	6 x 2: 50 x 100	24

1	2	3	4	5	6	7	8	9
20.	MAS	4	0	4	2	10	10 x 2: 50 x 100	40
21.	NSD	4	1	4	2	11	11 x 2: 50 x 100	44
22.	NQ	5	4	5	4	18	18 x 2: 50 x 100	72
23.	PDB	6	4	3	5	18	18 x 2: 50 x 100	72
24.	RJ	6	4	5	5	19	19 x 2: 50 x 100	76
25.	SM	6	4	5	4	18	18 x 2: 50 x 100	72
26.	S	3	1	3	1	8	8 x 2: 50 x 100	40
27.	SW	3	2	0	3	10	10 x 2: 50 x 100	40
28.	VTF	3	2	2	3	10	10 x 2: 50 x 100	20
29.	FM	2	3	3	2	10	10 x 2: 50 x 100	40
Total		56 %	45 %	53 %	45 %			1456

Test Description :

- Text : 7 items
- Paragraph : 6 items
- Sentence : 6 items
- Word : 6 items

Total : 25 Items

The calculation of the final score for each student was :

$$T_s = \frac{\sum Sc \times Ps}{M_s} \times 100$$

The students mean score was :

$$M = \frac{\sum x}{N} = \frac{1456}{29}$$

$$= 50.20$$

To know the class percentage which passes the passing grade score

by using formula:

$$P = \frac{F}{N} \times 100$$

$$P = \frac{9}{29} \times 100 = 31,03\%$$

So the preliminary research was done after calculating the students' scores. The percentage of the students who got scores more than or equal to 70 was 31.03%. It means that only 9 of 29 students reached the

minimum score. Based on the students' preliminary score, it could be said that required 75% of the students who got more than or equal to 70 to reach the target of reading subject had been successful.

2. Cycle one

The first cycle was conducted from July 22th to August 12th 2020. It was conducted in four meetings included three meetings active teaching and learning process and a meeting of post test. The steps were:

a. Planning

Planning in this research was one of the steps that should be arranged in order to run the implementation of the action. It is intended to plan and prepare everything related in all steps in implementing the action of the research, such as follows:

- 1) Socializing the program with the curriculum headmaster of SMK Al Munawaroh
- 2) Providing teaching and learning process using 3-2-1 Reading strategy.
- 3) Designing the lesson plan.

In the first cycle, the material was "Analytical Exposition Text" conducted in four meetings. at the first meeting, the researcher brought the material of analytical exposition text to entitle "The Importance of Breakfast". The researcher explained about the definition of the analytical exposition text, the function, generic structures, language and features of the text. The researcher

introduced to the students about the strategy used in this learning that was 3-2-1 reading strategy. This strategy used 3-2-1 reading chart. The researcher explained what the student should do with the chart.

On the second meeting, the researcher gave the example of analytical exposition text entitled “The Importance of Learning English”. The researcher told how to identify the generic structure and language features, and also gave the example of how to implement the 3-2-1 Reading strategy in this text.

Next, on the third meeting, the researcher gave an exercise to the students, and the students should have done it by themselves using 3-2-1 reading strategy. The text brought at this meeting was about “Five Drinks to Help You Lose Weight”

On the fourth meeting', the researcher gave the text and asked the students to do the same as the previous meetings. The text was about “The Importance of Exercise” And the researcher tried to give several test items about analytical exposition text with the title “The School identity”. The action of cycle 1 was carried out from July 22th to August 19th 2020.

4) Preparing the criteria of success

The criterion required was for the students to be able to comprehend the text by using 3-2-1 reading strategy. The students could improve their ability in reading individually. the minimum

score of English subject was 70. The target of success in this strategy was 85%. It meant that 85% of second grade students passed the minimum score.

5) Preparing the observation sheets

Observation checklist became the researcher's standard observation to record all the students activities along teaching and learning process. The checklist contained the students' activities while learning English, students' interest in following the learning, and students activeness in the class. This observation is aimed at the researcher's references in determining the result of the research.

b. Acting

The action of the research was conducted based on the lesson plan that had been prepared (Lesson plan-Appendix 7). The action of the first meeting was applied on Wednesday, July 22th 2020. In the implementation, it was done in five meetings included of four meetings active teaching and learning process, and also one meeting as the post test. The researcher taught the English lesson on Wednesday only. The time allotment for the action in each meeting was 2x45 minutes and the test was administered in 90 minutes.

The first meeting was conducted on July 22th 2020, the researcher explained analytical exposition text. The text material was about "The Importance of Breakfast". The researcher explained the

definition of the analytical exposition text, function, generic structures, language, and features of the text. Then the researcher also introduced to the students the strategy used in this lesson that was 3-2-1 reading strategy. In introducing 3-2-1 Reading strategy, the researcher explained how to implement the strategy using texts, how to use the 3-2-1 reading chart and also the benefit of 3-2-1 reading as a strategy used in this learning. The use of 3-2-1 strategy needed a 3-2-1 reading chart, the contents were (3) three points discovery fact of the text, (2) two points you agree or disagree and (1) one question still have. So as the post-reading activity was conducted, students, and the researcher filled the chart which has been provided by the researcher.

The second meeting was conducted on July 29th 2020, the researcher gave the example of analytical exposition text entitled “The importance of learning English”. In this meeting, the researcher asked the students to analyze the type of text, determine the generic structures, language features and the purpose of the text. Next, the researcher delivered the 3-2-1 reading chart, and the researcher asked students to do the chart as the researcher’s example in the previous meetings. The students should remember what 3-2-1 meant in 3-2-1 reading strategy. After all of the students finished their work, the researcher and the students discussed together the students’ work. The researcher took up the students’ works as an example to others in

discussing the chart result. This way aimed to give students' more understanding about the materials. So, the students' mistakes could be assessed and fixed. In the next, when the students got the similar exercises, they could do correctly.

The third meeting was on August 5th 2020 the researcher gave the reading text as the material in learning reading text entitled "five drinks to help you lost weight". The students should have done by their selves using 3-2-1 reading strategy. In this meeting, the researcher actively monitored the students' work to know if the students understood the material so far, and facilitated them if they were in difficulties. After the students' finished their homework, the researcher and the students had discussed the students' work. Then the researcher tried to give several questions based on the text given. The trial test included a text with five questions of multiple choices. After the students finished doing the exercise given, the researcher opened the discussion session about the exercise in order for the students became easier in doing the next test.

The fourth meeting was done on August 12th August 2020. The researcher gave the posttest as a final measurement of cycle 1. The test aimed to measure students' ability in reading using the 3-2-1 strategy. The result was being the researcher's consideration of whether the target of success used 3-2-1 strategy in this cycle could be

reached or not. The test was included a 25 item test of multiple-choice and consisted of four analytical exposition texts.

So the researcher had done the first cycle from July 22th to August 12th 2020.

c. Observing

In this phase, the collaborated teacher was roled as the observer and observed the teaching-learning process. He observed the class situation, students' activities, and the students' involvement in the teaching and learning process and the researcher's performance while teaching (field notes -appendix 5). The observation indicator showed in the following table below :

Table 4.2
Observation Indicator

Score	Description	Grade	Criteria
4 = Excellent	75-100%	A = 20 - 24	A = Complete
3 = Good	50-75%	B = 15 – 19	B = Complete
2 = Enough	25-50%	C = 10– 14	C = Not complete
1 = Poor	Less than 25%	D = 5 – 9	D = Not Complete

Table 4.3
Observation checklist meeting 1 (22/7/20)

No.	Observation list	Score			
		1	2	3	4
1.	Enthusiastic students at apperception		√		
2.	Student attention to the teacher when delivering the material			√	
3.	Student activeness when asking questions	√			
4.	Student activeness in answering questions	√			
5.	Orderliness when participating in learning		√		
6.	Work on learning evaluation		√		
	Total score	11			
	Grade	C			
	Criterion	Not complete			

On the first meeting, the observation checklist showed the result of the students' behavior during the learning process. It could be known that the students' activeness in participating learning was too low. When the researcher delivered the materials about analytical exposition text and explained about 3-2-1 reading strategy, the response of the students was just passive. More than fifty percent of the students did not pay attention to researcher's explanation, therefore they just chatted with their friends. When the teacher gave the question about the generic structure of analytical exposition text or 3-2-1 reading strategy, the students didn't answer clearly as like the researcher's explanation. There were other students who answered with a louder voice, it could be seen that the situation of the classroom was noisy.

Table 4.4
Observation checklist meeting 2 (29/7/20)

No.	Observation list	Score			
		1	2	3	4
1.	Enthusiastic students at apperception			√	
2.	Student attention to the teacher when delivering the material		√		
3.	Student activeness when asking and answering questions		√		
4.	Orderliness when participating in learning		√		
5.	Enable to do the task individually		√		
6.	Work on learning evaluation				√
Total score		15			
Grade		B			
Criterion		Complete			

On the second meeting of the first cycle, the researcher gave the example of the use of 3-2-1 reading strategy. The researcher gave the text,

3-2-1 reading chart and showed how to implement the text into the 3-2-1 reading chart. The observation showed that there was an improvement in students' behavior. When the first class began, they seemed excited to follow the lesson. The students seemed enthusiastic in apperception, asked their incomprehension about the way to answer, and they could do the task individually. Although most of them could not do the task correctly. But, their response during the learning process from the class began until evaluation improved quite a bit than before.

Table 4.5
Observation checklist meeting 3 (5/8/20)

No.	Observation list	Score			
		1	2	3	4
1.	Enthusiastic students at apperception				√
2.	Student attention to the teacher when delivering the material			√	
3.	Student activeness when asking and answering questions			√	
4.	Orderliness when participating in learning		√		
5.	Enable to do the task individually		√		
6.	Work on learning evaluation			√	
	Total score	17			
	Grade	B			
	Criterion	Complete			

On this third meeting of the last meeting of the first cycle, the researcher gave the text and the students should analyze it as was done before. The researcher also gave the students an exercise about reading comprehension. The students' response in this meeting was good. Perhaps, it was because the students felt familiar with the task. But, when they did

the exercise or small test, the students felt unconfident. They asked other students about the answer that the class situation is not conducive.

The fourth meeting was post test of first cycle. The students were more conducive than before. The test was 25 items of multiple choice. It was included four kinds of analytical exposition text. The students should complete the task in 90 minutes. Some of the students looked confused. They asked the question but they still orderliness in participating the test. The test result of the students' post test 1 showed in the table as follow :

Table 4.6
Post test I Score

No	Students	Students score of Reading comprehension test					Calculation for total score	Final score
	Indicator	T	P	S	W	Total	Sc x Ps : Ms x100	
1	2	3	4	5	6	7	8	9
1.	AS	6	3	5	5	19	19 x 2: 50 x 100	76
2.	AF	5	1	2	4	13	13 x 2: 50 x 100	52
3.	ADP	6	5	4	4	19	19 x 2: 50 x 100	76
4.	AB	7	4	3	6	20	20 x 2: 50 x 100	80
5.	AHM	6	4	5	4	19	19 x 2: 50 x 100	76
6.	AR	6	5	5	5	21	21 x 2: 50 x 100	84
7.	B	7	5	6	5	23	23 x 2: 50 x 100	92
8.	DRS	5	5	6	4	20	20 x 2: 50 x 100	80
9.	DS	7	4	5	6	22	22 x 2: 50 x 100	88
10.	DA	3	4	4	4	15	15 x 2: 50 x 100	60
11.	DRS	6	4	5	4	19	19 x 2: 50 x 100	76
12.	FZ	4	2	3	3	12	12 x 2: 50 x 100	48
13.	F	7	5	5	6	23	23 x 2: 50 x 100	92
14.	FI	3	3	2	3	11	11 x 2: 50 x 100	44
15.	KR	7	4	4	5	20	20 x 2: 50 x 100	80
16.	MB	5	6	3	4	19	19 x 2: 50 x 100	76
17.	MNS	4	4	4	3	15	15 x 2: 50 x 100	60
18.	MAP	7	5	4	6	22	22 x 2: 50 x 100	88
19.	MH	4	5	5	3	17	17 x 2: 50 x 100	68
20.	MAS	3	6	6	4	19	19 x 2: 50 x 100	76
21.	NSD	7	4	4	5	20	20 x 2: 50 x 100	80
22.	NQ	4	3	2	3	12	12 x 2: 50 x 100	48

1	2	3	4	5	6	7	8	9
23.	PDB	7	5	5	5	22	22 x 2: 50 x 100	88
24.	RJ	4	2	5	3	14	14 x 2: 50 x 100	56
25.	SM	3	1	3	2	9	9 x 2: 50 x 100	36
26.	S	4	3	1	3	11	11 x 2: 50 x 100	44
27.	SW	7	5	4	5	21	21 x 2: 50 x 100	84
28.	VTF	4	1	2	4	12	12 x 2: 50 x 100	68
29.	FM	6	4	4	5	19	19 x 2: 50 x 100	76
Total		76 %	65 %	67 %	71 %			2052

Test Description :

- Text : 7 items
 - Paragraph : 6 items
 - Sentence : 6 items
 - Word : 6 items
- Total** : 25 Items

The students mean score was :

$$M = \frac{\sum x}{N} = \frac{2052}{29}$$

$$= 70.75$$

To know the class percentage which pass the passing grade score by using formula

$$P = \frac{F}{N} \times 100$$

$$P = \frac{18}{29} \times 100 = 62.06\%$$

The students' progress was done after calculating the students' score in posttest I. Based on the result of the preliminary test, it could be said that posttest I required 75% of the students score who got ≥ 70 in reading subject to reached the researchers' target. The percentage of students who got ≥ 70 in the posttest I were 62.06%, and the students' mean score were 70.75. It meant that there were only 18 of 29 students who got ≥ 70 . The percentage of students' score

who got ≥ 70 has not been reached. So, it still needed 13% or more to get the researcher's target success of this research.

d. Reflecting

In this phase, the researcher and the teacher discussed the conclusion of implementing the action. Based on the students' post test result, it could be known that the students' reading comprehension in the aspect of text, paragraph, sentence and word comprehension was increased. From the fourth aspect above, students got the lowest score at paragraph comprehension. This was known when the students got difficulties filling the 3-2-1 reading chart. Therefore, most of the students answered wrong in the aspect of paragraph comprehension. So, in the next cycle, the researcher would take emphasis on paragraph and sentence comprehension by maximizing the use of 3-2-1 reading chart to analyze the text.

Related to the text used in learning which the words were too difficult to understand and the students had not understood yet about the use of 3-2-1 reading strategy, the researcher would re-explain the materials more details about the strategy along with the example of the text. the researcher would also add a glossary in order to ease the students in doing the analysis task.

The reflection was done after discussing with the collaborator teacher, observing students, and also calculating the score of the students' reading comprehension test in this cycle. Based on the

calculation result, the percentage of the students who got score ≥ 70 was 62% of total students. Whereas the target of success of research using this strategy was 75%, It meant that the percentage of students who passed the criteria of minimum score had not been reached yet. So, the researcher decided to increase students reading skill in the next cycle.

Then, the researcher tried to modify the action in order students' reading reached 75% of students in the class could pass the passing grade criterion. It was because the result of post-test 1 showed only 62% of students who passed the passing grade criterion. Meanwhile, field notes showed that the teaching learning activities have done well although there were some problems that should be solved, such as, increasing the students' interest in following the class. The researcher should create a more interesting atmosphere in the class because the learning process runs too seriously. So for the next cycle, it needed ice breaking or another similar on the sidelines of learning as an additional way in order to the students could enjoy and motivate them in learning. From the reflecting phase, there must have been more efforts to improve students' reading comprehension through 3-2-1 reading strategy. Then, the researcher prepared for the next cycle.

3. Cycle Two

The second cycle was conducted on September 2nd to 23rd 2020. The second cycle was conducted in four meetings. The four meetings were included three meetings of active teaching and learning process and one posttest. The steps of cycle two were described as follows:

a. Planning

The planning phase of the second cycle was implemented into a lesson plan. In this case, the researcher modified the previous lesson plan based on the result of the reflecting phase in the first cycle. The lesson plan used was still related to 3-2-1 reading strategy to increase students' reading comprehension. There were not significant differences with the previous lesson plan. Based on the reflection was done, what made it different in designing lesson plan in this cycle from the previous cycle were:

- 1) The material is still related to analytical exposition text, but the text that used in learning, the researcher would select the suitable text for students with the familiar words is used in the text. The researcher also added glossary to ease the students in comprehending the text.
- 2) Using the projector as a media to help the researcher in delivering the material. This way would be easier for the students and the researcher in transforming the material. the students could

understand more, and also the researcher could maximize the time in explaining the material in more detail.

- 3) Creating an enjoyable class. In the previous cycle, the researcher rarely used ice breaking to motivate the students in learning. Because in the researcher's perspective, they are not young learners and they would be passive in following the ice breaking. But in fact, small things like ice breaking was very necessary so that the learning activity was not bored.

However, there were some modifications in the second cycle; that was the researcher needed to take focus on delivering materials in more details along with the example, selected the suitable texts, added glossary for the difficult word or foreign word, maximalized the use of media, created interesting class, and asked them to bring dictionary. Beside that, the researcher still also prepared the lesson plan related the reflecting, observation checklist, field notes to note the classroom activities, and also prepared the posttest 2 to collect the data about students' reading comprehension.

b. Acting

The action of second cycle was on September 2nd to 23rd2020 consisting of three meetings. The first meeting was conducted on September 2nd2020. The difference of this meeting from the previous one was the researcher made the class atmosphere more interesting to awake the interest of students in joining the lesson by maximizing the

use of ice breaking periodically. The researcher has introduced to the new topic about analytical exposition text entitled “COVID-19 Health Protocol Violators Should be Sanctioned” and presented it using slides show. It was aimed to make the students understand more and ease the researcher to deliver the material. The researcher re-explained the explanation about the use of 3-2-1 reading chart. It was describing how to discover the (3) facts of the text, (2) agree or disagreement from the text and (1) question still have from the difficult word. Next following the researcher’s explanation, the students analyzed the text into the 3-2-1 reading chart as was done in the cycle before.

The second meeting was on September 9th 2020. The researcher asked the students to find out the analytical exposition text from other sources. The students might go to library, search at internet, another learning book, etc. Then, the students analyzed the text by using the same chart. This way aimed to activate the interest and students’ involvement in learning English. The students looked for individually in order to be able to find the suitable word used in analytical exposition text. So, it could be easier in understanding and analyzing the materials.

The third meeting was on September 16th 2020. In this meeting, the researcher asked the students to analyze the text and do the exercise. Before that, the researcher did an ice breaking to motivated the students in learning reading by giving some question about

analytical exposition orally. If the students were able to answer the researcher's question, about the analytical exposition, 3-2-1 reading strategy and also the main idea of the text, the researcher would prepare the text for those students and the students did it directly. The students that were unable to answer the question got the text recently.

The fourth meeting was on September 23rd 2020. This meeting was post test II, the researcher took an assessment to know the students' reading comprehension after implementing the action in this second cycle. It was whether there was a significant improvement or not. If the test showed significant improvements, it meant that the students could receive the materials well and the use of 3-2-1 reading strategy really increased students reading comprehension. The researcher's efforts during second cycle had good outcomes. The test was tested not too differently from the post test I. The test included 25 items of multiple-choice and consisted on 4 text of reading.

c. Observing

The observation checklist of students' behavior during teaching and learning process using 3-2-1 reading strategy in the second cycle could be seen in the following table as follows :

Table 4.7
Observation checklist Cycle 2

No.	Observation list	score			
		1	2	3	4
1.	Enthusiastic students at apperception				√
2.	Student attention to the teacher when delivering the material				√
3.	Student activeness when asking questions			√	
4.	Student activity when answering questions				√
5.	Orderliness when participating in learning				√
6.	Work on learning evaluation				√
	Total score	23			
	Percentage	A			
	Criterion	Complete			

In the second cycle, generally the class condition in learning process was better than the previous cycle. It could be seen from the result of field notes that the students who were able to focus and to pay attention to the researcher' explanation and when they followed the reading lesson, they enjoyed doing exercises. Then, most of them were enthusiastic to choose their text, and active in joining the games.

Related to the researcher's performance she looked masters the technique and the materials. The slide show was interesting and the students could understand the materials easily. The researcher checked the students' work by walking to their table and giving comments. Then, a louder voice by the researcher could be increased the students understand easily because the researcher's explanation was loud and clearly. Automatically, it led a good feedback from students' response in conveying their ideas and students were helped by the teacher to comprehend the text. Next, students did not give up when they found

unfamiliar words because they could look up in the glossary given by the researcher or found them in their dictionary as suggested by their teacher.

(Field note-appendix 5)

Table 4.8
Posttest 2 Score

No	Students	Students score of Reading comprehension test					Calculation for total score	Final score
	Indicator	T	P	S	W	Total	Sc x Ps : Ms x100	
1	2	3	4	5	6	7	8	9
1.	AS	6	4	6	5	21	21 x 2 : 50 x 100	84
2.	AF	5	3	5	3	16	16 x 2 : 50 x 100	64
3.	ADP	6	5	4	3	18	18 x 2 : 50 x 100	72
4.	AB	7	4	5	6	23	23 x 2 : 50 x 100	92
5.	AHM	6	4	6	6	22	22 x 2 : 50 x 100	88
6.	AR	6	5	4	5	21	21 x 2 : 50 x 100	84
7.	B	7	5	6	6	24	24 x 2 : 50 x 100	96
8.	DRS	5	5	6	4	20	20 x 2 : 50 x 100	80
9.	DS	7	4	6	5	22	22 x 2 : 50 x 100	88
10.	DA	4	4	5	6	19	19 x 2 : 50 x 100	76
11.	DRS	6	5	6	6	23	23 x 2 : 50 x 100	92
12.	FZ	4	5	4	6	18	18 x 2 : 50 x 100	72
13.	F	7	5	5	6	23	23 x 2 : 50 x 100	92
14.	FI	3	3	4	2	12	12 x 2 : 50 x 100	48
15.	KR	7	4	6	4	21	21 x 2 : 50 x 100	84
16.	MB	5	6	6	5	22	22 x 2 : 50 x 100	88
17.	MNS	4	4	6	4	18	18 x 2 : 50 x 100	72
18.	MAP	7	5	4	6	22	22 x 2 : 50 x 100	88
19.	MH	4	5	6	6	21	21 x 2 : 50 x 100	84
20.	MAS	3	6	6	4	19	19 x 2 : 50 x 100	76
21.	NSD	7	4	6	5	22	22 x 2 : 50 x 100	80
22.	NQ	4	5	6	6	21	21 x 2 : 50 x 100	84
23.	PDB	7	5	4	6	22	22 x 2 : 50 x 100	88
24.	RJ	7	6	5	3	21	21 x 2 : 50 x 100	84
25.	SM	3	5	5	1	14	14 x 2 : 50 x 100	56
26.	S	4	3	6	3	16	16 x 2 : 50 x 100	64
27.	SW	7	5	6	3	21	21 x 2 : 50 x 100	84
28.	VTF	4	6	6	6	22	22 x 2 : 50 x 100	88
29.	FM	6	4	5	6	21	21 x 2 : 50 x 100	84
Total		78 %	77 %	89 %	78 %			2332

Test Description :

- Text : 7 items
- Paragraph : 6 items
- Sentence : 6 items
- Word : 6 items
- Total** : 25 Items

The students mean score was :

$$M = \frac{\sum x}{N} = \frac{2332}{29}$$

$$= 80.41$$

To know the class percentage which pass the passing grade score by using formula

$$P = \frac{F}{N} \times 100$$

$$P = \frac{25}{29} \times 100 = 86.2\%$$

On the last meetings of cycle two, the researcher held post test II regarding the students' reading comprehension. The students' achievement about reading comprehension aspects increased, especially in the paragraph and sentence comprehension aspects. Based on the result of the post-test II, the mean score of the class in reading test gained 80.41. The percentage of students who reach the score ≥ 70 was 86.2%. It meant that, there were 25 students who passed the passing Criterion.

d. Reflecting

The reflection of Classroom Action Research (CAR) was carried out after getting the result of field notes and posttest II. The result of the posttest II showed that 86.2% of the students got the score above the minimum criterion. So it has met criterion of success that 75% of the students must get the score above the Minimum Criterion. It meant that

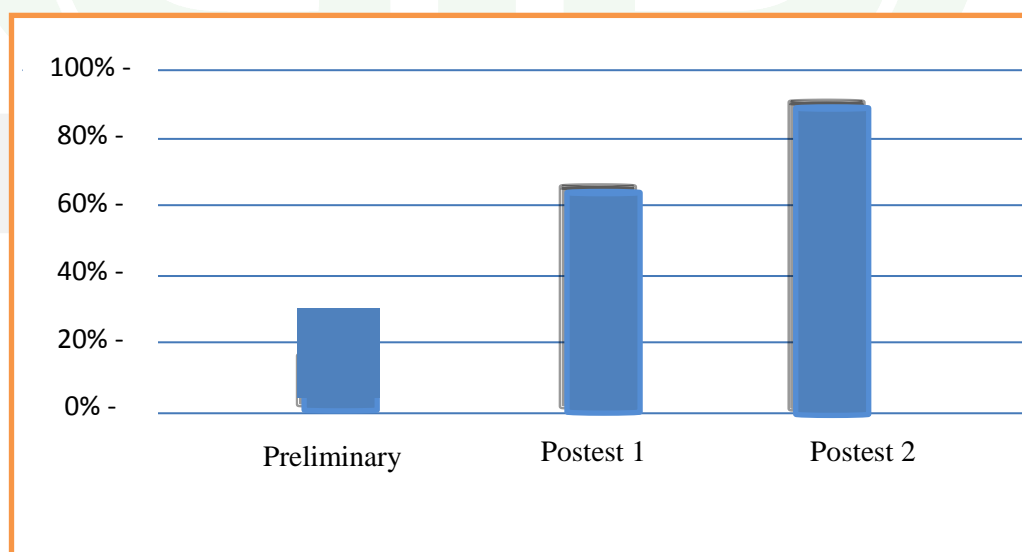
there were 25 of 29 of total students got the score ≥ 70 . The result had been reached in second cycle. Therefore, the researcher and the collaborated teacher decided to stop the Classroom Action Research (CAR) because it had already succeeded.

According to the result of the evaluation between the researcher and the teacher, it could be assumed that the implementation of Classroom Action Research in increasing students' reading comprehension by using 3-2-1 reading strategy was appropriate with the planning that had been discussed by the researcher and the teacher previously. In this case, every action was planned as well as possible so that the reading class could be accomplished well.

B. The interpretation of the data

The students improvement from the preliminary study to second cycle was recapped into the figure below :

Figure 4.1
Students' Progress



The Figure above presented the students' reading improvement using 3-2-1 reading strategy. In the preliminary study, the mean score of students on the reading tests before carrying out Classroom Action Research (CAR) were 50.20. It was the students' reading score before they used 3-2-1 reading strategy. Meanwhile, the class percentages which passed the passing criterion were 31.03%. It meant that there were only 9 students who were able to pass the passing grade criterion 70 (seventy) and there were 20 students could not reach the target.

Furthermore, the mean score in the post-test of cycle I was 70.75. It meant that there were an improvement on some students' score from the previous test that was 32,02%. Meanwhile, the class percentages which passed the passing grade criterion in post-test I were 62.06%. It showed that there were 18 students who passed the passing grade criterion and there were 11 students whose score were still under the passing grade criterion. However, it still needed more improvement because it could not achieve the criterion of success classroom action research (CAR), that was 75% from the class percentage. That was why the researcher and the teacher continued to the second cycle.

Next, the mean score in the post-test of the second cycle was 80.41. It showed the students' improvement score 9.66 (80.41– 70.75) from the posttest 1 (70.75) or 55,16% students' improvement in the score percentage from the preliminary study. Meanwhile, the class percentages which passed the passing grade criterion were 86.2%. It meant there were 25 students whose score

passed the passing grade criterion and there were 4 students who were still under the target of the passing grade criterion. This class percentage showed some improvements of 86.2% from the preliminary study (32.02%) or post-test 1 (24.14%) in the class percentage. The post-test of cycle II had fulfilled the target of Classroom Action Research (CAR) success, which was above 75% of the students who could pass the passing grade criterion. Automatically, it could be said that the Classroom Action Research (CAR) was success and the cycle was stopped.

C. Discussion

In this research, a researcher conducted the research in two cycles during the teaching and learning process. The subjects of the research consist of 29 students. The researcher used classroom action research. The purpose of the researcher using classroom action research as a design because there were some problems faced by the students in reading comprehension. The students were lack of vocabulary, difficulty comprehending the text such as finding the topic of the text, the main idea, and also stated and unstated details. In this research, the researcher implemented the 3-2-1 reading strategy to solve the problem faced by the students.

Based on the result above of research finding, the students who were taught without using 3-2-1 reading strategy did not reveal significant improvement. It can be seen from the mean score of pretest was 50.20, the mean score of post test I was 70.75 and post test II was 80.41. In the other hand, the students who were taught by using 3-2-1 strategy is significant

improvement. It means score of reading comprehension before being taught by using 3-2-1 strategy (pre-test) was 50.20 (see table 4.1). Next, score of reading comprehension in the cycle I (post-test I) was 70.75 (see table 4.6). Moreover, score of reading comprehension in the cycle II (posttest II) was 80.41. It means that, the students reading comprehension was increased.

Based on the data analysis above, showed that 3-2-1 strategy could increase students reading comprehension in the aspect of texts, paragraph, sentence, and word comprehension. This finding was supported by the theory provided by Zygouris-Coe, Wiggin, and Smith that 3-2-1 strategy is reading strategy. It requires that the students participate in summarizing ideas from the text and encourage them to think independently⁵³. By using 3-2-1 strategy the teacher can create atmosphere where students actively to explore their main idea of the text.

Based on improvement above, it was proven that 3-2-1 reading strategy could improve students reading comprehension. For teaching reading, the researcher needed the suitable strategy to create the interested atmosphere, because the students consider that reading class was bored and them difficult to understand the text. The researcher chose 3-2-1 reading strategy to taught reading comprehension. In this strategy, the researcher using 3-2-1 reading as students post-reading activity. In this stage, the teacher may provide follow-up activities such as discussing the content of the text, retelling the text, answering the comprehension questions, learning vocabulary found in the

⁵³ Zygouris-Coe, *et al.* ,382.

text⁵⁴. In line with that statement, the post-reading activity using 3-2-1 reading strategy could increase students reading comprehension in aspect of text, paragraph, sentence, and word comprehension.

Based on the result above, 3-2-1 reading comprehension recognized the purpose and the important point of the text besides understanding the surface understand the text. 3-2-1 reading strategy covers four short reading skills that should be mastered by the students. That was identifying main idea, identifying information details, understanding vocabulary, determining reference⁵⁵.

In this research, the researcher taught the students using 3-2-1 reading strategy, that using 3-2-1 reading chart, the students should fill the chart with (3) discovery things about the fact of the text. It meant that the students indirectly studied about the text and the paragraph aspect. The chart forced them to look for the main point of the text. Filling chart (2) point was agree or disagree from the text. In this part, the students were trained find something that make them agree or disagree, so they would learn about sentence comprehension. The last part of chart was (1) one question still have. The students were forced to ask statement that were not clear from the text, such as difficult or foreign words. So, after conducting the text, the students are able to increase their reading comprehension.

⁵⁴ H Douglas Brown, *Teaching by Principle: Interactive Approach to Language Pedagogy*, 65

⁵⁵ Cristine E. Nuttal, *Teaching reading skills in a foreign language/* Christine Nuttal, (London: Heinemann, 1985),

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is to conclude the result of the use of 3-2-1 reading strategy to increase students' reading comprehension skills at second grade students of SMK AL MUNAWAROH Tempurejo and to suggest others after conducting this research. Below are the conclusion and suggestions of the study.

A. Conclusion

Based on the result of the study, it could be concluded that using 3-2-1 Reading Strategy could increase students' reading comprehension because students' score of reading comprehension could achieve the criteria of success. The condition before conducting this strategy, the students lacked of reading comprehension actually in four aspects of text, paragraph, sentence and word comprehension.

After conducting the strategy, the students achieved improvement in reading comprehension aspects. When the students filled the 3-2-1 reading chart, the students looked for (3) discovery things about the fact of the text. It meant that the students indirectly studied about the text and the paragraph aspect. The chart forced them to look for the main point of the text. Filling chart (2) point was agree or disagree from the text. In this part, the students were trained find something that make them agree or disagree, so they would learn about sentence comprehension. The last part of chart was (1) one question still have. The students were forced to ask statement that was not clear from the text, such as difficult or foreign words. They might choose from

a glossary or depending on their level difficulties. The students practiced exploring their word comprehension by asking questions in this chart.

The improvement could be known based on the assessment of the student's reading comprehension after they were taught using this strategy in two cycles. It improved in students' mean score at the second cycle which was 80.41. It was better than the mean score in cycle I which was only 70.75. This showed that this strategy could give improvement for students reading comprehension.

B. Suggestions

Based on the result of classroom action research (CAR), it showed that the use of 3-2-1 reading strategy could improve students' reading comprehension at second grade students of SMK AL MUNAWAROH. So, the researcher wanted to give some suggestions for the English teacher, the students and the future researcher. The suggestions were as follow:

1. For English Teachers

To teachers who wish to use 3-2-1 strategy in their English classrooms or in reading activities, it is important to introduce the use of strategy clearly. Teachers must also give guidance to the students especially in filling the 3-2- 1 chart because starters might think that the writing part is difficult. If students find the instructed learning strategy convenient and easy, it will help teachers too to successfully implement it in the classroom. Besides, integrating with different learning strategies

may be helpful to prevent students get bored or teachers can modify the same strategy according to the learning objectives.

2. For further researchers

Other researchers may implement the result of this research with different populations or in the different places by considering the drawbacks in this research. Furthermore, it is suggested that in the next research 3-2-1 strategy may be implemented in classrooms to help improving students' writing skill instead of reading skill.



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














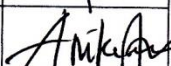
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



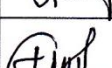

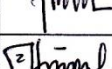

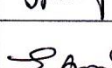
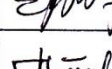
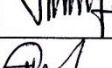
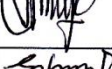
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No	Things to do	Time	Informant	TTD
1.	Provide a letter of research to the headmaster	March 06 th 2020	Headmaster of SMK Al-munawaroh	
2.	Observation and consulting strategy used	March of 18 th 2020	English teacher	
3.	Asking about the students, students' schedule and KKM	July 15 th 2020	English Teacher	
4.	Consultant about the first lesson plan, the second lesson plan and worksheet	July 15 th 2020	English Teacher	
5.	Interview about teaching and learning process	July 16 th 2020	English Teacher	
6.	Applying cycle one in the classroom (2 nd grade): The first lesson plan.	July 22 th 2020	English Teacher	
7.	Applying cycle one in the classroom (2 nd grade): The second lesson plan.	July 29 th 2020	English Teacher	
8.	Applying cycle one in the classroom (2 nd grade): The third lesson plan.	August 5 th 2020	English Teacher	
9.	Applying cycle one in the classroom (2 nd grade): The fourth lesson plan.	August 12 th 2020	English Teacher	
10.	Applying posttest of cycle one in the classroom (2 nd grade): The fifth lesson plan.	August 19 th 2020	English Teacher	
11.	Observing, reflecting the result of cycle one, consulting the next lesson plan	August 26 th 2020	English Teacher	
12.	Applying cycle two in the classroom (2 nd grade): The first lesson plan.	Sept 2 nd 2020	English Teacher	
13.	Applying cycle two in the classroom (2 nd grade): The second lesson plan.	Sept 9 th 2020	English Teacher	
14.	Applying cycle two in the classroom (2 nd grade): The third lesson plan.	Sept 16 th 2020	English Teacher	
15.	Applying posttest of cycle two in the classroom (2 nd grade): The fourth lesson plan.	Sept 23 th 2020	English Teacher	
16.	Discussed the result of cycle two.	Sept 30 th 2020	English Teacher	
17.	Request a letter of research completion	Sept 30 th 2020	Administration staff	

No	Things to do	Time	Informant	TTD
1.	Observation and preliminary study	March of 18 th 2020	Students	
2.	interview about teaching and learning process	July 16 th 2020	Students	
3.	Conducting cycle one in the classroom (2 nd grade): The first lesson plan.	July 22 th 2020	Students	
4.	Conducting cycle one in the classroom (2 nd grade): The second lesson plan.	July 29 th 2020	Students	
5.	Conducting cycle one in the classroom (2 nd grade): The third lesson plan.	August 5 th 2020	Students	
6.	Conducting cycle one in the classroom (2 nd grade): The fourth lesson plan.	August 12 th 2020	Students	
7.	Conducting posttest of cycle one in the classroom (2 nd grade): The fifth lesson plan.	August 19 th 2020	Students	
8.	Interview about the students difficulties in cycle one	August 26 th 2020	Students	
9.	Conducting cycle two in the classroom (2 nd grade): The first lesson plan.	Sept 2 nd 2020	Students	
10.	Conducting cycle two in the classroom (2 nd grade): The second lesson plan.	Sept 9 th 2020	Students	
11.	Conducting cycle two in the classroom (2 nd grade): The third lesson plan.	Sept 16 th 2020	Students	
12.	Conducting posttest of cycle two in the classroom (2 nd grade): The fourth lesson plan.	Sept 23 th 2020	Students	
13.	Interview survey about the strategy was done	Sept 30 th 2020	Students	

Tempurejo, 12 Agustus 2020

Kepala Sekolah,



SORIFAH ALIYAH, S.Pd

Appendix 2

Matrix of Research

Title	Variable	Indicator	Data Collection Technique	Research Method	Research Problem
<p>The use of 3-2-1 Reading Strategy to Increase students' Reading Comprehension skill of second Grade Students at SMK Al Munawaroh Tempurejo</p>	<ol style="list-style-type: none"> 1. 3-2-1 Reading Strategy 2. Reading Comprehension 	<ol style="list-style-type: none"> 1. 3-2-1 Reading Strategy <ul style="list-style-type: none"> - The nature of 3-2-1 reading strategy - The benefit of 3-2-1 reading strategy - The procedure of 3-2-1 reading strategy 2. Reading Comprehension <ul style="list-style-type: none"> - Word comprehension - Sentence comprehension - Paragraph comprehension - Text comprehension 	<p>Research subject : The tenth grade students at SMK Al Munawaroh</p> <ol style="list-style-type: none"> 1. Observation 2. Test 3. Interview 	<p>Research Design : Class Room Action Research (CAR)</p> <ol style="list-style-type: none"> 1. Planning 2. Implementing 3. Observing 4. Reflecting 	<p>How can 3-2-1 reading Strategy increase students' reading comprehension ?</p>

Appendix 3

OBSERVATION CHECKLIST CYCLE 1

1. Observation checklist meeting 1 (22/7/20)

No.	Observation list	Score			
		1	2	3	4
1.	Enthusiastic students at apperception		√		
2.	Student attention to the teacher when delivering the material			√	
3.	Student activeness when asking questions	√			
4.	Student activity when answering questions	√			
5.	Orderliness when participating in learning		√		
6.	Work on learning evaluation		√		
Total score		11			
Grade		C			
Criterion		Not complete			

2. Observation checklist meeting 2 (29/7/20)

No.	Observation list	Score			
		1	2	3	4
1.	Enthusiastic students at apperception			√	
2.	Student attention to the teacher when delivering the material		√		
3.	Student activeness when asking questions		√		
4.	Student activity when answering questions		√		
5.	Orderliness when participating in learning		√		
6.	Enable to do the task individually		√		
7.	Work on learning evaluation				√
Total score		17			
Grade		B			
Criterion		Complete			

3. Observation checklist meeting 3 (5/8/20)

No.	Observation list	Score			
		1	2	3	4
1.	Enthusiastic students at apperception				√
2.	Student attention to the teacher when delivering the material			√	
3.	Student activeness when asking questions	√			
4.	Student activity when answering questions	√			
5.	Orderliness when participating in learning		√		
6.	Enable to do the task individually		√		
7.	Work on learning evaluation		√		
	Total score	15			
	Grade	C			
	Criterion	Not Complete			



OBSERVATION CHECKLIST CYCLE 2

1. Observation checklist meeting 1 (2/9/20)

No.	Observation list	score			
		1	2	3	4
1.	Enthusiastic students at apperception				√
2.	Student attention to the teacher when delivering the material				√
3.	Student activeness when asking questions			√	
4.	Student activity when answering questions				√
5.	Orderliness when participating in learning			√	
6.	Work on learning evaluation				√
Total score		22			
Percentage		B			
Criterion		Complete			

2. Observation checklist meeting 2 (9/9/20)

No.	Observation list	score			
		1	2	3	4
1.	Enthusiastic students at apperception			√	
2.	Participation in games activity			√	
3.	Student activeness when asking questions				√
4.	Student activity when answering questions				√
5.	Orderliness when participating in learning				√
6.	Each students active in group discussion			√	
7.	Work on learning evaluation			√	
Total score		24			
Percentage		B			
Criterion		Complete			

3. Observation checklist meeting 3 (16/9/20)

No.	Observation list	Score			
		1	2	3	4
1.	Enthusiastic students at apperception			√	
2.	Participating in games activity				√
3.	Student activeness when asking questions			√	
4.	Student activity when answering questions				√
5.	Orderliness when participating in learning				√
6.	Work on group discussion				√
7.	Work on learning evaluation			√	
	Total score	25			
	Percentage	A			
	Criterion	Complete			



Appendix 4

INTERVIEW GUIDELINES

1. Interview Guidelines for the English Teacher

1. What do you think about reading comprehension of XI students?
2. What are students' difficulties in reading comprehension?
3. How students' attitude toward reading an English text?
4. How students' attitude in the teaching learning process?
5. Do students read the text using reading strategies?
6. What does the strategy use in teaching reading comprehension?
7. Do the discussion often held in the class?
8. What kind of activities do you think to help students in comprehending the text?
9. What do you think about the use of 3-2-1 reading strategy to improve reading comprehension?

2. Interview Guidelines for the students

Interview ini bertujuan untuk mengetahui keberhasilan penggunaan 3-2-1 reading strategy dalam meningkatkan skill bahasa inggris siswa. Hasil dari interview ini akan digunakan sebagai data pendukung dalam peng-analisaan penelitian tindakan kelas yang sudah berlangsung. Untuk menjamin kerahasiaan, maka seluruh data-data yang bersifat pribadi tidak untuk kepentingan umum akan dirahasiakan oleh peneliti.

Pertanyaan interview 1 :

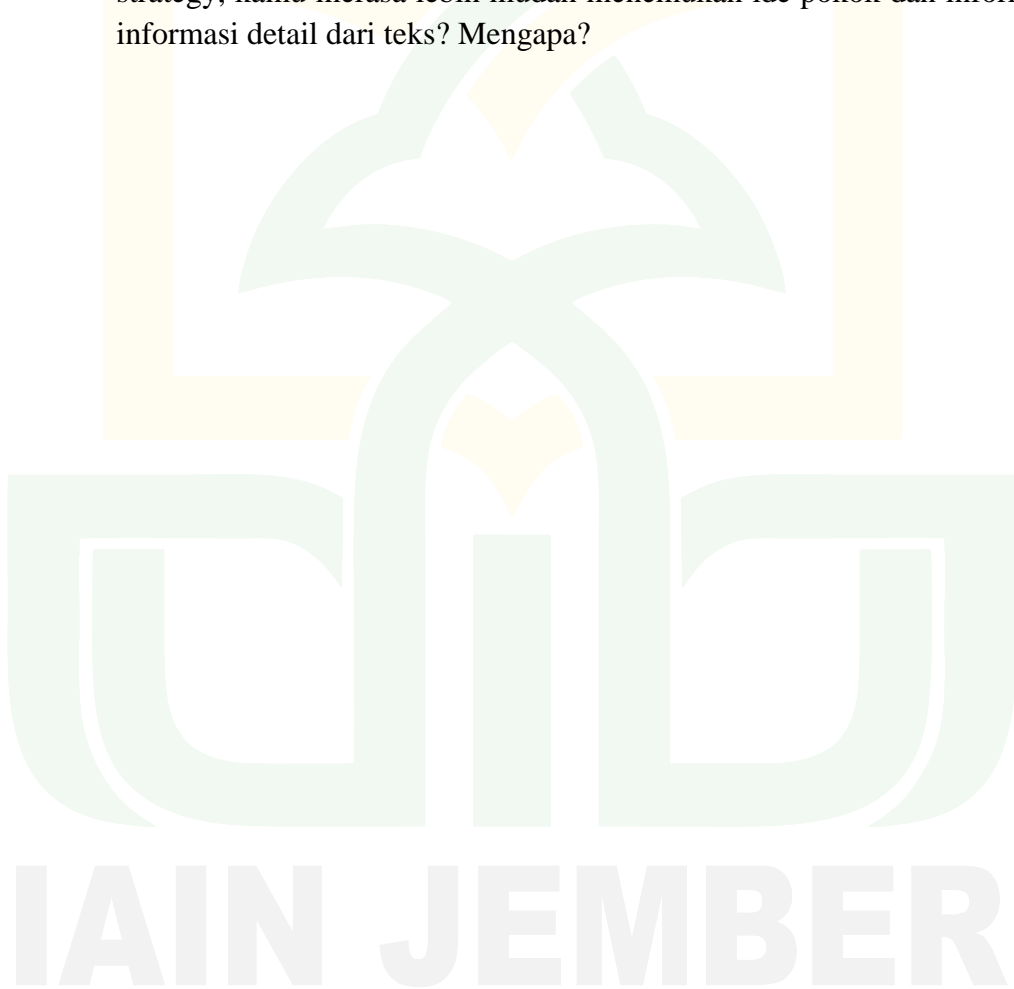
1. Apakah kamu menyukai pelajaran bahasa inggris ?
2. Bagaimana pendapatmu mengenai pelajaran bahasa inggris ?
3. Apakah kamu pengen ahli bahasa inggris ?
4. Bagaimana model pembelajaran yang kamu inginkan ?

Pertanyaan interview 2:

1. Bagaimana pendapatmu mengenai strategi 3-2-1 ?
2. Bagaimana belajar bahasa inggris menggunakan 3-2-1 apakah berpengaruh atau tidak ?
3. Kenapa kok jawaban dalam chart terlanjur pendek ?
4. Apakah yang menjadikan sulit ?
5. Bagaimana sekiranya agar bisa lebih bisa dipahami ?

Pertanyaan interview 3 :

1. Bagaimana pendapatmu tentang model pembelajaran 3-2-1 reading strategy yang diterapkan oleh peneliti?
2. Apakah kamu mengerti dengan penjelasan yang di sampaikan oleh peneliti melalui 3-2-1 reading strategy)? Mengapa?
3. Apakah kamu merasa bosan dalam belajar Reading menggunakan 3-2-1 reading strategy? Mengapa?
4. Apakah 3-2-1 reading strategy dalam belajar Reading menarik? Mengapa?
5. Apakah kamu merasa termotivasi dalam belajar Reading dengan menggunakan 3-2-1 reading strategy? Mengapa?
6. Apakah dengan melalui pembelajaran menggunakan 3-2-1 reading strategy, kamu merasa lebih mudah menemukan ide pokok dan informasi-informasi detail dari teks? Mengapa?



Appendix 5

FIELD NOTES

Field Notes Cycle 1

Tanggal : 22 Juli -12 Agustus 2020

Waktu : 08.30-10.00

Tempat : Ruang Kelas XI

1. Pertemuan pertama

Siswa masih canggung untuk terbuka kepada peneliti, mereka hanya mendengarkan tanpa adanya respon yang menggambarkan pemahaman mereka. Pembawaan kelas terlalu serius dan kegiatan siswa kurang aktif.

2. Pertemuan kedua

Siswa mulai berinteraksi dengan baik. Terkait pemberian contoh 3-2-1 mereka dapat menerima dengan baik, tertib dan aktif bertanya.

3. Pertemuan ketiga

Menganalisis dan juga mengerjakan tes reading. Setiap individu mampu mengerjakan dengan baik baik analisis maupun tes. Namun ada beberapa siswa yang tidak tertib dalam mengerjakan. Cenderung rame dan mengganggu teman yang lain.

4. Pertemuan kelima

Postest ini siswa mengerjakan soal dengan baik dan tertib. Dengan waktu yang telah ditentukan siswa selesai dengan tepat waktu.

Dalam siklus pertama, dapat disimpulkan peran peneliti sudah baik dalam menyampaikan materi maupun strategi, hanya saja pembawaan kelas yang terlalu serius menjadikan beberapa siswa merespon pasif, atau bahkan bosan dan mengantuk dalam mengikuti pembelajaran. Saran untuk siklus selanjutnya untuk memberikan kegiatan lebih agar siswa lebih aktif dalam pembelajaran.

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Field Notes Cycle 2

Tanggal : 2 - 23 September 2020

Waktu : 08.30-10.00

Tempat : Ruang Kelas XI

1. Pertemuan ke satu

Siswa tampak antusias dengan materi baru oleh peneliti. Materi hortatory tidak jauh berbeda dengan materi pada siklus sebelumnya. Penambahan media proyektor berdampak baik pada respon siswa ketika mengikuti pembelajaran. Siswa lebih tertarik mengikuti pembelajaran dengan aktif bertanya.

2. Pertemuan kedua

Perubahan strategi pembelajaran dari individu ke group discussion, menjadikan siswa lebih aktif dalam berdiskusi, aktif dalam mengerjakan tugas, kelas lebih kondusif, hanya saja teknik pembagian grup yang membuat siswa sedikit tidak terkontrol karena sebaiknya grup sudah ditentukan oleh peneliti. Siswa juga aktif dalam mengikuti permainan yang disediakan peneliti.

3. Pertemuan ketiga

Pemberian game diawal pembelajaran merupakan hal yang bagus, untuk memancing semangat dan motivasi siswa dalam mengikuti pembelajaran. Pembagian kelompok mengikuti pola jigsaw, pembagian ini sedikit tidak kondusif karena banyaknya siswa yang bingung menentukan kelompoknya. Tapi hasil pemecahan kelompok jigsaw, menjadikan siswa memiliki pengetahuan yang beragam dapat bertkar pendapat dalam mengerjakan tugas yang disampaikan. Peneliti memonitor pekerjaan dan pemahaman siswa

4. Pertemuan ke empat

Posttest cycle 2 ini siswa kembali mengerjakan tes, dengan sangat baik siswa mengerjakan dengan tertib. bahkan sebelum waktu habis, sebagian siswa sudah dapat menyelesaikan tes dengan baik

Dalam siklus kedua ini, siswa sangat antusias mengikuti pembelajaran. Penambahan permainan atau ice breaking sangat berdampak positif untuk menunjang pembelajaran siswa. Pemanfaatan dan pengoprasian media yang sangat menarik juga berpengaruh baik terhadap siswa. Mengoptimalkan pembelajaran yang berpusat kepada kegiatan siswa untuk menghindari suasana kelas yang terlalu serius dan membosankan.

Appendix 6

THE RESULT OF PRELIMINARY SCORE

No	Students	Students score of Reading comprehension test					Calculation for total score	Final score
		T	P	S	W	Total			Sc x Ps : Ms x100
1.	AS	5	2	3	2	12	12 x 2: 50 x 100	48
2.	AF	3	0	0	3	6	6 x 2: 50 x 100	24
3.	ADP	3	2	4	0	9	9 x 2: 50 x 100	36
4.	AB	2	3	3	2	10	10 x 2: 50 x 100	40
5.	AHM	2	1	1	2	6	6 x 2: 50 x 100	24
6.	AR	5	4	3	3	15	15 x 2: 50 x 100	60
7.	B	5	5	5	4	19	19 x 2: 50 x 100	76*
8.	DRS	4	3	1	1	9	9 x 2: 50 x 100	36
9.	DS	3	2	1	0	6	6 x 2: 50 x 100	24
10.	DA	4	1	4	0	9	9 x 2: 50 x 100	36
11.	DRS	2	3	3	3	11	11 x 2: 50 x 100	44
12.	FZ	2	1	3	3	9	9 x 2: 50 x 100	36
13.	F	6	5	5	4	20	20 x 2: 50 x 100	80*
14.	FI	2	0	4	2	8	8 x 2: 50 x 100	32
15.	KR	3	2	2	0	7	7 x 2: 50 x 100	28
16.	MB	3	1	0	2	6	6 x 2: 50 x 100	24
17.	MNS	3	5	3	3	14	14 x 2: 50 x 100	56
18.	MAP	6	5	5	5	21	21 x 2: 50 x 100	76*
19.	MH	1	2	2	1	6	6 x 2: 50 x 100	24
20.	MAS	4	0	4	2	10	10 x 2: 50 x 100	40
21.	NSD	4	1	4	2	11	11 x 2: 50 x 100	44
22.	NQ	4	2	4	1	11	11 x 2: 50 x 100	44
23.	PDB	6	4	3	5	18	19 x 2: 50 x 100	72*
24.	RJ	3	2	1	1	7	12 x 2: 50 x 100	28
25.	SM	2	2	3	3	9	9 x 2: 50 x 100	36
26.	S	3	1	3	1	8	8 x 2: 50 x 100	32
27.	SW	3	2	0	3	8	8 x 2: 50 x 100	32
28.	VTF	2	2	0	1	5	5 x 2: 50 x 100	20
29.	FM	2	3	3	2	10	10 x 2: 50 x 100	40
Total		97	67	78	61			1192

*The student who pass the KKM (Accomplished)

THE RESULT OF POSTTEST 1 SCORE

No	Students	Students score of Reading comprehension test					Calculation for total score	Final score
	Indicator	T	P	S	W	Total	Sc x Ps : Ms x100	
1.	AS	6	3	5	5	19	19 x 2: 50 x 100	76*
2.	AF	5	1	2	4	13	13 x 2: 50 x 100	52
3.	ADP	6	5	4	4	19	19 x 2: 50 x 100	76*
4.	AB	7	4	3	6	20	20 x 2: 50 x 100	80*
5.	AHM	6	4	5	4	19	19 x 2: 50 x 100	76*
6.	AR	6	5	5	5	21	21 x 2: 50 x 100	84*
7.	B	7	5	6	5	23	23 x 2: 50 x 100	92*
8.	DRS	5	5	6	4	20	20 x 2: 50 x 100	80*
9.	DS	7	4	5	6	22	22 x 2: 50 x 100	88*
10.	DA	3	4	4	4	15	15 x 2: 50 x 100	60
11.	DRS	6	4	5	4	19	19 x 2: 50 x 100	76*
12.	FZ	4	2	3	3	12	12 x 2: 50 x 100	48
13.	F	7	5	5	6	23	23 x 2: 50 x 100	92*
14.	FI	3	3	2	3	11	11 x 2: 50 x 100	44
15.	KR	7	4	4	5	20	20 x 2: 50 x 100	80*
16.	MB	5	6	3	4	19	19 x 2: 50 x 100	76*
17.	MNS	4	4	4	3	15	15 x 2: 50 x 100	60
18.	MAP	7	5	4	6	22	22 x 2: 50 x 100	88*
19.	MH	4	5	5	3	17	17 x 2: 50 x 100	68
20.	MAS	3	6	6	4	19	19 x 2: 50 x 100	76*
21.	NSD	7	4	4	5	20	20 x 2: 50 x 100	80*
22.	NQ	4	3	2	3	12	12 x 2: 50 x 100	48
23.	PDB	7	5	5	5	22	22 x 2: 50 x 100	88*
24.	RJ	4	2	5	3	14	14 x 2: 50 x 100	56
25.	SM	3	1	3	2	9	9 x 2: 50 x 100	36
26.	S	4	3	1	3	11	11 x 2: 50 x 100	44
27.	SW	7	5	4	5	21	21 x 2: 50 x 100	84*
28.	VTF	4	1	2	4	12	12 x 2: 50 x 100	68
29.	FM	6	4	4	5	19	19 x 2: 50 x 100	76*
Total								2052

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* The student who pass the KKM(Accomplished)

THE RESULT OF POSTTEST 2 SCORE

No	Students	Students score of Reading comprehension test					Calculation for total score	Final score
	Indicator	T	P	S	W	Total	Sc x Ps : Ms x100	
1.	AS	6	4	6	5	21	21x 2: 50 x 100	84
2.	AF	5	3	5	3	16	16 x 2: 50 x 100	64**
3.	ADP	6	5	4	3	18	18 x 2: 50 x 100	72
4.	AB	7	4	5	6	23	23 x 2: 50 x 100	92
5.	AHM	6	4	6	6	22	22 x 2: 50 x 100	88
6.	AR	6	5	4	5	21	21 x 2: 50 x 100	84
7.	B	7	5	6	6	24	24 x 2: 50 x 100	96
8.	DRS	5	5	6	4	20	20 x 2: 50 x 100	80
9.	DS	7	4	6	5	22	22 x 2: 50 x 100	88
10.	DA	4	4	5	6	19	19 x 2: 50 x 100	76
11.	DRS	6	5	6	6	23	23 x 2: 50 x 100	92
12.	FZ	4	5	4	6	18	18 x 2: 50 x 100	72
13.	F	7	5	5	6	23	23 x 2: 50 x 100	92
14.	FI	3	3	4	2	12	12 x 2: 50 x 100	48**
15.	KR	7	4	6	4	21	21 x 2: 50 x 100	84
16.	MB	5	6	6	5	22	22 x 2: 50 x 100	88
17.	MNS	4	4	6	4	18	18 x 2: 50 x 100	72
18.	MAP	7	5	4	6	22	22 x 2: 50 x 100	88
19.	MH	4	5	6	6	21	21 x 2: 50 x 100	84
20.	MAS	3	6	6	4	19	19 x 2: 50 x 100	76
21.	NSD	7	4	6	5	22	22 x 2: 50 x 100	80
22.	NQ	4	5	6	6	21	21 x 2: 50 x 100	84
23.	PDB	7	5	4	6	22	22 x 2: 50 x 100	88
24.	RJ	7	6	5	3	21	21 x 2: 50 x 100	84
25.	SM	3	5	5	1	14	14 x 2: 50 x 100	56**
26.	S	4	3	6	3	16	16 x 2: 50 x 100	64**
27.	SW	7	5	6	3	21	21 x 2: 50 x 100	84
28.	VTF	4	6	6	6	22	22 x 2: 50 x 100	88
29.	FM	6	4	5	6	21	21 x 2: 50 x 100	84
Total								2332

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** The student who have not passed the KKM(Unaccomplished)

Appendix 7

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) CYCLE 1

Sekolah : SMK AL MUNAWAROH
Mata Pelajaran : Bahasa Inggris (Wajib)
Kelas/Semester : XI/Genap
Materi Pokok : Teks eksposisi analitis
Alokasi Waktu : 4 x 2 Jam Pelajaran @45 Menit

A. Kompetensi Inti

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

B. Kompetensi Dasar

Kompetensi Dasar	
1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
2.3	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
3.10	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya
4.14	Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	
1.1.1	Mensyukuri anugerah Tuhan akan keberadaan bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
1.1.2	Menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2.3.1	Memahami dan menunjukkan perilaku santun dan peduli dalam berkomunikasi baik di dalam maupun di luar kelas
2.3.2	Memahami dan menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam berkomunikasi baik di dalam maupun di luar kelas
2.3.3	Memahami dan menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai dalam berkomunikasi baik di dalam maupun di luar kelas
3.10.1	Mengidentifikasi struktur teks pada teks untuk melaksanakan fungsi sosial teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya
3.10.2	Menyimpulkan fungsi sosial teks untuk melaksanakan fungsi sosial teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
3.10.3	Menemukan unsur kebahasaan pada teks untuk melaksanakan fungsi sosial teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya
4.14.1	Menamakan informasi rinci tersirat dan atau tersurat dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, lisan dan tulisan
4.14.2	Menemukan informasi tertentu dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, lisan dan tulisan.
4.14.3	Menentukan gambaran umum dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, lisan dan tulisan.
4.14.4	Menemukan makna kata/ frase/ kalimat dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum
4.14.5	Menentukan benar salahnya informasi berdasarkan teks eksposisi analitis tentang topik yang hangat dibicarakan umum, lisan
4.14.6	Menentukan pikiran pokok dari suatu paragraf teks eksposisi analitis tentang topik yang hangat dibicarakan umum, tulisan.

D. Materi Pembelajaran

Teks eksposisi analitis

1. Fungsi Sosial

Menyatakan pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab

2. Struktur teks

a. Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan

2. Alat/Bahan :

- Penggaris, spidol, papan tulis
- Laptop & buku pedoman pembelajaran

3. Sumber Belajar :

- Buku Bahasa Inggris - Wajib Siswa Kelas XI, Kemendikbud, edisi revisi 2017
- Buku referensi yang relevan,
- Lingkungan setempat

F. Langkah-Langkah Pembelajaran

Pertemuan ke-1 (90 Menit)

No	Kegiatan Guru	Kegiatan Siswa	Waktu
1.	<p>Pembukaan</p> <ul style="list-style-type: none">• Orientasi Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran Memeriksa kehadiran peserta didik sebagai sikap disiplin Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.• Aperpepsi Mengaitkan materi tema/ kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya. Meningatkan kembali materi prasyarat dengan bertanya. Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.• Motivasi Menstimulasi siswa secara lisan dengan pertanyaan terkait materi - <i>Do you ever talk to your friends and agree about the same thing?</i> - <i>Do you sometime/ often disagree on what other says about things?</i> - <i>Have you ever give recommendation to your friend about something?</i> Guru menghubungkan jawaban siswa dengan menyampaikan indikator pembelajaran, menggunakan <i>Powerpoint (PPT)</i>	<ul style="list-style-type: none">• Menjawab salam dan berdoa bersama• Menjawab presensi dari guru dan merapikan diri untuk bersiap menerima materi• Menjawab sesuai dengan pengetahuan siswa mengenai pembelajaran materi pada pertemuan sebelumnya.	15 menit

	Guru menjelaskan tujuan pembelajaran secara lisan yang ditampilkan pada slide <i>PPT</i>		
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No.	Kegiatan Guru	Kegiatan Siswa	Waktu
2.	<p>Kegiatan Inti</p> <p>Mengamati</p> <ul style="list-style-type: none"> Meminta siswa untuk mengamati power point yang diberikan oleh guru tentang teks analitis eksposisi <ul style="list-style-type: none"> Menjelaskan pengertian dan fungsi social dari <i>analytical exposition text</i> Menjelaskan <i>generic structure dan language features</i> dari <i>analytical exposition text</i> Mengenalkan strategi (<i>3-2-1 Strategy</i>) untuk memfasilitasi siswa dalam membaca dan memahami isi teks <i>Analytical exposition</i> Memberikan contoh model teks <i>analytical exposition</i> dan cara mengisi <i>3-2-1 chart</i> dengan informasi dari teks (<i>3 things you found, two opinions (agree/ disagree), 1 question you still have</i>) 	<ul style="list-style-type: none"> Siswa menyimak slide tentang materi eksposisi analisis yang diberikan/ diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks eksposisi analitis 	60 menit
	<p>Menanya</p> <ul style="list-style-type: none"> Guru memfasilitasi secara luas kepada peserta didik untuk bertanya mengenai fakta, prinsip, atau prosedur yang telah dilihat. Guru membantu untuk merangsang rasa percayadiri siswa untuk sampai kepada hal yang hendak ditanyakan. 	<ul style="list-style-type: none"> siswa mempertanyakan antara lain perbedaan antar berbagai teks eksposisi yang ada dalam bahasa Inggris, Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu dengan bimbingan guru, siswa menanyakan hasil pendapatnya sendiri mengenai gagasan yang diperoleh dari proses mengamati 	
	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> Meminta siswa untuk memberikan pendapat masing masing mengenai teks exposisi analisis sesuai pemahaman masing masing Meminta siswa untuk mencari dari sumber lain mengenai informasi seputar exposisi analisis. Meminta siswa untuk menemukan contoh teks eksposisi analisis di berbagai sumber 	<ul style="list-style-type: none"> Siswa mencari beberapa text eksposisi analitis dari berbagai sumber. Siswa mencari penjelasan dari sumber lain tentang pembahasan exposisi analisis. Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu 	

	sesuai keinginan siswa untuk di bahas		
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No	Kegiatan Guru	Kegiatan Siswa	Waktu
	<p>Mengasosiasi</p> <ul style="list-style-type: none"> Meminta siswa untuk menyampaikan penjelasan yang ditemukan dari sumber lain Meminta siswa untuk mengidentifikasi struktur teks sesuai dengan <i>geeric structure exposition text</i> 	<ul style="list-style-type: none"> Siswa menganalisa teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut Siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan 	
	<p>Mengkomunikasi</p> <ul style="list-style-type: none"> Meminta siswa untuk menyampaikan ringkasan secara lisan mengenai hasil yang dipeoleh. Meminta siswa untuk menuliskan dalam bentuk laporan apa yang diperoleh dan bagaimana memperoleh informasi. Meminta siswa untuk mengumpulkan hasil yang diperoleh dan guru memberikan nilai sebagai hasil belajar. 	<ul style="list-style-type: none"> Siswa membuat laporan berupa catatan hasil membaca dan mendengarkan Berkelompok, siswa bertukar cerita tentang teks eksposisi dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. Siswa mempresentasikannya di kelas Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan. 	
3.	<p>Penutup</p> <ul style="list-style-type: none"> Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran <i>Struktur teks, fungsi sosial, dan unsur kebahasaan dari Teks eksposisi analitis</i>. Memberikan penghargaan untuk materi pelajaran kepada kelompok yang memiliki kinerja dan kerjasama yang baik Menjelaskan materi dan tujuan pertemuan selanjutnya. Mengakhiri Pertemuan dengan salam. 	<ul style="list-style-type: none"> Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi <i>Struktur teks, fungsi sosial, dan unsur kebahasaan dari Teks eksposisi analitis</i> yang baru dilakukan. Mengagendakan pekerjaan rumah untuk materi pelajaran yang baru diselesaikan. Siswa menjawab salam 	15 menit

Pertemuan Ke-2 (90 Menit)

No	Kegiatan Guru	Kegiatan Siswa	Waktu
1.	<p>Pembukaan</p> <ul style="list-style-type: none"> • Orientasi Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran Memeriksa kehadiran peserta didik sebagai sikap disiplin Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. • Aperpepsi Mengaitkan materi tema/ kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya. Meningatkan kembali materi prasyarat dengan bertanya. Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. • Motivasi Menstimulasi siswa secara lisan dengan pertanyaan terkait materi - <i>Do you ever talk to your friends and agree about the same thing?</i> - <i>Do you sometime/ often disagree on what other says about things?</i> - <i>Have you ever give recommendation to your friend about something?</i> Guru menghubungkan jawaban siswa dengan menyampaikan indikator pembelajaran, menggunakan <i>Powerpoint (PPT)</i> Guru menjelaskan tujuan pembelajaran secara lisan yang ditampilkan pada slide <i>PPT</i> 	<ul style="list-style-type: none"> • Menjawab salam dan berdoa bersama • Menjawab presensi dari guru dan merapikan diri untuk bersiap menerima materi • Menjawab sesuai dengan pengetahuan siswa mengenai pembelajaran materi pada pertemuan sebelumnya. 	15 menit

Pertemuan ke 3 (90 Menit)

No	Kegiatan Guru	Kegiatan Siswa	Waktu
1.	<p>Pembukaan</p> <ul style="list-style-type: none"> • Orientasi Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran Memeriksa kehadiran peserta didik sebagai sikap disiplin Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. • Aperpepsi Mengaitkan materi tema/ kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya tentang teks analisis eksposisi Meningatkan mengenai Meningatkan kembali materi prasyarat dengan bertanya. Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. • Motivasi Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. Apabila materi tema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung Mengajukan pertanyaan • Pemberian Acuan Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung Pembagian kelompok belajar 	<ul style="list-style-type: none"> • Menjawab salam dan berdoa bersama • Menjawab presensi dari guru dan merapikan diri untuk bersiap menerima materi • Menjawab sesuai dengan pengetahuan siswa mengenai pembelajaran materi teks analisis eksposisi 	15 menit

No.	Kegiatan Guru	Kegiatan Siswa	Waktu
2.	Kegiatan Inti Mengamati <ul style="list-style-type: none"> Meminta siswa untuk mengamati teks yang diberikan oleh guru tentang teks analitis eksposisi Meminta siswa untuk mengamati fungsi sosial, struktur, dan unsur kebahasaan. Meminta siswa untuk mengamati chart 3-2-1. 	<ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks eksposisi analisis yang diberikan/ diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa mengamati chart 3-2-1 	
	Menanya <ul style="list-style-type: none"> Menanyakan bagian manakah yang menjadi kesulitan dipertemuan sebelumnya Menanyakan apakah materi yang kemarin dijelaskan dapat dipahami Menanyakan apakah strategi yang disampaikan dapat dipahami 	<ul style="list-style-type: none"> Siswa menjawab pertanyaan dari guru sesuai dengan kesulitan yang diperoleh ketika mengerjakan tugas pada meeting selanjutnya. Siswa menjawab pertanyaan dari guru jika terdapat ketidakpahaman mengenai materi 	
	Mengeksplorasi <ul style="list-style-type: none"> Menyuruh siswa untuk membaca teks yang diberikan oleh guru Menyuruh siswa untuk mengidentifikasi teks berdasarkan struktur teks dan unsur kebahasaan Menyuruh siswa untuk mengaitkan teks yang telah dibaca dengan chart yang telah disediakan 	<ul style="list-style-type: none"> Siswa mencatat penjelasan dari guru Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu Siswa menganalisis apa yang akan ditulis dalam chart berdasarkan teks yang telah dibaca. 	60 menit
	Mengelaborasi <ul style="list-style-type: none"> guru menyuruh siswa untuk berpikir secara kritis dalam menyikapi teks dalam bentuk chart guru memfasilitasi siswa untuk bertindak mandiri dalam mengerjakan tugas individu. 	<ul style="list-style-type: none"> Siswa menuliskan hasil analisisnya ke dalam bentuk chart dengan percaya diri Siswa berargumen dengan santun mengenai teks dalam bentuk tulisan. Siswa melaporkan hasil kepada guru 	
	Mengkomunikasi <ul style="list-style-type: none"> Memeriksa pemahaman siswa dengan diskusi bersama hasil kerja individu siswa Memfasilitasi siswa untuk bertanya apa yang belum dipahami. 	<ul style="list-style-type: none"> Siswa melakukan refleksi mengenai hasil belajarnya Siswa mengungkapkan 	

	<ul style="list-style-type: none"> • Guru berperan sebagai narasumber dan fasilitator. • Memberikan <i>feedback</i> positif secara lisan pada siswa untuk tugas yang telah diselesaikan. 	<p>pengalaman dan kesulitan selama mengerjakan tugas individu</p> <ul style="list-style-type: none"> • Siswa membuat laporan kesimpulan untuk pembelajaran hari ini. 	
3.	<p>Penutup</p> <ul style="list-style-type: none"> • Menyampaikan rencana pembelajaran pada pertemuan berikutnya • Menugaskan siswa untuk membaca satu contoh hortatory exposition teks dan berlatih menggunakan 3-2-1 chart secara individu • Menutup kegiatan pembelajaran dengan membaca doa bersama dan salam. 	<ul style="list-style-type: none"> • Mengagendakan pekerjaan rumah untuk materi pelajaran yang baru diselesaikan. • Siswa menjawab salam 	15 menit



Pertemuan Ke-3 (90 Menit)

No	Kegiatan Guru	Kegiatan Siswa	Waktu
1.	<p>Pembukaan</p> <ul style="list-style-type: none"> Orientasi Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran Memeriksa kehadiran peserta didik sebagai sikap disiplin Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. Aperpepsi Mengaitkan materi tema/ kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya tentang teks analisis exposisi Mengingat kembali materi prasyarat dengan bertanya. Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. Motivasi Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. Apabila materi tema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung Mengajukan pertanyaan Pemberian Acuan Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung Pembagian kelompok belajar 	<ul style="list-style-type: none"> Menjawab salam dan berdoa bersama Menjawab presensi dari guru dan merapikan diri untuk bersiap menerima materi Menjawab sesuai dengan pengetahuan siswa mengenai pembelajaran materi teks analisis exposisi 	15 menit

2.	Kegiatan Inti Mengamati <ul style="list-style-type: none"> • Meminta siswa untuk mengamati teks yang diberikan oleh guru tentang teks analitis eksposisi • Meminta siswa untuk mengamati fungsi sosial, struktur, dan unsur kebahasaan. • Siswa mengamati chart yang diberikan oleh guru. 	<ul style="list-style-type: none"> • Siswa menyimak berbagai contoh teks eksposisi analisis yang diberikan/ diperdengarkan guru • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya 	
	Menanya <ul style="list-style-type: none"> • Menanyakan bagian manakah yang menjadi kesulitan dipertemuan sebelumnya • Memfasilitasi apakah masih ada yang hendak belum dipahami 	<ul style="list-style-type: none"> • Siswa menjawab pertanyaan dari guru sesuai dengan kesulitan yang diperoleh ketika mengerjakan tugas pada meeting selanjutnya. • Siswa menjawab pertanyaan dari guru. 	
	Mengeksplorasi <ul style="list-style-type: none"> • Guru memfasilitasi tugas kerja individu untuk teks eksposisi analisis beserta chart untuk dikerjakan secara individu. • Dengan hasil evaluasi kemarin, guru menerangkan bahwa akan ada penugasan serupa dengan kegiatan kemarin. • Guru menjelaskan yang harus siswa lakukan dan membagikan teks eksposisi beserta chart kepada siswa sesuai dengan feedback pada pertemuan sebelumnya. 	<ul style="list-style-type: none"> • Siswa menyimak perintah dari guru • Siswa mengerjakan secara individu seperti yang dilakukan pada pertemuan sebelumnya • Siswa mengidentifikasi teks yang disampaikan guru • Siswa melakukan seperti yang telah dilakukan sebelumnya • Siswa menguraikan yang telah dipikirkan ke dalam chart 	60 menit
	Mengasosiasi <ul style="list-style-type: none"> • Guru mengamati kinerja individu siswa • Guru memberikan tugas tambahan kepada siswa • Guru akan memberikan butir soal sebagai gambaran tes pada pertemuan selanjutnya. • Guru menjelaskan tujuan dari tes tersebut 	<ul style="list-style-type: none"> • Siswa fokus pada penugas masing-masing • Siswa mengisi chart yang diberikan guru • Siswa menyimak penjelasan dari guru 	
	Mengkomunikasi <ul style="list-style-type: none"> • Meminta siswa untuk menyampaikan hasil pekerjaannya secara singkat didepan kelas. 	<ul style="list-style-type: none"> • Siswa menjelaskan apa yang telah ia kerjakan. • Siswa menjabarkan isi chart didepan kelas. 	

<p>3.</p>	<p>Penutup</p> <ul style="list-style-type: none"> • Guru memberikan masukan atas setiap pekerjaan siswa • Guru meminta untuk memperbaiki progres dan meningkatkan kebiasaan membaca di rumah. • Guru memberikan gambaran pada pertemuan selanjutnya. • Guru mengakhiri pertemuan dengan salam 	<ul style="list-style-type: none"> • Siswa mengumpulkan tugas masing – masing ke meja guru • Mengagendakan pekerjaan rumah untuk materi pelajaran yang baru diselesaikan. • Siswa menjawab salam 	<p>15 menit</p>
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Pertemuan Ke-4 (90 Menit)

No	Kegiatan Guru	Kegiatan Siswa	Waktu
1.	<p>Pembukaan</p> <ul style="list-style-type: none"> • Orientasi Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran Memeriksa kehadiran peserta didik sebagai sikap disiplin Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. • Aperpepsi Mengaitkan materi tema/ kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya tentang teks analisis exposisi Meningatkan kembali materi prasyarat dengan bertanya. Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. • Motivasi Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. Apabila materi tema/projek ini dikerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung Mengajukan pertanyaan 	<ul style="list-style-type: none"> • Menjawab salam dan berdoa bersama • Menjawab presensi dari guru dan merapikan diri untuk bersiap menerima materi • Menjawab sesuai dengan pengetahuan siswa mengenai pembelajaran materi teks analisis exposisi 	15 menit
2.	<p>Kegiatan Inti</p> <p>Mengamati</p> <ul style="list-style-type: none"> • Meminta siswa untuk mengamati tes soal yang diberikan guru 	<ul style="list-style-type: none"> • Siswamengamati butir-butir soal pada lembar yang diberikan guru 	
	<p>Menanya</p> <ul style="list-style-type: none"> • Memfasilitasi apakah terdapat butir soal yang tidak dipahami. 	<ul style="list-style-type: none"> • Siswa menanyakan soal yang belum jelas 	60 menit
	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Guru memberikan tes soal tentang teks eksposisi analitis sejumlah 25 soal pilihan ganda. 	<ul style="list-style-type: none"> • Siswa menyimak perintah dari guru • Siswa mengerjakan secara 	

	<ul style="list-style-type: none"> • Guru menjelaskan aspek penilaian pada tes tersebut • Guru menganjurkan untuk menggunakan strategi yang telah dipelajari sebelumnya 	individu	
	Mengasosiasi <ul style="list-style-type: none"> • Guru mengamati kinerja individu siswa 	<ul style="list-style-type: none"> • Siswa fokus pada penugas masing-masing • Siswa menjawab soal menggunakan strategi 3-2-1 yang diberikan guru pada pembahasan materi sebelumnya 	
	Mengkomunikasi <ul style="list-style-type: none"> • Pada akhir waktu yang telah ditentukan, siswa menukar pekerjaannya dengan teman sebangkunya • Guru membahas soal secara langsung supaya siswa mengetahui letak kesalahan dalam menjawab 	<ul style="list-style-type: none"> • Siswa menukar hasil kerjanya dengan teman sebangku • Siswa mengoreksi hasil kerjanya sesuai dengan petunjuk guru • Siswa antusias dalam menjawab dengan percaya diri hasil kerjanya 	
3.	Penutup <ul style="list-style-type: none"> • Guru memberikan masukan atas setiap pekerjaan siswa • Guru meminta untuk memperbaiki progres dan meningkatkan kebiasaan membaca di rumah. • Guru memberikan gambaran pada pertemuan selanjutnya. • Guru mengakhiri pertemuan dengan salam 	<ul style="list-style-type: none"> • Siswa mengumpulkan tugas masing – masing ke meja guru • Mengagendakan pekerjaan rumah untuk materi pelajaran yang baru diselesaikan. • Siswa menjawab salam 	15 menit

G. Evaluasi

1. Penilaian sikap spiritual dan sosial
 - a. Instrumen penilaian sikap spiritual (lembar pengamatan terlampir)
 - b. Instrumen penilaian sikap sosial (lembar pengamatan terlampir)
2. Penilaian pengetahuan dilakukan dengan : Tes Tertulis (soal terlampir)
3. Penilaian penerapan dilakukan dengan penilaian rubrik (lembar rubrik terlampir)

H. Pembelajaran Remedial dan Pengayaan

a. Remedial

Peserta didik yang belum menguasai materi (belum mencapai ketuntasan belajar) akan dijelaskan kembali oleh guru materi "*Teks eksposisi analitis*". Guru melakukan penilaian kembali dengan soal yang sejenis atau memberikan tugas individu terkait dengan topik yang telah dibahas. Remedial dilaksanakan pada waktu dan hari tertentu yang disesuaikan, contoh: pada saat jam belajar, apabila masih ada waktu, atau di luar jam pelajaran (30 menit setelah jam pelajaran selesai).

b. Pengayaan

Dalam kegiatan pembelajaran, peserta didik yang sudah menguasai materi sebelum waktu yang telah ditentukan, diminta untuk soal-soal pengayaan berupa pertanyaan-pertanyaan yang lebih fenomenal dan inovatif atau aktivitas lain yang relevan dengan topik pembelajaran "*Teks eksposisi analitis*". Dalam kegiatan ini, guru dapat mencatat dan memberikan tambahan nilai bagi peserta didik yang berhasil dalam pengayaan.

Tempurejo, 01 Juli 2020

Mengetahui
Kepala SMK AL MUNAWAROH

Guru Mata Pelajaran

Sofiatil Aliyah, M.Pd.
NIP.

Mawarid Firdaus, S.Pd.
NIP.

Lampiran meeting 1

The Importance of Breakfast

Why is breakfast important? “Breakfast like a King, Lunch like a Prince and Dinner like a Pauper” It’s a well-known phrase, but do you follow it? Having breakfast is necessary for us.

Firstly, Breakfast provides many benefits to our health and wellbeing. Breakfast provides the body and brain with fuel after an overnight fast that’s where its name originates, breaking the fast! Without breakfast you are effectively running on empty, like trying to start the car with no petrol!

Secondly, Breakfast supports cognitive function. Breakfast also restores glucose levels, an essential carbohydrate that is needed for the brain to function. Breakfast provides energy, studies have shown how eating breakfast can improve memory and concentration levels and it can also make us happier as it can improve mood and lower stress levels.

Thirdly, Breakfast provides energy needs. People’s energy needs vary depending on activity levels and life stage but typically men require more energy than women. Growing children require a lot of energy, as an example boys aged 7-10 years should consume approximately 1970 kcal per day, and girls aged 7-10 years should consume approximately 1740 kcal.

Breakfast is an excellent occasion to eat together as a family when possible. Establishing good breakfast habits in childhood and maintaining them throughout adolescence may be an important factor in reducing the prevalence of breakfast skipping and developing good eating habits that last a life time. So, breakfast really is the most important meal of the day!

Difficult Words:

1. well-known : terkenal
2. fuel : bahan bakar
3. restores : mengembalikan
4. studies : para ahli
5. require : membutuhkan
6. approximately : sekitar
7. establishing : membangun
8. prevalence : kebiasaan

Rubrik penilaian meeting 1

1. Teknik Penilaian (terlampir):

a. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No.	Observation list	score			
		1	2	3	4
1.	Enthusiastic students at apperception				
2.	Student attention to the teacher when delivering the material				
3.	Student activeness when asking questions				
4.	Student activity when answering questions				
5.	Orderliness when participating in learning				
6.	Work on learning evaluation				
	Total score				
	Precentage				
	Criterion				

Skor tertinggi : 24

Skor terendah : 6

Total skor = ?

Q2 : median = 15

Q1 : kuartil atas = 10,5

Q3 : kuartil bawah = 19,5

Skor	Nilai	Ketuntasan
$19,5 \leq 24$	Sangat baik	Tuntas
$15 \leq 19,5$	Baik	Tuntas
$10,5 \leq 15$	Cukup	Tidak tuntas
$6 \leq 10,5$	Kurang	Tidak tuntas

IAIN JEMBER

Lampiran Meeting 2

The Importance of Learning English

In this modern era, there are a lot of people who still can't speak English. Actually, there are many benefits of learning English. Here are two reasons why it's important.

First, English opens new career opportunities. These days, many companies need employees who can communicate with clients from around the world. Usually, it means someone who can speak English because English is an international language. Being a bilingual person, you can get the opportunity to work in a global company.

Second, English tests can get you into schools. You probably already know English tests such as TOEFL and IELTS. If you learn English well enough to pass English tests like TOEFL, you can study in English-language universities across the globe. Although you aren't going to study abroad, learning English can help you in making the thesis because there are a lot of sources use English languages.

There are indeed many other benefits of learning the English language. But, the two reasons above help us to believe that English is important for our life and by learning English languages we can communicate with many people from other countries.

Pembahasan Meeting 2

Title : The Importance of Learning English

Thesis : Introduce the writers' arguments about the importance of Learning english (Paragraph 1)

Argument : consist about points and elaborator or supporting points about the writers' argument (Paragraph 2 and 3)

Conclusion : reiteration or restate about the importance of learning english is necessary (Paragraph 3)

Purpose : Purpose of the text above is to persuade the readers about the importance of learning english or learning english is necessary.

My 3-2-1 Chart

Three things you discovered: (Find the statement, opinion or fact from the text)

1. There are a lot of people who still can't speak English
2. Being a bilingual person, you can get the opportunity to work in a global company
3. By learning English languages we can communicate with many people from other countries

Two things you agree or disagree: (Find something that you agree or disagree from the statement)

1. The measurement for an English ability is using TOEFL Test, whereas it is need a cost to achieve that test, not of each someone desire supporting by good financial.
2. "learning English can help you in making the thesis because there are a lot of sources use English languages" we can take advantages in this situation as our freelance.

One question you still have: (write a question to confirm or contradicted the truth)

1. If English language is necessary, why does to get the informal lesson need a expensive cost ? whereas the government can provide the societies in order to enhance country development.



Rubrik penilaian meeting 2

1. Teknik Penilaian (terlampir):

a. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No.	Observation list	score			
		1	2	3	4
1.	Enthusiastic students at apperception				
2.	Student attention to the teacher when delivering the material				
3.	Student activeness when asking questions				
4.	Student activity when answering questions				
5.	Orderliness when participating in learning				
6.	Work on learning evaluation				
	Total score				
	Precentage				
	Criterion				

Skor tertinggi : 24

Skor terendah : 6

Total skor = ?

Q2 : median = 15

Q1 : kuartil atas = 10,5

Q3 : kuartil bawah = 19,5

Skor	Nilai	Ketuntasan
$19,5 \leq 24$	Sangat baik	Tuntas
$15 \leq 19,5$	Baik	Tuntas
$10,5 \leq 15$	Cukup	Tidak tuntas
$6 \leq 10,5$	Kurang	Tidak tuntas

IAIN JEMBER

Lampiran Meeting 3

Five Drinks to Help You Lose Weight

There are many ways to lose weight. You can do sports regularly and eat nutritious food and drinks. One thing you should not forget is to make sure to consume healthy drinks. Soft drinks, fruit juices, and energy drinks that you often consume contain added sugar and carbohydrate that jeopardise your weight-loss strategy. Here are five drinks that won't add to your weight.

First, water is the best weight loss drink. If you are bored with drinking pure water, you can try adding fresh lemon slices, lime, and cucumber, to add flavour but not calories.

Second, vegetables juice provides you with the fibre and nutrients that your body needs to promote weight loss, as well as keep you longer. Find vegetables that have low sodium levels.

Third, unsweetened tea. Green tea improves metabolism and accelerates weight loss. Black and oolong teas contain a lot of antioxidants, which can help clear your body of toxins.

Fourth, black coffee helps stimulate your weight loss as caffeine suppresses hunger when you drink it in the morning and afternoon. It also heats up the body and boosts metabolism.

Last, skimmed milk provides lean protein, vitamin D, and calcium that help you build muscles and keep your bones strong.

By choosing the right drinks, such as the five drinks mentioned, you can lose your weight and maintain your health.

IAIN JEMBER

Example of 3-2-1 chart

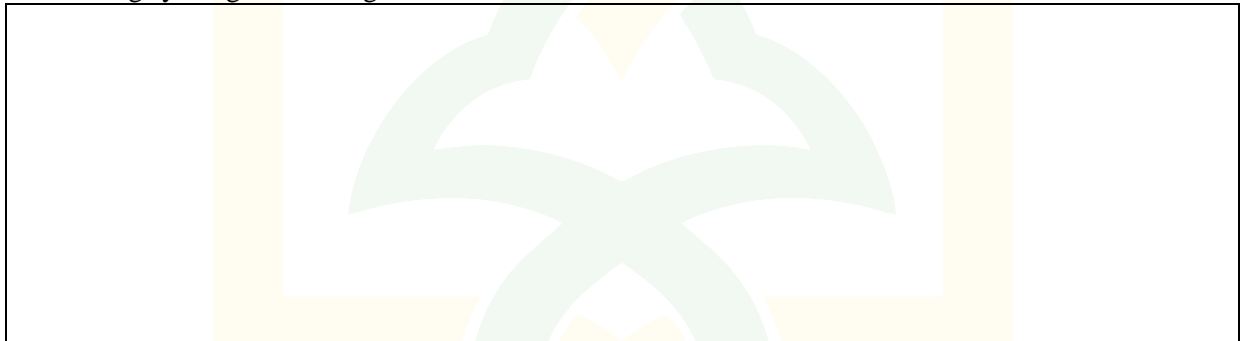
Name _____ Date _____ Class _____

My 3-2-1 Chart

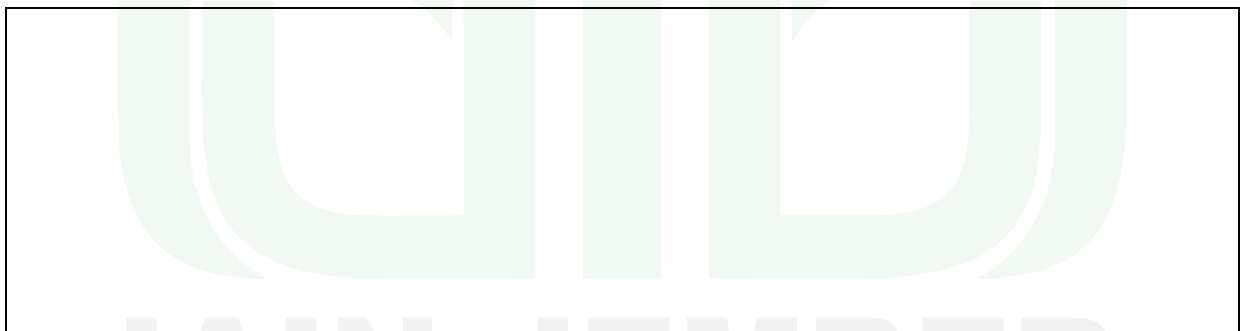
Three things you discovered:



Two things you agree or disagree:



One question you still have:



IAIN JEMBER

Rubrik penilaian Meeting 3

1. Teknik Penilaian (terlampir):

a. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No.	Observation list	score			
		1	2	3	4
1.	Enthusiastic students at apperception				
2.	Student attention to the teacher when delivering the material				
3.	Student activeness when asking questions				
4.	Student activity when answering questions				
5.	Orderliness when participating in learning				
6.	Work on learning evaluation				
	Total score				
	Precentage				
	Criterion				

Skor tertinggi : 24

Skor terendah : 6

Total skor = ?

Q2 : median = 15

Q1 : kuartil atas = 10,5

Q3 : kuartil bawah = 19,5

Skor	Nilai	Ketuntasan
$19,5 \leq 24$	Sangat baik	Tuntas
$15 \leq 19,5$	Baik	Tuntas
$10,5 \leq 15$	Cukup	Tidak tuntas
$6 \leq 10,5$	Kurang	Tidak tuntas

b. rubrik penilaian chart

Kriteria	skor
Jawaban benar, tata bahasa benar	5
Jawaban benar, tata Bahasa kurang	4
Jawaban kurang benar, tata Bahasa benar	3
Jawaban kurang benar, tata Bahasa kurang benar	4
Jawaban salah, tata Bahasa salah	1

Lampiran Meeting 4

The Importance of Exercise

We all know that exercise is important in our daily lives, but we may not know why or what exercise can do for us. Here are some benefits of exercises.

Exercise increases energy levels. Exercise improves both the strength and the efficiency of your cardiovascular system to get the oxygen and nutrients to your muscles. When your cardiovascular system works better everything seems easier and you have more energy for the fun stuff in life.

Exercise improves muscle strength. Staying active keeps muscles strong and joints, tendons and ligaments flexible, allowing you to move more easily and avoid injury. Strong muscles and ligaments reduce your risk of joint and lower back pain by keeping joints in proper alignment. They also improve coordination and balance.

Exercise can help you to maintain a healthy weight. The more you exercise, the more calories you burn. In addition, the more muscle you develop, the higher your metabolic rate becomes, so you burn more calories even when you're not exercising. The result? You may lose weight and look better physically which will boost your self-esteem.

Exercise improves brain function. Exercise increases blood flow and oxygen levels in the brain. It also encourages the release of the brain chemicals (hormones) that are responsible for the production of cells in the hippocampus, the part of the brain that controls memory and learning. This, in turn, boosts concentration levels and cognitive ability, and helps reduce the risk of cognitive degenerative diseases such as Alzheimer's.

Student's individual chart

Three things you discovered:

Two things you agree or disagree:

One question you still have:

Test trial meeting 4

School uniform is special clothes worn by all students of a particular school. The uniform of a school may differ from others. Why should schools use uniforms? Below are some reasons.

First of all, Notre Dame's Department of Sociology produced a study in 1998 concerning school uniforms. Their findings using 10th grade students showed that uniforms have no direct effect on "substance abuse, behavioral problems or attendance." It also claimed a negative effect on student achievements for those students considered 'pro-school'.

Secondly, uniform helps to create a strong sense school ethos and a sense of belonging to a particular community. As such it promotes discipline and helps to drive up academic standards, which is why a uniform is often adopted by schools which are being reopened with a fresh start after being classified as failing.

Finally, uniform acts as a social leveler, under which all students are equal in the eyes of the school and of each other. In institutions without uniform students are often competitive and worry endlessly about their appearance and the clothes they should wear. Pupils without expensive designer clothes and trainers may be singled out as social outcasts, or stigmatized as being from poor backgrounds. For these reasons many parents prefer uniforms as they save them money on buying clothes for school wear. Considering the findings, schools should implement the uniform as their identity. The government should also publish some kind of rule which makes uniform compulsory for schools.

1. What is the text about?
 - A. The school rules
 - B. The school identity
 - C. What we should wear at school
 - D. The importance of school uniform
 - E. The equally among students
2. In institutions without uniform students, one will be regarded poor because he/she
 - A. does not wear a school uniform
 - B. cannot afford to buy a school uniform
 - C. wears no expensive designer clothes
 - D. posses a bad academic record
 - E. has a bad attitude at school
3. "As such it promotes discipline and helps to drive up academic standards" (Paragraph 3). What does the it word refer?
 - A. Community
 - B. School ethos
 - C. Research finding
 - D. A study
 - E. Uniform
4. The last paragraph is about
 - A. The writer's suggestion
 - B. The writer's arguments
 - C. The writer's reasons
 - D. The writer's general statement
 - E. The writer's thesis
5. "... Substance abuse, behavioral problems or attendance." (Paragraph 2). The antonym of "attendance" word is
 - A. arrival
 - B. come up
 - C. appearance
 - D. Presence
 - E. absence

Rubrik Penilaian meeting 4

1. Teknik Penilaian (terlampir):

a. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No.	Observation list	score			
		1	2	3	4
1.	Enthusiastic students at apperception				
2.	Student attention to the teacher when delivering the material				
3.	Student activeness when asking questions				
4.	Student activity when answering questions				
5.	Orderliness when participating in learning				
6.	Work on learning evaluation				
	Total score				
	Precentage				
	Criterion				

Skor tertinggi : 24

Skor terendah :6

Total skor = ?

Q2 : median = 15

Q1 : kuartil atas = 10,5

Q3 : kuartil bawah = 19,5

Skor	Nilai	Ketuntasan
19,5 ≤ 24	Sangat baik	Tuntas
15 ≤ 19,5	Baik	Tuntas
10,5 ≤ 15	Cukup	Tidak tuntas
6 ≤ 10,5	Kurang	Tidak tuntas

b. rubrik penilaian chart

Kriteria	skor
Jawaban benar, tata bahasa benar	5
Jawaban benar, tata Bahasa kurang	4
Jawaban kurang benar, tata Bahasa benar	3
Jawaban kurang benar, tata Bahasa kurang benar	4
Jawaban salah, tata Bahasa salah	1

c. Kriteria Penskoran Butir Soal

Jawaban BENAR diberi skor 1, dan jawaban SALAH diberi skor 0

Perhitungan skor akhir menggunakan rumus

$$\frac{\text{Nilai Skor}}{\text{Skor Tertinggi}} \times 100 = \text{skor akhir}$$

Rubrik Penilaian Meeting 5 Postest

1. Penilaian Sikap Penugasan

No	Aspek Pengamatan	Skor			
		4	3	2	1
1	Tidak nyontek dalam mengerjakan ujian/ulangan				
2	Tidak melakukan plagiat (mengambil/menyalin karya orang lain tanpa menyebutkan sumber) dalam mengerjakan setiap tugas				
3	Mengemukakan perasaan terhadap sesuatu apa adanya				
4	Melaporkan data atau informasi apa adanya				
	JUMLAH				

Berilah tanda cek pada kolom pilihan berikut dengan

4 = selalu, apabila selalu melakukan sesuai pernyataan

3 = sering, apabila sering melakukan sesuai pernyataan dan kadang-kadang tidak melakukan

2 = kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan

1 = tidak pernah, apabila tidak pernah melakukan

2. Kriteria Penskoran Butir Soal

No.	Nama Siswa	Aspek Yang Dinilai (Comprehension)				Total Score
		Text (7)	Paragraph (6)	Sentence (6)	Word (6)	
1						
2						

Jawaban BENAR diberi skor 1, dan jawaban SALAH diberi skor 0

Perhitungan skor akhir menggunakan rumus

$$\frac{\text{Nilai Skor}}{\text{Skor Tertinggi}} \times 100 = \text{skor akhir}$$

Contoh :

Jawaban BENAR sebanyak 20, maka diperoleh nilai skor 20, dan skor tertinggi 25 maka nilai akhir adalah :

$$\frac{20}{25} \times 100 = 80$$

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
CYCLE 2**

Sekolah : SMK AL MUNAWAROH
Mata Pelajaran : Bahasa Inggris (Wajib)
Kelas/Semester : XI/Genap
Materi Pokok : Teks eksposisi Analitis
Alokasi Waktu : 4 x 2 Jam Pelajaran @45 Menit

A. Kompetensi Inti

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

B. Kompetensi Dasar

Kompetensi Dasar	
1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
2.3	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
3.10	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya
4.14	Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakan umum.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	
1.1.1	Mensyukuri anugerah Tuhan akan keberadaan bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
1.1.2	Menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris
2.3.1	Memahami dan menunjukkan perilaku santun dan peduli dalam berkomunikasi baik di dalam maupun di luar kelas
2.3.2	Memahami dan menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam berkomunikasi baik di dalam maupun di luar kelas
2.3.3	Memahami dan menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai dalam berkomunikasi baik di dalam maupun di luar kelas
3.10.1	Mengidentifikasi struktur teks pada teks untuk melaksanakan fungsi sosial teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya
3.10.2	Menyimpulkan fungsi sosial teks untuk melaksanakan fungsi sosial teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
3.10.3	Menemukan unsur kebahasaan pada teks untuk melaksanakan fungsi sosial teks eksposisi analitis tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya
4.14.1	Menamakan informasi rinci tersirat dan atau tersurat dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, lisan dan tulisan
4.14.2	Menemukan informasi tertentu dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, lisan dan tulisan.
4.14.3	Menentukan gambaran umum dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, lisan dan tulisan.
4.14.4	Menemukan makna kata/ frase/ kalimat dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum
4.14.5	Menentukan benar salahnya informasi berdasarkan teks eksposisi analitis tentang topik yang hangat dibicarakan umum, lisan
4.14.6	Menentukan pikiran pokok dari suatu paragraf teks eksposisi analitis tentang topik yang hangat dibicarakan umum, tulisan.

D. Materi Pembelajaran

Teks eksposisi analitis

1. Fungsi Sosial

Menyatakan pendapat tentang topik yang hangat dibicarakan secara bertanggung jawab

2. Struktur teks

- Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan
- Menyebutkan pandangan / pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung

c. Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut

3. Unsur Kebahasaan:

- a. Kalimat Simple Present
- b. Conditional Clauses
- c. Modal

E. Metode Pembelajaran

Lecturing, group-individual Learning dan 3-2-1 Reading Strategy

F. Materi Pembelajaran

Analytical Exposition Text

❖ Definition

Analytical exposition text is a kind of text that elaborates the writer's idea about the phenomenon surrounding.

❖ Generic structure

- Thesis

Introduce the topic and shows writer's arguments; outlines of the arguments are presented

- Arguments

It consist about point and elaboration. Point states the main argument and elaboration develop and and supports each points of arguments.

- Conclusion

Reiteration or restates the writer position

❖ Purposes

- to persuade the reader that there is something that certainly needs to get attention.
- To analyze a topic and to persuade the reader that this opinion is correct and supported by arguments.

❖ Language features

- An analytical exposition focussed on generic human and non human participants.
- It uses mental processes
- It use emotive and evaluative words
- It often needs material processes. It used to state what happens, e.g ... has polluted....etc.
- Enumeration is sometimes necessary to show the list of given arguments; Firstly, secondly.... etc.

G. Media, Alat, Bahan dan Sumber Pembelajaran

1. Media :

- Worksheet atau lembar kerja (siswa)
- 3-2-1 reading chart
- Lembar penilaian

2. Alat/Bahan :

- Penggaris, spidol, papan tulis
- Laptop & buku pedoman pembelajaran

3. Sumber Belajar :

- Buku Bahasa Inggris - Wajib Siswa Kelas XI, Kemendikbud, edisi revisi 2017
- Buku referensi yang relevan,
- Lingkungan setempat
- Sumber atau referensi lain

F. Langkah-Langkah Pembelajaran

Pertemuan ke-1 (90 Menit)

No	Kegiatan Guru	Kegiatan Siswa	Waktu
1.	<p>Pembukaan</p> <ul style="list-style-type: none">• Orientasi Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran Memeriksa kehadiran peserta didik sebagai sikap disiplin Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.• Aperpepsi Mengaitkan materi tema/ kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya. Mengingat kembali materi prasyarat dengan bertanya. Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.• Motivasi Menstimulasi siswa secara lisan dengan pertanyaan terkait materi - <i>Do you ever talk to your friends and agree about the same thing?</i> - <i>Do you sometime/ often disagree on what other says about things?</i> - <i>Have you ever give recommendation to your friend about something?</i> Guru menghubungkan jawaban siswa dengan	<ul style="list-style-type: none">• Menjawab salam dan berdoa bersama• Menjawab presensi dari guru dan merapikan diri untuk bersiap menerima materi• Menjawab sesuai dengan pengetahuan siswa mengenai pembelajaran materi pada pertemuan sebelumnya.	15 menit

	menyampaikan indikator pembelajaran, menggunakan <i>Powerpoint (PPT)</i> Guru menjelaskan tujuan pembelajaran secara lisan yang ditampilkan pada slide <i>PPT</i>		
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No.	Kegiatan Guru	Kegiatan Siswa	Waktu
2.	<p>Kegiatan Inti</p> <p>Mengamati</p> <ul style="list-style-type: none"> • Meminta siswa untuk mengamati power point yang diberikan oleh guru tentang teks eksposisi analitis ▪ Menjelaskan pengertian dan fungsi social dari <i>analytical exposition text</i> ▪ Menjelaskan <i>generic structure dan language features</i> dari <i>Analytical exposition text</i> ▪ Mengenalkan strategi (<i>3-2-1 Strategy</i>) untuk memfasilitasi siswa dalam membaca dan memahami isi teks <i>analytical exposition</i> ▪ Memberikan contoh model teks <i>analytical exposition</i> dan cara mengisi <i>3-2-1 chart</i> dengan informasi dari teks (<i>3 things you found, two opinions (agree/ disagree), 1 question you still have</i>) 	<ul style="list-style-type: none"> • Siswa menyimak slide tentang materi eksposisi <i>analytical exposition</i> yang diberikan/ diperdengarkan guru • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya • Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks eksposisi analitis 	60 menit
	<p>Menanya</p> <ul style="list-style-type: none"> • Guru memfasilitasi secara luas kepada peserta didik untuk bertanya mengenai fakta, prinsip, atau prosedur yang telah dilihat. • Guru membantu untuk merangsang rasa percayadiri siswa untuk sampai kepada hal yang hendak ditanyakan. 	<ul style="list-style-type: none"> • siswa mempertanyakan antara lain perbedaan antar berbagai teks eksposisi yang ada dalam bahasa Inggris, Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu • dengan bimbingan guru, siswa menanyakan hasil pendapatnya sendiri mengenai gagasan yang diperoleh dari proses mengamati 	
	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Meminta siswa untuk memberikan pendapat masing masing mengenai teks eksposisi analisis sesuai pemahaman masing masing • Meminta siswa untuk mencari dari sumber lain mengenai informasi seputar eksposisi analisis. 	<ul style="list-style-type: none"> • Siswa mencari beberapa text eksposisi analitis dari berbagai sumber. • Siswa mencari penjelasan dari sumber lain tentang pembahasan eksposisi analisis. • Siswa berlatih menemukan gagasan utama, informasi rinci 	

	<ul style="list-style-type: none"> • Meminta siswa untuk menemukan contoh teks eksposisi analisis di berbagai sumber sesuai keinginan siswa untuk di bahas 	dan informasi tertentu	
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No	Kegiatan Guru	Kegiatan Siswa	Waktu
	Mengasosiasi <ul style="list-style-type: none"> • Meminta siswa untuk menyampaikan penjelasan yang ditemukan dari sumber lain • Meminta siswa untuk mengidentifikasi struktur teks sesuai dengan generic structure exposition text 	<ul style="list-style-type: none"> • Siswa menganalisa teks eksposisi analitis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut • Siswa menganalisis beberapa teks eksposisi dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan 	
	Mengkomunikasi <ul style="list-style-type: none"> • Meminta siswa untuk menyampaikan ringkasan secara lisan mengenai hasil yang diperoleh. • Meminta siswa untuk menuliskan dalam bentuk laporan apa yang diperoleh dan bagaimana memperoleh informasi. • Meminta siswa untuk mengumpulkan hasil yang diperoleh dan guru memberikan nilai sebagai hasil belajar. 	<ul style="list-style-type: none"> • Siswa membuat laporan berupa catatan hasil membaca dan mendengarkan • Berkelompok, siswa bertukar cerita tentang teks eksposisi dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa mempresentasikannya di kelas • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan. 	
D.	Penutup <ul style="list-style-type: none"> • Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran <i>Struktur teks, fungsi sosial, dan unsur kebahasaan dari Teks eksposisi analitis</i>. • Memberikan penghargaan untuk materi pelajaran kepada kelompok yang memiliki kinerja dan kerjasama yang baik • Menjelaskan materi dan tujuan pertemuan selanjutnya. • Mengakhiri Pertemuan dengan salam. 	<ul style="list-style-type: none"> • Membuat resume dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi <i>Struktur teks, fungsi sosial, dan unsur kebahasaan dari Teks eksposisi analitis</i> yang baru dilakukan. • Mengagendakan pekerjaan rumah untuk materi pelajaran yang baru diselesaikan. 	15 menit

		• Siswa menjawab salam	
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Pertemuan Ke-2 (90 Menit)

No	Kegiatan Guru	Kegiatan Siswa	Waktu
1.	<p>Pembukaan</p> <ul style="list-style-type: none"> • Orientasi Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran Memeriksa kehadiran peserta didik sebagai sikap disiplin Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. • Aperpepsi Mengaitkan materi tema/ kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya. Meningatkan kembali materi prasyarat dengan bertanya. Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. • Motivasi Menstimulasi siswa secara lisan dengan pertanyaan terkait materi - <i>Do you ever talk to your friends and agree about the same thing?</i> - <i>Do you sometime/ often disagree on what other says about things?</i> - <i>Have you ever give recommendation to your friend about something?</i> Guru menghubungkan jawaban siswa dengan menyampaikan indikator pembelajaran, menggunakan <i>Powerpoint (PPT)</i> Guru menjelaskan tujuan pembelajaran secara lisan yang ditampilkan pada slide <i>PPT</i> 	<ul style="list-style-type: none"> • Menjawab salam dan berdoa bersama • Menjawab presensi dari guru dan merapikan diri untuk bersiap menerima materi • Menjawab sesuai dengan pengetahuan siswa mengenai pembelajaran materi pada pertemuan sebelumnya. 	15 menit

No.	Kegiatan Guru	Kegiatan Siswa	Waktu
1.	Kegiatan Inti Mengamati <ul style="list-style-type: none"> Meminta siswa untuk mengamati teks yang diberikan oleh guru tentang teks analitis eksposisi Meminta siswa untuk mengamati fungsi sosial, struktur, dan unsur kebahasaan. Meminta siswa untuk mengamati chart 3-2-1. 	<ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks eksposisi analisis yang diberikan/ diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa mengamati chart 3-2-1 	
	Menanya <ul style="list-style-type: none"> Menanyakan bagian manakah yang menjadi kesulitan dipertemuan sebelumnya Menanyakan apakah materi yang kemarin dijelaskan dapat dipahami Menanyakan apakah strategi yang disampaikan dapat dipahami 	<ul style="list-style-type: none"> Siswa menjawab pertanyaan dari guru sesuai dengan kesulitan yang diperoleh ketika mengerjakan tugas pada meeting selanjutnya. Siswa menjawab pertanyaan dari guru jika terdapat ketidakpahaman mengenai materi 	
	Mengeksplorasi <ul style="list-style-type: none"> Menyuruh siswa untuk membaca teks yang diberikan oleh guru Menyuruh siswa untuk membuat grup yang terdiri dari 4 orang. Menyuruh siswa untuk mengidentifikasi teks berdasarkan struktur teks dan unsur kebahasaan Menyuruh siswa untuk mengaitkan teks yang telah dibaca dengan chart yang telah disediakan 	<ul style="list-style-type: none"> Siswa membentuk grup sesuai dengan intruksi guru Siswa mencatat penjelasan dari guru Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu Siswa menganalisis apa yang akan ditulis dalam chart berdasarkan teks yang telah dibaca. 	60 menit
	Mengelaborasi <ul style="list-style-type: none"> guru menyuruh siswa untuk berpikir secara kritis dalam menyikapi teks dalam bentuk chart guru memfasilitasi siswa untuk bertindak mandiri dalam mengerjakan tugas individu. 	<ul style="list-style-type: none"> Siswa menuliskan hasil analisisnya ke dalam bentuk chart dengan percaya diri Siswa berargumentasi dengan santun mengenai teks dalam bentuk tulisan. 	

		<ul style="list-style-type: none"> • Siswa melaporkan hasil kepada guru 	
	<p>Mengkomunikasi</p> <ul style="list-style-type: none"> • Memeriksa pemahaman siswa dengan diskusi bersama hasil kerja individu siswa • Memfasilitasi siswa untuk bertanya apa yang belum dipahami. • Guru berperan sebagai narasumber dan fasilitator. • Memberikan <i>feedback</i> positif secara lisan pada siswa untuk tugas yang telah diselesaikan. 	<ul style="list-style-type: none"> • Siswa melakukan refleksi mengenai hasil belajarnya • Siswa mengungkapkan pengalaman dan kesulitan selama mengerjakan tugas individu • Siswa membuat laporan kesimpulan untuk pembelajaran hari ini. 	
2.	<p>Penutup</p> <ul style="list-style-type: none"> • Menyampaikan rencana pembelajaran pada pertemuan berikutnya • Menugaskan siswa untuk membaca satu contoh analitical exposition teks dan berlatih menggunakan 3-2-1 chart secara individu • Menutup kegiatan pembelajaran dengan membaca doa bersama dan salam. 	<ul style="list-style-type: none"> • Mengagendakan pekerjaan rumah untuk materi pelajaran yang baru diselesaikan. • Siswa menjawab salam 	15 menit



Pertemuan Ke-3 (90 Menit)

No	Kegiatan Guru	Kegiatan Siswa	Waktu
1.	<p>Pembukaan</p> <ul style="list-style-type: none"> Orientasi Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran Memeriksa kehadiran peserta didik sebagai sikap disiplin Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. Aperpepsi Mengaitkan materi tema/ kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya tentang teks analisis exposisi Mengingat kembali materi prasyarat dengan bertanya. Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. Motivasi Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. Apabila materi tema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung Mengajukan pertanyaan Pemberian Acuan Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung Pembagian kelompok belajar 	<ul style="list-style-type: none"> Menjawab salam dan berdoa bersama Menjawab presensi dari guru dan merapikan diri untuk bersiap menerima materi Menjawab sesuai dengan pengetahuan siswa mengenai pembelajaran materi teks analisis exposisi 	15 menit

2.	Kegiatan Inti Mengamati <ul style="list-style-type: none"> • Meminta siswa untuk mengamati teks yang diberikan oleh guru tentang teks analitis eksposisi • Meminta siswa untuk mengamati fungsi sosial, struktur, dan unsur kebahasaan. • Siswa mengamati chart yang diberikan oleh guru. 	<ul style="list-style-type: none"> • Siswa intruksi yang diberikan oleh guru • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya 	
	Menanya <ul style="list-style-type: none"> • Menanyakan bagian manakah yang menjadi kesulitan dipertemuan sebelumnya • Memfasilitasi apakah masih ada yang hendak belum dipahami 	<ul style="list-style-type: none"> • Siswa menjawab pertanyaan dari guru sesuai dengan kesulitan yang diperoleh ketika mengerjakan tugas pada meeting selanjutnya. • Siswa menjawab pertanyaan dari guru. 	
	Mengeksplorasi <ul style="list-style-type: none"> • Guru memfasilitasi tugas kerja berkelompok untuk teks eksposisi analisis beserta chart untuk dikerjakan secara individu. • Dengan hasil evaluasi kemarin, guru menerangkan bahwa akan ada penugasan serupa dengan kegiatan kemarin. • Guru menjelaskan yang harus siswa lakukan dan membagikan teks eksposisi beserta chart kepada siswa sesuai dengan feedback pada pertemuan sebelumnya. 	<ul style="list-style-type: none"> • Siswa menyimak perintah dari guru • Siswa mengerjakan secara berkelompok seperti yang dilakukan pada pertemuan sebelumnya • Dengan arahan guru, Siswa membuat kelompok dengan personil yang berbeda dengan sebelumnya • Siswa mengidentifikasi teks yang disampaikan guru • Siswa melakukan seperti yang telah dilakukan sebelumnya • Siswa menguraikan yang telah dipikirkan ke dalam chart 	60 menit
	Mengasosiasi <ul style="list-style-type: none"> • Guru mengamati kinerja individu siswa • Guru memberikan tugas tambahan kepada siswa • Guru akan memberikan butir soal sebagai gambaran tes pada pertemuan selanjutnya. • Guru menjelaskan tujuan dari tes tersebut 	<ul style="list-style-type: none"> • Siswa fokus pada penugas masing-masing • Siswa mengisi chart yang diberikan guru • Siswa menyimak penjelasan dari guru • Siswa mendiskusikan trial test yang diberikan oleh guru 	

	Mengkomunikasi <ul style="list-style-type: none"> • Meminta siswa untuk menyampaikan hasil pekerjaannya secara singkat didepan kelas. 	<ul style="list-style-type: none"> • Siswa menyampaikan apa yang telah ia kerjakan. • Siswa menjabarkan isi chart didepan kelas. 	
3.	Penutup <ul style="list-style-type: none"> • Guru memberikan masukan atas setiap pekerjaan siswa • Guru meminta untuk memperbaiki progres dan meningkatkan kebiasaan membaca di rumah. • Guru memberikan gambaran pada pertemuan selanjutnya. • Guru mengakhiri pertemuan dengan salam 	<ul style="list-style-type: none"> • Siswa mengumpulkan tugas masing – masing ke meja guru • Mengagendakan pekerjaan rumah untuk materi pelajaran yang baru diselesaikan. • Siswa menjawab salam 	15 menit



Pertemuan Ke-4 (90 Menit)

No	Kegiatan Guru	Kegiatan Siswa	Waktu
1.	<p>Pembukaan</p> <ul style="list-style-type: none"> • Orientasi Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran Memeriksa kehadiran peserta didik sebagai sikap disiplin Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. • Aperpepsi Mengaitkan materi tema/ kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya tentang teks analisis exposisi Meningatkan kembali materi prasyarat dengan bertanya. Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. • Motivasi Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. Apabila materi tema/projek ini dikerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung Mengajukan pertanyaan 	<ul style="list-style-type: none"> • Menjawab salam dan berdoa bersama • Menjawab presensi dari guru dan merapikan diri untuk bersiap menerima materi • Menjawab sesuai dengan pengetahuan siswa mengenai pembelajaran materi teks analisis exposisi 	15 menit
2.	<p>Kegiatan Inti</p> <p>Mengamati</p> <ul style="list-style-type: none"> • Meminta siswa untuk mengamati tes soal yang diberikan guru 	<ul style="list-style-type: none"> • Siswamengamati butir-butir soal pada lembar yang diberikan guru 	
	<p>Menanya</p> <ul style="list-style-type: none"> • Memfasilitasi apakah terdapat butir soal yang tidak dipahami. 	<ul style="list-style-type: none"> • Siswa menanyakan soal yang belum jelas 	60 menit
	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Guru memberikan tes soal tentang teks eksposisi analitis sejumlah 25 soal pilihan ganda. 	<ul style="list-style-type: none"> • Siswa menyimak perintah dari guru • Siswa mengerjakan secara 	

	<ul style="list-style-type: none"> • Guru menjelaskan aspek penilaian pada tes tersebut • Guru menganjurkan untuk menggunakan strategi yang telah dipelajari sebelumnya 	individu	
	<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Guru mengamati kinerja individu siswa 	<ul style="list-style-type: none"> • Siswa fokus pada penugas masing-masing • Siswa menjawab soal menggunakan strategi 3-2-1 yang diberikan guru pada pembahasan materi sebelumnya 	
	<p>Mengkomunikasi</p> <ul style="list-style-type: none"> • Pada akhir waktu yang telah ditentukan, siswa menukar pekerjaannya dengan teman sebangkunya • Guru membahas soal secara langsung supaya siswa mengetahui letak kesalahan dalam menjawab 	<ul style="list-style-type: none"> • Siswa menukar hasil kerjanya dengan teman sebangku • Siswa mengoreksi hasil kerjanya sesuai dengan petunjuk guru • Siswa antusias dalam menjawab dengan percaya diri hasil kerjanya 	
3.	<p>Penutup</p> <ul style="list-style-type: none"> • Guru memberikan masukan atas setiap pekerjaan siswa • Guru meminta untuk memperbaiki progres dan meningkatkan kebiasaan membaca di rumah. • Guru memberikan gambaran pada pertemuan selanjutnya. • Guru mengakhiri pertemuan dengan salam 	<ul style="list-style-type: none"> • Siswa mengumpulkan tugas masing – masing ke meja guru • Mengagendakan pekerjaan rumah untuk materi pelajaran yang baru diselesaikan. • Siswa menjawab salam 	15 menit

G. Evaluasi

1. Penilaian sikap spiritual dan sosial
 - a. Instrumen penilaian sikap spiritual (lembar pengamatan terlampir)
 - b. Instrumen penilaian sikap sosial (lembar pengamatan terlampir)
2. Penilaian pengetahuan dilakukan dengan : Tes Tertulis (soal terlampir)
3. Penilaian penerapan dilakukan dengan penilaian rubrik (lembar rubrik terlampir)

H. Pembelajaran Remedial dan Pengayaan

a. Remedial

Peserta didik yang belum menguasai materi (belum mencapai ketuntasan belajar) akan dijelaskan kembali oleh guru materi "*Teks eksposisi analitis*". Guru melakukan penilaian kembali dengan soal yang sejenis atau memberikan tugas individu terkait dengan topik yang telah dibahas. Remedial dilaksanakan pada waktu dan hari tertentu yang disesuaikan, contoh: pada saat jam belajar, apabila masih ada waktu, atau di luar jam pelajaran (30 menit setelah jam pelajaran selesai).

b. Pengayaan

Dalam kegiatan pembelajaran, peserta didik yang sudah menguasai materi sebelum waktu yang telah ditentukan, diminta untuk soal-soal pengayaan berupa pertanyaan-pertanyaan yang lebih fenomenal dan inovatif atau aktivitas lain yang relevan dengan topik pembelajaran "*Teks eksposisi analitis*". Dalam kegiatan ini, guru dapat mencatat dan memberikan tambahan nilai bagi peserta didik yang berhasil dalam pengayaan.

Tempurejo, 01 Juli 2020

Mengetahui
Kepala SMK AL MUNAWAROH

Guru Mata Pelajaran

Sofiatil Aliyah, M.Pd.
NIP.

Mawarid Firdaus, S.Pd.
NIP.

Lampiran meeting 1

Covid 19

Do you know what the meaning of Covid 19 is? What is the relation between general Corona viruses and Covid 19? Well, Covid 19 is common almost everywhere in the world now, even in the United States there are many victims exist. It's just a matter of personal physical contact. However, it is quite shocking when one reliable tv news tells that Jakarta is the most danger spreading Covid19 place in Indonesia.

The news has made me sad, actually, because I stay and earn a living here in the capital. As most people know, Jakarta's transportation services were ordered to be decreased by its governor. This decision at contrary made the gatherings of people bigger when for example stand in queue for trans ticket as they went home from office in the evening.

Well, I think the measures taken so far to overcome the problem by doing this decision is still not quite good. We have to prevent the spreading of this disease caused by physical personal contact

I believe we should put more stress at the earliest stages in person to person that is "Social Distancing" and I think everyone should be involved in the effort to eradicate Covid19. We must obey this Social Distancing advice to stop this disease spreading.

Example of 3-2-1 chart

Name _____ Date _____ Class _____

My 3-2-1 Chart

Three things you discovered:

--

Two things you agree or disagree:

--

One question you still have:

--

Rubrik penilaian meeting 1

1. Teknik Penilaian (terlampir):

a. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No.	Observation list	score			
		1	2	3	4
1.	Enthusiastic students at apperception				
2.	Student attention to the teacher when delivering the material				
3.	Student activeness when asking questions				
4.	Student activity when answering questions				
5.	Orderliness when participating in learning				
6.	Work on learning evaluation				
	Total score				
	Precentage				
	Criterion				

Skor tertinggi : 24

Skor terendah : 6

Total skor = ?

Q2 : median = 15

Q1 : kuartil atas = 10,5

Q3 : kuartil bawah = 19,5

Skor	Nilai	Ketuntasan
$19,5 \leq 24$	Sangat baik	Tuntas
$15 \leq 19,5$	Baik	Tuntas
$10,5 \leq 15$	Cukup	Tidak tuntas
$6 \leq 10,5$	Kurang	Tidak tuntas

IAIN JEMBER

Rubrik penilaian meeting 2

1. Teknik Penilaian (terlampir):

a. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No.	Observation list	score			
		1	2	3	4
1.	Enthusiastic students at apperception				
2.	Student attention to the teacher when delivering the material				
3.	Student activeness when asking questions				
4.	Student activity when answering questions				
5.	Orderliness when participating in learning				
6.	Active learning in group discussion				
7.	Participate in giving opinion				
8.	Work on learning evaluation				
	Total score				
	Precentage				
	Criterion				

Skor tertinggi : 24

Skor terendah :6

Total skor = ?

Q2 : median = 15

Q1 : kuartil atas = 10,5

Q3 : kuartil bawah = 19,5

Skor	Nilai	Ketuntasan
$19,5 \leq 24$	Sangat baik	Tuntas
$15 \leq 19,5$	Baik	Tuntas
$10,5 \leq 15$	Cukup	Tidak tuntas
$6 \leq 10,5$	Kurang	Tidak tuntas

IAIN JEMBER

Lampiran Meeting 3

1. Teknik Penilaian (terlampir):

a. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No.	Observation list	score			
		1	2	3	4
1.	Enthusiastic students at apperception				
2.	Student attention to the teacher when delivering the material				
3.	Student activeness when asking questions				
4.	Student activity when answering questions				
5.	Orderliness when participating in learning				
6.	Active learning in group discussion				
7.	Participate in giving opinion				
8.	Work on learning evaluation				
	Total score				
	Precentage				
	Criterion				

Skor tertinggi : 24

Skor terendah :6

Total skor = ?

Q2 : median = 15

Q1 : kuartil atas = 10,5

Q3 : kuartil bawah = 19,5

Skor	Nilai	Ketuntasan
$19,5 \leq 24$	Sangat baik	Tuntas
$15 \leq 19,5$	Baik	Tuntas
$10,5 \leq 15$	Cukup	Tidak tuntas
$6 \leq 10,5$	Kurang	Tidak tuntas

IAIN JEMBER

Test trial meeting 3

Dear Editor

We are writing to complain about ads on TV. There are so many ads, especially during our favorite programs. We think they should be stopped for a number of reasons.

First, ads are nuisance. They go on for a long time and there are so many. Sometimes there seems to be more ads than programs.

Second, ads are bad influence on people. They try to encourage people to buy unhealthy food like beer, soft drink, candy and chips. And they make people want things they do not really need and can not.

Finally, the people who make ads have too much say in what programs people watch. That is because they want to put all their ads on popular programs that a lot of people watch. Some programmes which are not so popular get stopped because they do not attract enough ads, even though those programs may be someone's favorite.

For those reasons, we think TV station should stop showing ads. They interrupt programs. They are bad influences on people, and they are sometimes put a stop to people's favorite shows. We are sick of ads, and now we mostly watch other channels.

David

1. What kind of genre does the text above belong to?
A. descriptive
B. narrative
C. analytical exposition
D. hortatory exposition
E. report
2. What is the purpose of the text?
A. To persuade the reader or listener that something should or should not be done.
B. To persuade the reader or listener that something should be the case.
C. To inform the reader or listener about some cases
D. To persuade the reader or listener about the most important case.
E. To give opinion to the reader or listener related some cases.
3. The generic structure of the text above is.....
A. thesis – arguments – reiteration
B. thesis – arguments – recommendation
C. description – identification
D. identification – description
E. orientation – event – reorientation
4. Who is the letter addressed to?
A. Editor
B. Reader
C. Listener
D. David
E. Advertisement
5. The following statements are true based on the text, except.....
A. Advertisement encourages people to buy unhealthy food.
B. Advertisement is a nuisance.
C. Advertisement interrupts programmes.
D. Advertisement puts a stop to people's favourite show.
E. Advertisement has many advantages.

Rubrik Penilaian Meeting 4 Postest

1. Penilaian Sikap Penugasan

No	Aspek Pengamatan	Skor			
		4	3	2	1
1	Tidak nyontek dalam mengerjakan ujian/ulangan				
2	Tidak melakukan plagiat (mengambil/menyalin karya orang lain tanpa menyebutkan sumber) dalam mengerjakan setiap tugas				
3	Mengemukakan perasaan terhadap sesuatu apa adanya				
4	Melaporkan data atau informasi apa adanya				
	JUMLAH				

Berilah tanda cek pada kolom pilihan berikut dengan

4 = selalu, apabila selalu melakukan sesuai pernyataan

3 = sering, apabila sering melakukan sesuai pernyataan dan kadang-kadang tidak melakukan

2 = kadang-kadang, apabila kadang-kadang melakukan dan sering tidak melakukan

1 = tidak pernah, apabila tidak pernah melakukan

2. Kriteria Penskoran Butir Soal

No.	Nama Siswa	Aspek Yang Dinilai (Comprehension)				Total Score
		Text (7)	Paragraph (6)	Sentence (6)	Word (6)	
1						
2						

Jawaban BENAR diberi skor 1, dan jawaban SALAH diberi skor 0

Perhitungan skor akhir menggunakan rumus

$$\frac{\text{Nilai Skor}}{\text{Skor Tertinggi}} \times 100 = \text{skor akhir}$$

Contoh :

Jawaban BENAR sebanyak 20, maka diperoleh nilai skor 20, dan skor tertinggi 25 maka nilai akhir adalah :

$$\frac{20}{25} \times 100 = 80$$

Appendix 8

STUDENTS' TASKS

The Importance of Learning English

In this modern era, there are a lot of people who still can't speak English. Actually, there are many benefits of learning English. Here are two reasons why it's important.

First, English opens new career opportunities. These days, many companies need employees who can communicate with clients from around the world. Usually, it means someone who can speak English because English is an international language. Being a bilingual person, you can get the opportunity to work in a global company.

Second, English tests can get you into schools. You probably already know English tests such as TOEFL and IELTS. If you learn English well enough to pass English tests like TOEFL, you can study in English-language universities across the globe. Although you aren't going to study abroad, learning English can help you in making the thesis because there are a lot of sources use English languages.

There are indeed many other benefits of learning the English language. But, the two reasons above help us to believe that English is important for our life and by learning English languages we can communicate with many people from other countries.

Name Kholidatur R. Date 29/7 Class XI

My 3-2-1 Chart

Three things you discovered:

- there are lot of people who still can't speak english.
- Being a bilingual person, you can get opportunity to work in global company
- By learning english, we can communicate with many people from other countries.

Two things you agree or disagree:

1. the measurement english ability using toefl test, expensive cost but not every one supported by good financial.
2. "learning english can help making thess lot of sources provide it": we can take advantage in this situation.

One question you still have:

If foreign language is necessary, why the goverment provide English course in expensive cost?

The Importance of Breakfast

Why is breakfast important? "Breakfast like a King, Lunch like a Prince and Dinner like a Pauper" It's a well-known phrase, but do you follow it? Having breakfast is necessary for us.

Firstly, Breakfast provides many benefits to our health and wellbeing. Breakfast provides the body and brain with fuel after an overnight fast that's where its name originates, breaking the fast! Without breakfast you are effectively running on empty, like trying to start the car with no petrol!

Secondly, Breakfast supports cognitive function. Breakfast also restores glucose levels, an essential carbohydrate that is needed for the brain to function. Breakfast provides energy, studies have shown how eating breakfast can improve memory and concentration levels and it can also make us happier as it can improve mood and lower stress levels.

Thirdly, Breakfast provides energy needs. People's energy needs vary depending on activity levels and life stage but typically men require more energy than women. Growing children require a lot of energy, as an example boys aged 7-10 years should consume approximately 1970 kcals per day, and girls aged 7-10 years should consume approximately 1740 kcals.

Breakfast is an excellent occasion to eat together as a family when possible. Establishing good breakfast habits in childhood and maintaining them throughout adolescence may be an important factor in reducing the prevalence of breakfast skipping and developing good eating habits that last a life time. So, breakfast really is the most important meal of the day!

Difficult Words:

1. well-known : terkenal
2. fuel : bahan bakar
3. restores : mengembalikan
4. studies : para ahli
5. require : membutuhkan
6. approximately : sekitar
7. establishing : membangun
8. prevalence : kebiasaan

Name Febriansyah Date 05-08 Class X/

My 3-2-1 Chart

Three things you discovered:

1. breakfast provide the body and brain ^{with} ~~after~~ **Fuel**
2. Breakfast improve memory and concentration
3. breakfast provide energy for activity everyday

Two things you agree or disagree:

1. breakfast is good prevalence, but seldom we in hurry and no time to breakfast we will get stomach ache.
2. eating breakfast make us more concentrate ~~in~~ when study in the class.

One question you still have:

1. why the girl need more kcals. than boy even though the boy use more energy in activity.?

Appendix 9

Post Test Cycle 1

Text 1

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

1. What kind of text is this?
A. Analytical Exposition
B. Report
C. Narrative text
D. Explanation Text
E. Descriptive text
2. Who is responsible for defense?
A. Federal government
B. State Government
C. Federal and State Government
D. Federal and Local Government
E. Local Government
3. The litter management is the responsibility of
A. all governments
B. Australia
C. Federal government
D. State government
E. Local government
4. The text above are generally about
A. Australia
B. Australian society
C. Australian policy
D. Australian government
E. Australian law
5. "They keep the economy in ..." (Fifth sentence line 3) The underlined word refers to
A. Australia
B. Australian Government
C. Federal government
D. State Government
E. Local government

Text 2

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

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

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

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

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

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

6. The text above mainly discusses
 - A. the importance to manage pest control
 - B. the soil roles on pesticides effects
 - C. pesticide effects on the environment**
 - D. pest immunity towards the chemicals
 - E. the importance of ecological balance.
7. Which of the following is not directly affected by pesticides used?
 - A. Plants
 - B. Ecology
 - C. Animals.
 - D. Environment.
 - E. Human Beings**
8. What can you say about paragraph two and four?
 - A. The fourth paragraph supports the idea stated in paragraph two.
 - B. Both paragraphs tell about the disadvantages of using pesticides.**
 - C. Both paragraphs tell about how pesticides affect the quality of farm products.
 - D. The statement in paragraph is contrary to the statement in paragraph four.
 - E. The second paragraph tells about the effects of using pesticides on animals mentioned in paragraph four.
9. One of the disadvantages of using chemical pesticides is ...
 - A. killing fish and bees.**
 - B. increasing crops productivity.
 - C. creating balanced ecosystem.
 - D. causing the pests to become inactive
 - E. helping reduce pollutants in the environment.

10. Secondly, pests can gradually become **resistant** to pesticides. (paragraph 3). The word “resistant” in the sentence above means ...
- A. weak
 - B. fragile
 - C. damage
 - D. unaffected**
 - E. unbalanced
11. From the text, we know that
- A. non target plants and animal may be dead because of pesticides**
 - B. dealing with pest is not important in the agriculture
 - C. the soil can reduce the quality of farm product
 - D. pesticides are used to control pests effectively
 - E. pesticides should be seen as the best pest control
12. The residues in the environment and in the soil which absorbs the chemicals pesticides may malue ... the use of pesticides can reduce the quality of farm product.
- A. Because
 - B. Since**
 - C. as
 - D. Due to
 - E Thanks to

Text 3

As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

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

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

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

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

13. What type of the text above?
- A. Narrative.
 - B. Report.
 - C. Analytical.**
 - D. Explanation.
 - E. Description.
14. What one of the diseases caused by pollution?
- A. HIV / AIDS
 - B. Bronchitis**
 - C. Liver
 - D. Fever

- E. Cholera
15. We usually call the last paragraph as.....
- A. Resolution
 - B. Reiteration
 - C. Conclusion
 - D. Recommendation
 - E. Twist
16. What is the purpose of the text?
- A. to persuade reader about the Cars Should Be Banned In The City
 - B. to explain the characteristics the Cars Should Be Banned In The City
 - C. to inform readers about Cars Should Be Banned In The City
 - D. to describe Cars Should Be Banned In The City
 - E. to entertain readers about Cars Should Be Banned In The City
17. The following sentences are true, except ...
- A. the cars contribute the most of pollution in the world.
 - B. the cars are very noisy.
 - C. the cars can also cause many deaths and other road accidents.
 - D. the car cans accelerate the transport.
 - E. the cars today are our roads biggest killers.
18. "The city is very busy." Word busy (Paragraph.3) can be replace with ?
- A. crowded
 - B. noisy
 - C. solid
 - D. jammed
 - E. densely

Text 4

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

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

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

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

Tabel Soal postest 1

No. Soal	Aspek yang dinilai (Comprehension)			
	Text	Paragraph	Sentence	Word
1	√			
2			√	
3			√	
4	√			
5				√
6	√			
7			√	
8		√		
9		√		
10				√
11		√		
12				√
13	√			
14			√	
15		√		
16	√			
17			√	
18				√
19	√			
20				√
21		√		
22		√		
23			√	
24	√			
25				√
Total	7	6	6	6

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13. What is the purpose of the text above ?
- To persuade the reader to reduce the fuel prices
 - To influence in order to government should not raise the fuel prices
 - To support the government enhance fuel prices
 - To describe the economic issues
 - To inform that the government will raise the fuel prices

Text 3

Students' Cheating

Students' cheating is one of the biggest problems faced by teachers nowadays. Despite the fact that teachers advise their students not to do dishonest acts during tests, some students still do cheating.

There are many kinds of cheating that students do during the test or examination, such as looking other students' work, put some notes under their clothes, write notes or formulas on their desks make hand signals or go to rest rooms to get the answers from their friends.

In my view, students who do cheating are committing a crime. It is a sort of taking something illegally. This crime causes negative results to the students. Students who always cheat deteriorate their mental capacity.

Cheating acts also create dependence. They weaken their self confidence. Instead of preparing for the coming test, they are busy to organize notes on a piece of paper. If this awful habit continues, the students will lose their opportunity to develop their intellectual and mind.

Therefore, school should consider cheating as a very serious problem. School board and administration should go hand to overcome this matter. Honesty must be put in school's vision. Harsh punishment must be applied to students who commit this crime.

14. What is mainly discussed in the text?
- School policy
 - Harsh punishment
 - Cheating as a crime
 - Mental deterioration
 - Different ways of cheating
15. What will the school do to eliminate students who commit cheating?
- Create a good vision
 - Select honest students
 - Make harsh punishment
 - Make students confident
 - Administer the school affair
16. "Students who always cheat deteriorate their mental capacity." (Paragraph 3) The word "deteriorate" means...
- Support
 - Worsen
 - Cause
 - Create
 - Find
17. How to prevent student habit in cheating at school ?
- Established cheating as a crime
 - Established honesty as a school's vision
 - Dropping out the violate students
 - Given a criminal penalty
 - Get used to orally examination

18. "They weaken their self confidence." (Paragraph 3) What does the word "They" refer to?
- Sets
 - Papers
 - Results
 - Students
 - cheatings

Text 4

Space travel should be stopped for many reasons.

Firstly, it is totally unsafe as proven by the Colombia Space Shuttle disaster. Thousand people have been killed in accidents.

Secondly, it costs billions and billions dollars everyday just to put fuel into rockets. Professor Smith from the Spend Money on People Space Association agrees that space travel is a waste of time and money.

Further, space travel is altering the world's weather pattern as evidenced by the record of high temperatures this summer in Cobar.

Everyone knows that if God wanted us to fly in space we should have been born with space suits. Stop space before it destroys the earth.

19. How many reasons are stated in the text dealing with the point that Space travel should be stopped?
- One
 - Two
 - Three
 - Four
 - Five
20. "Professor Smith from the Spend Money on People not Space Association agrees that space travel is a waste of time and money." The sentence expresses....
- Agreement
 - Disagreement
 - Contrast
 - Certainty
 - Desire
21. Which is not true based on the text above....
- Space travel should be stopped
 - Space travel destroys the earth
 - Space travel costs billions and billions of dollars everyday
 - Space travel offer benefits to the earth
 - Space travel is unsafe
22. What does the text above mainly talk about?
- Air travel
 - Road travel
 - Water travel
 - Space travel
 - Rocket travel
23. Stop space before it destroys the earth. This part of paragraph indicates the ...
- Recommendation
 - Reinforcement
 - Argument
 - Thesis
 - Elaboration

24. Stop space before it destroys the earth. What does the word “it” refer to.....
- Space
 - Travel
 - Space travel
 - The earth
 - Space suit
25. “Further, space travel is altering the world’s weather pattern as evidenced by the record of high temperatures this summer in Cobar.” The word “as” is a transitional word showing.....
- Time
 - Addition
 - Logical relationship
 - Conclusion
 - Example



Tabel Soal postest 1

No. Soal	Aspek yang dinilai (Comprehension)			
	Text	Paragraph	Sentence	Word
1		√		
2		√		
3				√
4	√			
5		√		
6	√			
7				√
8	√			
9			√	
10				√
11		√		
12			√	
13	√			
14			√	
15		√		
16				√
17			√	
18				√
19	√			
20			√	
21			√	
22	√			
23		√		
24				√
25				√
Total	6	6	6	7

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Appendix 10

ATTENDANCE LIST

No.	Name	Tanggal								
		22/7	29/7	5/8	12/8	19/8	2/9	9/9	16/9	23/9
1.	Aan Santoso	a	.	.	.	.	.	.	.	.
2.	Aazunah Faroh	.	a	i	.	.	i	i	.	.
3.	Aditya Dwi Permana	.	.	.	s	.	.	.	.	.
4.	Ahmad Badri	.	.	.	.	.	.	.	.	.
5.	Akhmad Husein Muhazir	.	.	.	.	.	.	i	.	.
6.	Ahmad Rosul	.	.	.	.	.	.	.	.	.
7.	Badriyanto	.	.	.	.	.	.	.	.	.
8.	Dewi Ratna Sari	.	.	.	s	.	.	.	.	.
9.	Dimas Saputra	.	.	.	.	.	.	.	.	.
10.	Dicky Arisandi	a	.	.	.	.	.	.	.	.
11.	Dio Ragil Saputra	.	.	i	.	.	.	.	.	.
12.	Fatimatuz Zahro	.	.	.	.	.	.	.	.	.
13.	Febriyansyah	.	.	a	.	.	.	.	.	.
14.	Feri Irawan	.	i	.	.	i	.	s	s	.
15.	Kholilatur Rohmah	.	.	.	.	.	.	.	.	.
16.	Muhammad Basirun	.	.	.	.	.	.	.	.	.
17.	Mely Noviana Sari	.	.	.	.	.	i	.	.	.
18.	Meri Ananda Pritita	.	.	.	.	.	.	.	.	.
19.	Mohammad Hamise	.	.	.	.	S	.	i	.	.
20.	Muhammad Agung S	.	.	.	.	.	.	.	.	.
21.	Neri Sri Denok	.	.	.	.	.	a	.	.	.
22.	Nurul Qomariyah	.	.	.	.	s	.	.	.	.
23.	Putri Diana Belgis	.	.	.	.	.	.	.	.	.
24.	Rika Junartik	.	s	s	.	.	.	.	i	.
25.	Siti Maisaroh	.	s	.	a	.	.	.	i	.
26.	Siyani	i	.	.	.
27.	Subhan Wijaya
28.	Vina Tarbiyatul F.	.	.	s
29.	Fadli Maulana

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Appendix 11

DOCUMENTATION



Flag ceremony routine



Teaching and learning process



Researcher facilitate students in learning



Look for another study resources



Students interview



Interviewing Collabolor Teacher

Appendix 12

AUTHENTICITY STATEMENT OF WRITING

The undersigned below:

Name : Ermawati
NIM : T20156059
Study Program/ Major : Tadris Bahasa Inggris/Language Education
Faculty : English Education Department
Institution : IAIN Jember

Hereby declares that the content of the thesis entitled **“The Use of 3-2-1 Reading Strategy to Increase Students’ Reading Comprehension Skill of Second Grade Students At SMK AL MUNAWAROH Tempurejo.”** is the result of my research / work, except in the part referred by the source.

Jember, 30 December 2020

Stated by



Ermawati
NIM. T20156059

Appendix 14



YAYASAN PENDIDIKAN AL MUNAWAROH
SMK AL MUNAWAROH

NSS. 342052406267 NPSN. 20566594

BIDANG STUDI KEAHLIAN : BISNIS DAN MANAJEMEN, PROGRAM STUDI KEAHLIAN : TATA NIAGA
KOMPETENSI KEAHLIAN : PEMASARAN

Alamat : Jl. Majapahit Gang II No. 139 Kraton Desa Wonoasri Kec. Tempurejo Kab. Jember Telp. (0336)884692 Pos. 86173

SURAT KETERANGAN

Nomor : 116/SMK_ALMWR/X/ 2020

Sehubungan dengan surat dari Fakultas Tarbiyah Institut Agama Islam Jember, Nomor: B.0676/In.20/3.PP.00.9/08/2020, hal : Permemohonan Ijin Penelitian tertanggal 10 Agustus 2020, maka Kepala SMK Al Munawaroh Tempurejo Jember dengan ini menerangkan nama mahasiswa di bawah ini :

Nama : Ermawati
NIM : T20156059
Jurusan : Pendidikan Bahasa
Prodi : Tadris Bahasa Inggris
Jenjang : S1

Benar telah mengadakan penelitian di SMK Al Munawaroh Tempurejo Jember pada tanggal 20 Juli 2020 s/d 30 September 2020 guna melengkapi data pada penyusunan Skripsi yang berjudul : **“The Use of 3-2-1 Reading Strategy to Increase Students’ Reading Comprehension skill of Second grade at SMK Al Munawaroh Tempurejo”**.

Demikian Surat Keterangan diperbuat untuk dapat dipergunakan seperlunya.

Tempurejo, 12 Agustus 2020

Kepala Sekolah,



[Signature]
SOFIATH ALIYAH, S.Pd



YAYASAN PENDIDIKAN AL MUNAWAROH
SMK AL MUNAWAROH

NSS. 342052406267 NPSN. 20566594

BIDANG STUDI KEAHLIAN : BISNIS DAN MANAJEMEN, PROGRAM STUDI KEAHLIAN : TATA NIAGA
KOMPETENSI KEAHLIAN : PEMASARAN

Alamat : Jl. Mojopahit Gang II No. 139 Kraton Desa Wonosari Kec. Tempurejo Kab. Jember Telp. (0336) 884692 Pos. 86173

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Nomor: 148/SMK_ALMWR/X/ 2020

yang bertanda tangan di bawah ini :

Nama : Sofiatil Aliyah, S.Pd
Jabatan : Kepala Sekolah
Alamat : Jl. Mojopahit Gang 2 No. 139 Desa Kraton Wonosari Kec.
Tempurejo Jember

Dengan ini menerangkan bahwa Mahasiswa yang beridentitas :

Nama : Ermawati
NIM : T20156059
Program Studi : Tadris Bahasa Inggris
Alamat : Dsn. Krajan RT 02 RW 10 Desa Curahnongko Kec. Tempurejo
Jember
Sekolah/Univ. : Institut Agama Islam Jember

Telah selesai melakukan penelitian di SMK Al Munawaroh Desa Kraton Wonosari Kec. Tempurejo Jember selama 45 (Empat Puluh Lima) hari, terhitung mulai tanggal 20 Juli s/d 30 September 2020 untuk memperoleh data dalam rangka penyusunan Skripsi/ Tesis/ Disertasi/ Penelitian yang berjudul : **"The Use of 3-2-1 Reading Strategy to Increase Students' Reading Comprehension skill of Second grade at SMK Al Munawaroh Tempurejo"**.

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sepenuhnya.

Tempurejo, 15 Oktober 2020

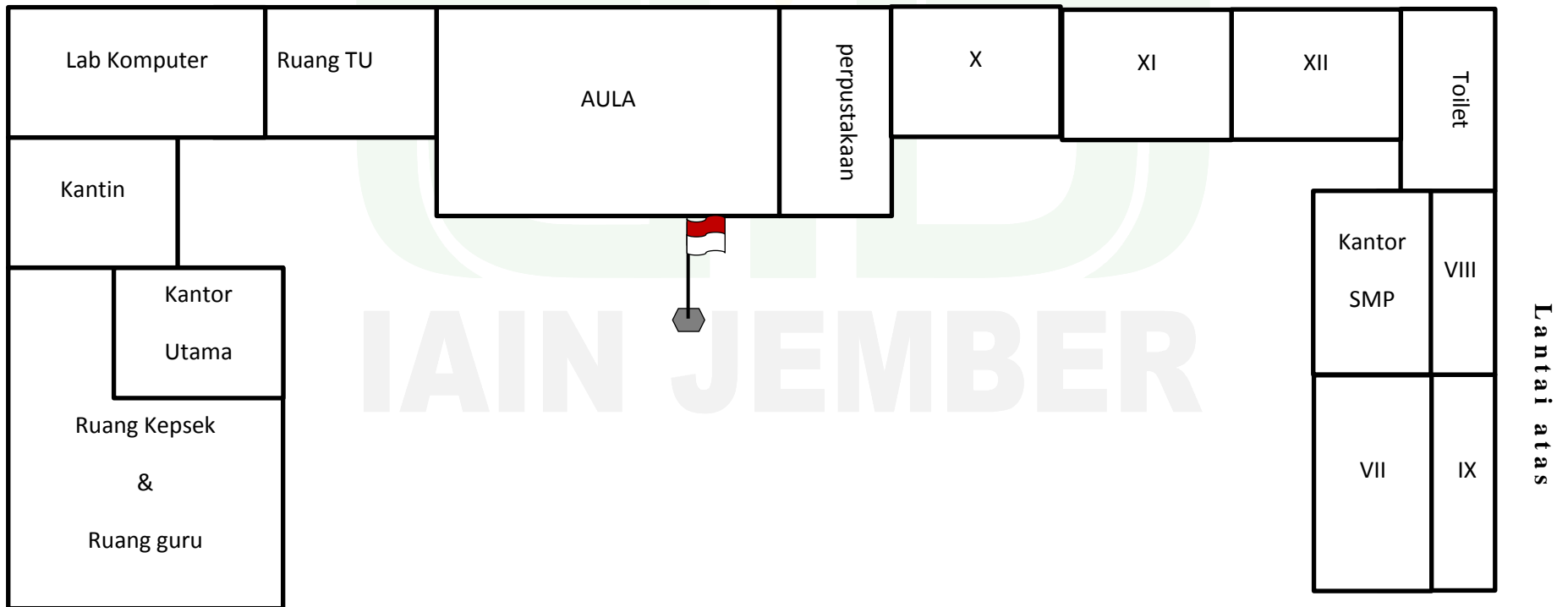
Kepala Sekolah,



SOFIATIL ALIYAH, S.Pd

Appendix 15

DENAH SEKOLAH



P i n t u g e r b a n g

Appendix 16

RESEARCHERS' BIODATA



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