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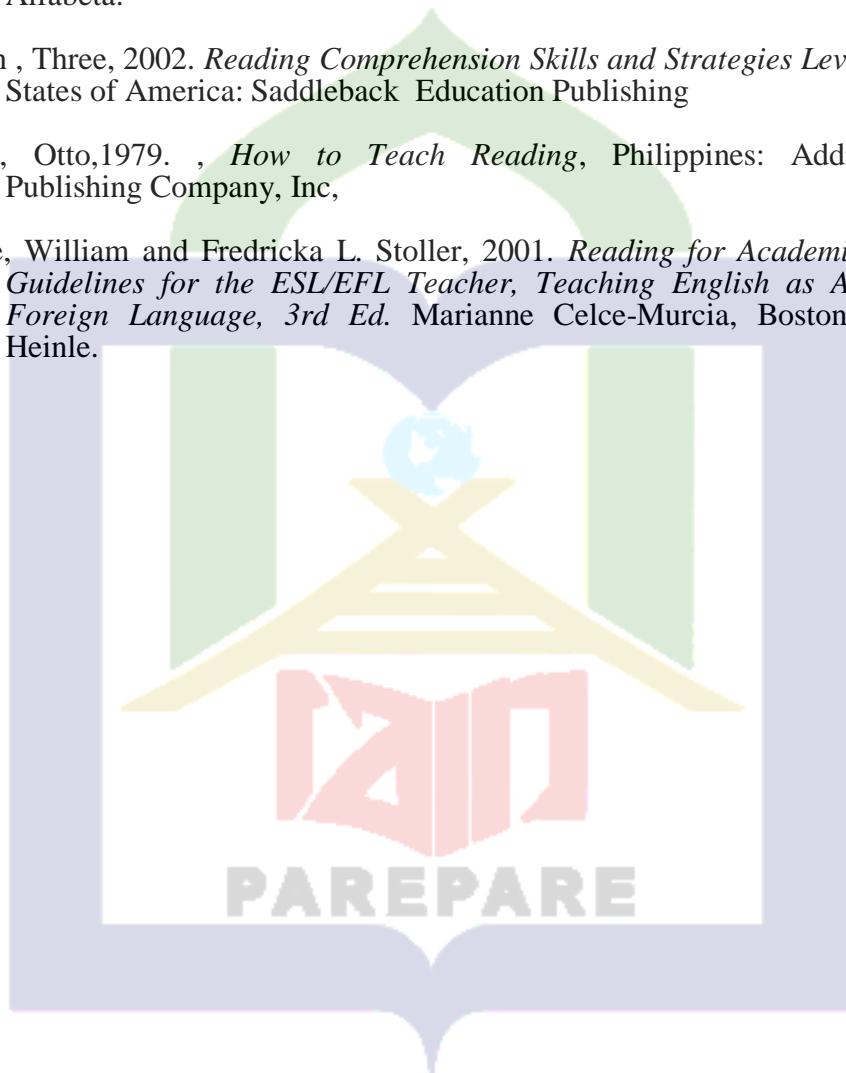
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APPENDICES

PAREPARE



NAMA MAHASISWA : FATRIADIN

NIM/JURUSAN : 15.1300.149/PBI

FAKULTAS : TARBIYAH

JUDUL : THE USING COLLABORATIVE STRATEGIC READING TO IMPROVE THE STUDENTS' READING COMPREHENSION AT THE EIGHTH GRADE OF MTS AL-BADAR

Instrumen Penelitian

Pre-TEST

Read the text and choose the correct answer by crossing (x) a, b, c, or d! The following text is number 1-10

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. How old is Peter? He is ... years old. a. Four b. Fourteen c. Forty d. Ten	a. Many people do not like Peter. b. People is older that the writer. c. Peter is a welcoming person. d. Peter is not diligent at all.
2. The writer is ... years old. a. Fourteen b. Sixteen c. Eighteen	7. What is the text mostly about? a. Peter b. Peter's hobby c. Peter's family d. peters' elder brother

<p>d. Nineteen</p> <p>3. Which of the following statement is not true about Peter?</p> <ul style="list-style-type: none"> a. He has long and straight hair. b. He has bright eyes. c. He is interested in sports. d. He plays football and tennis. <p>4. According to the passage, we know that Peter is</p> <ul style="list-style-type: none"> a. The writer's youngest brother b. The writer's elder brother c. A naughty boy d. A friendly boy <p>5. It is implied in the passage that</p> <ul style="list-style-type: none"> a. Peter is naughty. b. Peter is lazy. c. Peter is unfriendly. d. Peter is diligent. <p>6. From the text, we may conclude that....</p>	<p>8. "<u>He</u> is fourteen years old . . . Than me."</p> <p>The underlined word refers to</p> <ul style="list-style-type: none"> a. Peter b. The writer c. The writer's brother d. the writer's family <p>9. "Peter is <u>interested</u> in sports very much, and at school he plays football and tennis." The underlined phrase can be replaced by</p> <ul style="list-style-type: none"> a. Dislike sport b. Really likes sport c. Hates sport very much d. Finds sport not really entertaining <p>10. "But <u>he usually does what he is asked to do</u>"</p> <p>The underlined phrase means ...</p> <ul style="list-style-type: none"> a. He does anything he wants. b. He always asks. c. He is lazy. d. He is diligent
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The following text is for questions number 11 to 15.

Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of fresh milk for a long time. No wonder, the cow statues adorn Boyolali town.

There are six main cow statues in Boyolali. They are displayed in different places. The statues are made of concrete. The colour and shape are made in such a way to resemble the real cows. However, the size is made bigger to catch the eye.

Besides decorating the town, the statues also turn out to be helpful for people from out of town to find places they are seeking in Boyolali. By mentioning the position of the statue, people can get their way easily.

11. Where is the city of boyolali?
- a. North of Solo and east of Merapi and Merbabu Mountains.
 - b. South of Jogja and west of Merapi and Merbabu Mountains.
 - c. North Jakarta.
 - d. East Surabaya.

12. How many cow statues in Boyolali?
- 4
 - 5
 - 6
 - 7
13. "... they are seeking in Boyolali" (paragraph 3)
What does the underlined word refer to?
- People from out town
 - Places in Boyolali.
 - Cow statues.
 - Real cows.
14. What is the main idea of the last paragraph?
- The statues help people to find places easily.
 - The statues decorate the town beautifully.
 - The cow can get their way easily around the town.
 - The people from out of town easily find the statues.
15. The text mainly tells us about
- the colour of the statues
 - cow statues in Boyolali
 - a town called Boyolali
 - how to raise cow

Instrument Penelitian

Post-TEST

Read the text and choose the correct answer by crossing (x) a, b, c, or d! The following text is number 1-5

I have a close Friend. She is beautiful, attractive and trendy. She always wants to be a trend setter of the day. She always pays much attention to her appearance. Recently, she bought a new stylist foot legs from blowfish shoes products. These shoes really match on her.

Her new blowfish women's shoes are wonderful. When she is walking on those shoes, all her friends, including me watch and admire that she has the most suitable shoes on her physical appearance. The style, bright color, and brand represent her as a smart woman of the day. She really has perfect appearance.

She is really mad on those shoes. She said that the products covered all genders. The blowfish men's shoes are as elegant as she has. The products provide varieties of choice. Ballet, casual, boot athletic shoes are designed in attractive way. The products are international trade mark and become the hottest trend.

1. The writer's friend has just bought ... from blowfish shoes products.
- a new match shoes

- b. a new stylist foot legs
 - c. a trendy and attractive shoes
 - d. a brand and bright color shoes
2. Why does the writer admire her friend?
- a. She likes wearing an international trade mark shoes.
 - b. She always wants to be a trendy and attractive woman.
 - c. She has the most suitable shoes on her physical appearance.
 - d. She really has perfect appearance with her wonderful shoes.
3. Which of the following Statement is not true about the woman?
- a. He is Handsome, attractive and trendy.
 - b. She is beautiful, attractive and trendy.
 - c. She has perfect appereance..
 - d. She is ugly and lazy.
4. Writer writes the text in order to ...
- a. describe her friend's style and her new shoes.
 - b. explain an international trademark shoes.
 - c. share her experience with her friend.
 - d. tell blow fish shoes products.
5. "She really has perfect appearance." The word "she" refers to ...
- a. the writer.
 - b. a close friend.
 - c. the writer's friend.
 - d. a blow fish women's shoes

Read the text and answer questions 6 to 10.

When I just hang out in a mall one day, I saw a very beautiful bag. I love this bag at the first sight.

This was the first time I've spent much money on a bag and I don't regret it.

The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands-free. Its neutral color is fun and sporty. The design is simple and well-made.

The bag is very functional. It is the perfect size to carry a cell phone, a pocket sized wallet, a small book, a pack of gum, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items don't all fall to the bottom. In overall I really satisfy with bag

6. Where does the writer usually put her small items?
- A. In her pockets.
 - B. In her laptop backpack.
 - C. In her pocket size wallet.
 - D. In the pockets of her leather bag.
7. What makes the small items of the writer not falling down in the bag?
- A. The satisfying bag

- B. Her laptop backpack
C. A pocket-sized wallet
D. The pockets inside the bag
8. "I've spent much money on a bag and I don't regret it". The underlined word refers to ...the bag.
A. having
B. seeing
C. buying
D. loving
9. What is the main idea of the last paragraph?
A. The writer has a new bag.
B. The bag is very functional.
C. The bag has many pockets.
D. The writer is satisfied with the bag
10. What is the purpose of the text?
A. To retell the past event
B. To entertain the readers
C. To describe the writer's new bag
D. To give instruction how to buy a bag

The following text is for questions number 11 to 15.

I live in a village called Amed in Bali, about a two-hour drive from Kuta. It is a beach village and one of the best places for scuba diving in Bali. To reach my village, you will need a lot of energy because it is an exhausting trip. The road is curved and there are many ups and downs too. But as soon as you arrive in Amed, your efforts will be paid by the beauty of my village.

Unlike other places in Bali, Amed is a calm and peaceful place. The bay, some sandy, others rocky appears to be lined with traditional fishing boats called jukung. From the top of the hill, people can enjoy the beautiful scenery. There are no factories or industries in Amed, so the water and the soil in my village are still clean and unpolluted. This is needed to produce salt by the people in the village.

11. What is the text mainly about?
A. My village
B. Tourist sites
C. Traditional Fishing.
D. Beach
12. What makes Amed different from other places in Bali?
A. Amed is a place for scuba diving.
B. It needs a lot of energy to get there.
C. Amed is a calm and peaceful place.
D. Amed has many star rated hotels.
13. how long it takes to get to my village ?
A.About 2 days

- B. About two-hour drive from Kuta
C. About 1 week
D. About three hour drive from Bali.
14. Where can people enjoy beautiful scenery in Amed?
A. From the top of the hill.
B. From the top of the factory.
C. From the beach of the village.
D. From the roads of the village.
15. Because it is an exhausting trip." (paragraph 1)
The underlined word has similar meaning to....
A. Tiring
B. Exciting
C. Confusing
D. Challenging



LESSON PLAN CONTROL CLASS

Sekolah : MTs DDI AIBADAR
 Mata pelajaran : BAHASA INGGRIS
 Kelas : 8
 Alokasi Waktu : 12 x 45 MENIT(6 x Pertemuan)

A. Kompetensi Inti (KI)

Memahami makna teks tulis dan esei pendek sederhana berbentuk *descriptive* yang berkaitan dengan lingkungan sekitar.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
Merespon Makna dan langkahlangkah retorikaesai pendek sederhana secara akurat lancer dan berterima yang berkaitan dengan lingkungan sekitar	<ol style="list-style-type: none"> 1. Siswa dapat menangkap informasi spesifik yang ada pada text descriptive. 2. Siswa dapat mengidentifikasi makna dan gagasan dalam text descriptive . 3. Siswa dapat mengidentifikasi aspek-aspek yang ada pada text descriptive.

C. Tujuan Pembelajaran:

Peserta didik dapat: mengidentifikasi fungsi sosial, unsur kebahasaan dan struktur teks deskriptif terkait tempat wisata dan menangkap makna yang terdapat pada teks deskriptif

D. Materi Pembelajaran

My Small House

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.

When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.

Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house.

I know it is a very small house; but it is the best place I have ever seen.

E. Kegiatan Pembelajaran

Pertemuan I

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Peserta didik merespon salam 2. Peserta didik bermain tebak gambar (peserta didik diberi beberapa gambar landmark dari beberapa negara) dan mendeskripsikannya, peserta didik lain menebaknya. 3. Peserta didik menerima informasi tujuan, pembelajaran yang akan dilaksanakan. 	15 menit
Inti	<ol style="list-style-type: none"> 1. Guru memberikan Brainstorming kepada siswa terkait materi descriptive teks 2. Guru menjelaskan pengertian tentang descriptive teks. 3. Guru memberikan penjelasan tentang generic structure dari descriptive teks. 4. Guru memberikan menjelaskan language features dari descriptive teks. 5. Guru memberikan game Matching kepada siswa tentang descriptive text. 6. Guru menempelkan still pictures pada kertas manila dan siswa diberikan beberapa descriptive text. 	70 Menit
Penutup	<ol style="list-style-type: none"> 1. Peserta didik menyimpulkan materi yang telah dipelajari 2. Peserta didik merefleksi pelajaran yang telah diterima 3. Guru memberi penguatan dan motivasi 	Menit

Pertemuan 2

My Family

My family has four members: those are I, my sister, and parents of course.

My mother is 47 years old. Her name's Anisa. She's thin-faced and she's got long, blond hair and beautiful green eyes. She is still slim because she always tries to stay in shape. She is very good-looking, always well-dressed and elegant.

My father, Lukman, is 5 years older than my mother. He is 52. In spite of his age he's still black-haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He's very hard-working. Besides that he is working in a travel company. He can even make a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers'.

Finally, my sister Nadina. She is 22. She is also red-haired and green-eyed. She has long wavy hair and freckles. She is definitely shorter than me. She is rather introverted. But she is very sensible, smart and co-operative. Right now she is studying English and also knows Arabic and Mandarin. I want to be so smart as she is.

They all, except me, speak Sundanese very well, because we were living in Bandung for 5 years. My sister have been going to primary school there. Unfortunately I was only 3 when we were leaving to Jakarta, so I can't speak Sundanese. Now we are happily living in Jakarta.

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none">1. Peserta didik merespon salam2. Peserta didik bermain tebak gambar (peserta didik diberi beberapa gambar landmark dari beberapa negara) dan mendeskripsikannya, peserta didik lain menebaknya.3. Peserta didikmenerima informasi tujuan, pembelajaran yang akan dilaksanakan.	15 menit
Inti	<ol style="list-style-type: none">1. Guru memberikan Brainstorming kepada siswa terkait materi descriptive teks2. Guru menjelaskan pengertian tentang descriptive teks.3. Guru memberikan penjelasan tentang generic structure dari descriptive teks.	70 Menit

	4. Guru memberikan menjelaskan language features dari descriptive teks. 5. Guru memberikan game Matching kepada siswa tentang descriptive text. 6. Guru menempelkan still pictures pada kertas manila dan siswa diberikan beberapa descriptive text.	
Penutup	1. Peserta didik menyimpulkan materi yang telah dipelajari 2. Peserta didik merefleksi pelajaran yang telah diterima 3. Guru memberi penguatan dan motivasi	5 Menit

Pertemuan 3

My Mother

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the Church, and she loves sing and dance too.

She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	1. Peserta didik merespon salam 2. Peserta didik bermain tebak gambar (peserta didik diberi beberapa gambar landmark dari beberapa negara) dan mendeskripsikannya, peserta didik lain menebaknya.	15 menit

	3. Peserta didikmenerima informasi tujuan, pembelajaran yang akan dilaksanakan.	
Inti	<ol style="list-style-type: none"> 1. Guru memberikan Brainstorming kepada siswa terkait materi descriptive teks 2. Guru menjelaskan pengertian tentang descriptive teks. 3. Guru memberikan penjelasan tentang generic structure dari descriptive teks. 4. Guru memberikan menjelaskan language features dari descriptive teks. 5. Guru memberikan game Matching kepada siswa tentang descriptive text. 6. Guru menempelkan still pictures pada kertas manila dan siswa diberikan beberapa descriptive text. 	70 Menit
Penutup	<ol style="list-style-type: none"> 1. Peserta didik menyimpulkan materi yang telah dipelajari 2. Peserta didik merefleksi pelajaran yang telah diterima 3. Guru memberi penguatan dan motivasi 	5.Menit

Pertemuan 4

My Classmate, Yuta

Yuta is one of the 150 International students at the ELC of Brigham Young University. He is from Japan. He grew up in Japan, and he is 19 years old. There are six people in his family, a father, a mother, three sisters and himself. He is the youngest in his family. He is also the only boy in his family, but now he is in Provo, Utah, studying English. Yuta likes the United States very much and he thinks everything is cheap. Yuta thinks his English classes are excellent and the teachers are professionals. Yuta thinks someone in his class is noisy so he doesn't like that. In his free time he spends too much time sleeping, so it seems that he has a sleeping sickness.

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Peserta didik merespon salam 2. Peserta didik bermain tebak garmbar (peserta didik 	15 menit

	diberi beberapa gambar landmark dari beberapa negara) dan mendeskripsikannya, peserta didik lain menebaknya. 3. Peserta didikmenerima informasi tujuan, pembelajaran yang akan dilaksanakan.	
Inti	7. Guru memberikan Brainstorming kepada siswa terkait materi descriptive teks 8. Guru menjelaskan pengertian tentang descriptive teks. 9. Guru memberikan penjelasan tentang generic structure dari descriptive teks. 10. Guru memberikan menjelaskan language features dari descriptive teks. 11. Guru memberikan game Matching kepada siswa tentang descriptive text. 12. Guru menempelkan still pictures pada kertas manila dan siswa diberikan beberapa descriptive text.	70 Menit
Penutup	1. Peserta didik menyimpulkan materi yang telah dipelajari 2. Peserta didik merefleksi pelajaran yang telah diterima 3. Guru memberi penguatan dan motivasi	5.Menit

Pertemuan 5

Wakatobi

Wakatobi is the name of an archipelago and regency in Sulawesi Tenggara, Indonesia. The name of Wakatobi is derived from the names of the main islands in the archipelago: Wangiwangi, Kaledupa, Tomea, and Binangko. Do you know what? It is the best diving sites ever.

There are many reasons why I call Wakatobi as the best diving sites ever. First, the reefs in Wakatobi diving are unlike others in the region because of the dry climate and uplifted limestone. This means Wakatobi is an exceptionally clean environment due to the lack of soil erosion. Second, being a national park, fishing is strictly limited and the reefs of Wakatobi are protected. These superb reefs are supported and protected by the local fishing communities who obtain a fair share of the income generated by Wakatobi dive tourism in exchange for adopting more sustainable practices, such as leaving large stretches of reef completely untouched. Third, Wakatobi is located at the world's coral reef triangle center with its 942 fish species

and 750 coral reef species from a total of 850 world's collection comparing to the two world's famous diving center of the Caribbean Sea that owes only 50 species and other 300 species in the red sea.

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Peserta didik merespon salam 2. Peserta didik bermain tebak gambar (peserta didik diberi beberapa gambar landmark dari beberapa negara) dan mendeskripsikannya, peserta didik lain menebaknya. 3. Peserta didik menerima informasi tujuan, pembelajaran yang akan dilaksanakan. 	15 menit
Inti	<ol style="list-style-type: none"> 1. Guru memberikan Brainstorming kepada siswa terkait materi descriptive teks 2. Guru menjelaskan pengertian tentang descriptive teks. 3. Guru memberikan penjelasan tentang generic structure dari descriptive teks. 4. Guru memberikan menjelaskan language features dari descriptive teks. 5. Guru memberikan game Matching kepada siswa tentang descriptive text. 6. Guru menempelkan still pictures pada kertas manila dan siswa diberikan beberapa descriptive text. 	70 Menit
Penutup	<ol style="list-style-type: none"> 1. Peserta didik menyimpulkan materi yang telah dipelajari 2. Peserta didik merefleksi pelajaran yang telah diterima 3. Guru memberi penguatan dan motivasi 	5.Menit

Pertemuan ke 6

Lembah Pelangi Waterfall

Lembah Pelangi Waterfall sounds unfamiliar for either local or foreign tourists. Lembah Pelangi Waterfall is located in Sukamaju village, Ulubelu sub district, Tanggamus district, Lampung province, Indonesia. The access to this place is quite difficult because Ulu Belu sub district is a remote area in Lampung with its hilly contours which make this tourist spot elusive.

Lembah Pelangi Waterfall has two levels where the waterfall on the second level has two branches. The height of the first level waterfall is about 100 meters, while the second level waterfall is about dozens of meters. The best enchantment of this waterfall is the rainbow which appears between the valley and the waterfall as the name suggests. The soft flowing gurgling waterfall sounds is like a chant of nature which can remove the tiredness of the long trip to go there. Under the waterfall, there are several spots of warm water which can be an interesting spot for bathing.

In this place, you will be shown a panorama of natural beauty which is very interesting for every pair of eyes seeing it. Rocky hills accompanied by leafy trees will actually soothe both your eyes.

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 1. Peserta didik merespon salam 2. Peserta didik bermain tebak gambar (peserta didik diberi beberapa gambar landmark dari beberapa negara) dan mendeskripsikannya, peserta didik lain menebaknya. 3. Peserta didikmenerima informasi tujuan, pembelajaran yang akan dilaksanakan. 	15 menit
Inti	<ol style="list-style-type: none"> 1. Guru memberikan Brainstorming kepada siswa terkait materi descriptive teks 2. Guru menjelaskan pengertian tentang descriptive teks. 3. Guru memberikan penjelasan tentang generic structure dari descriptive teks. 4. Guru memberikan menjelaskan language features dari descriptive teks. 5. Guru memberikan game Matching kepada siswa tentang descriptive text. Guru menempelkan still pictures pada kertas manila dan siswa diberikan beberapa descriptive text. 	70 Menit
Penutup	<ol style="list-style-type: none"> 1. Peserta didik menyimpulkan materi yang telah dipelajari 2. Peserta didik merefleksi pelajaran yang telah diterima 3. Guru memberi penguatan dan motivasi 	5.Menit

LESSON PLAN EXPERIMENT CLASS

Sekolah : MTs DDI AIBADAR
 Mata pelajaran : BAHASA INGGRIS
 Kelas : 8
 Alokasi Waktu : 12 x 45 MENIT(6 x Pertemuan)

F. Kompetensi Inti (KI)

Memahami makna teks tulis dan esei pendek sederhana berbentuk *descriptive* yang berkaitan dengan lingkungan sekitar.

G. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
Merespon Makna dan langkahlangkah retorikaesai pendek sederhana secara akurat lancer dan berterima yang berkaitan dengan lingkungan sekitar	4. Siswa dapat menangkap informasi spesifik yang ada pada text descriptive. 5. Siswa dapat mengidentifikasi makna dan gagasan dalam text descriptive . 6. Siswa dapat mengidentifikasi aspek-aspek yang ada pada text descriptive.

H. Tujuan Pembelajaran:

Peserta didik dapat: mengidentifikasi fungsi sosial, unsur kebahasaan dan struktur teks deskriptif terkait tempat wisata dan menangkap makna yang terdapat pada teks deskriptif

I. Materi Pembelajaran

My Small House

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.

When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.

Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house.

I know it is a very small house; but it is the best place I have ever seen.

J. Kegiatan Pembelajaran

Pertemuan I

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 4. Peserta didik merespon salam 5. Peserta didik bermain tebak gambar (peserta didik diberi beberapa gambar landmark dari beberapa negara) dan mendeskripsikannya, peserta didik lain menebaknya. 6. Peserta didik menerima informasi tujuan, pembelajaran yang akan dilaksanakan. 	15 menit
Inti	<ol style="list-style-type: none"> 1. Peserta didik diberi review tentang materi my small haous 2. Peserta didik bersama dengan kelompoknya melanjutkan membaca teks ke sesi atau paragraf selanjutnya. Setelah itu, masing-masing mencari clunks atau difficult words. Setelah ditemukan paling tidak lima kata pada masing-masing anggota, maka mereka cari arti dari kata tersebut. 3. Peserta didik diminta untuk menyatakan kembali ide pokok dari masing-masing paragraph dengan kata-kata mereka sendiri. 4. Peserta didik berdiskusi untuk menentukan pertanyaan-pertanyaan yang terkait dengan teks yang telah mereka pelajari. 	70 Menit
Penutup	<ol style="list-style-type: none"> 4. Peserta didik menyimpulkan materi yang telah dipelajari 5. Peserta didik merefleksi pelajaran yang telah diterima 6. Guru memberi penguatan dan motivasi 	Menit

Pertemuan 2

My Family

My family has four members: those are I, my sister, and parents of course.

My mother is 47 years old. Her name's Anisa. She's thin-faced and she's got long, blond hair and beautiful green eyes. She is still slim because she always tries to stay in shape. She is very good-looking, always well-dressed and elegant.

My father, Lukman, is 5 years older than my mother. He is 52. In spite of his age he's still black-haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He's very hard-working. Besides that he is working in a travel company. He can even make a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers'.

Finally, my sister Nadina. She is 22. She is also red-haired and green-eyed. She has long wavy hair and freckles. She is definitely shorter than me. She is rather introverted. But she is very sensible, smart and co-operative. Right now she is studying English and also knows Arabic and Mandarin. I want to be so smart as she is.

They all, except me, speak Sundanese very well, because we were living in Bandung for 5 years. My sister have been going to primary school there. Unfortunately I was only 3 when we were leaving to Jakarta, so I can't speak Sundanese. Now we are happily living in Jakarta.

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	4. Peserta didik merespon salam 5. Peserta didik bermain tebak gambar (peserta didik diberi beberapa gambar landmark dari beberapa negara) dan mendeskripsikannya, peserta didik lain menebaknya. 6. Peserta didik menerima informasi tujuan, pembelajaran yang akan dilaksanakan.	15 menit
Inti	1. Peserta didik diberi review tentang materi my Family	70 Menit

	<p>2. Peserta didik bersama dengan kelompoknya melanjutkan membaca teks ke sesi atau paragraf selanjutnya. Setelah itu, masing-masing mencari chunks atau difficult words. Setelah ditemukan paling tidak lima kata pada masing-masing anggota, maka mereka cari arti dari kata tersebut.</p> <p>3. Peserta didik diminta untuk menyatakan kembali ide pokok dari masing-masing paragraph dengan kata-kata mereka sendiri.</p> <p>4. Peserta didik berdiskusi untuk menentukan pertanyaan-pertanyaan yang terkait dengan teks yang telah mereka pelajari.</p>	
Penutup	<p>1. Peserta didik menyimpulkan materi yang telah dipelajari</p> <p>2. Peserta didik merefleksi pelajaran yang telah diterima</p> <p>3. Guru memberi penguatan dan motivasi</p>	6 Menit

Pertemuan 3

My Mother

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the Church, and she loves sing and dance too.

She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

Kegiatan	Deskripsi Kegiatan	Alokasi
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		Waktu
Pendahuluan	<p>4. Peserta didik merespon salam</p> <p>5. Peserta didik bermain tebak garmbar (peserta didik diberi beberapa gambar landmark dari beberapa negara) dan mendeskripsikannya, peserta didik lain menebaknya.</p> <p>6. Peserta didikmenerima informasi tujuan, pembelajaran yang akan dilaksanakan.</p>	15 menit
Inti	<p>1. Peserta didik diberi review tentang materi my mother</p> <p>2. Peserta didik bersama dengan kelompoknya melanjutkan membaca teks ke sesi atau paragraf selanjutnya. Setelah itu, masing-masing mencari clunks atau difficult words. Setelah ditemukan paling tidak lima kata pada masing-masing anggota, maka mereka cari arti dari kata tersebut.</p> <p>3. Peserta didik diminta untuk menyatakan kembali ide pokok dari masing-masing paragraph dengan kata-kata mereka sendiri.</p> <p>4. Peserta didik berdiskusi untuk menentukan pertanyaan-pertanyaan yang terkait dengan teks yang telah mereka pelajari</p>	70 Menit
Penutup	<p>4. Peserta didik menyimpulkan materi yang telah dipelajari</p> <p>5. Peserta didik merefleksi pelajaran yang telah diterima</p> <p>6. Guru memberi penguatan dan motivasi</p>	5.Menit

Pertemuan 4

My Classmate, Yuta

Yuta is one of the 150 International students at the ELC of Brigham Young University. He is from Japan. He grew up in Japan, and he is 19 years old. There are six people in his family, a father, a mother, three sisters and himself. He is the youngest in his family. He is also the only boy in his family, but now he is in Provo, Utah, studying English. Yuta likes the United States very much and he thinks everything is cheap. Yuta thinks his English classes are excellent and the teachers are professionals. Yuta thinks someone in his class is noisy so he doesn't like that. In his

free time he spends too much time sleeping, so it seems that he has a sleeping sickness.

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none">4. Peserta didik merespon salam5. Peserta didik bermain tebak gambar (peserta didik diberi beberapa gambar landmark dari beberapa negara) dan mendeskripsikannya, peserta didik lain menebaknya.6. Peserta didik menerima informasi tujuan, pembelajaran yang akan dilaksanakan.	15 menit
Inti	<ol style="list-style-type: none">1. Peserta didik diberi review tentang materi my classmate, Yuta2. Peserta didik bersama dengan kelompoknya melanjutkan membaca teks ke sesi atau paragraf selanjutnya. Setelah itu, masing-masing mencari chunks atau difficult words. Setelah ditemukan paling tidak lima kata pada masing-masing anggota, maka mereka cari arti dari kata tersebut.3. Peserta didik diminta untuk menyatakan kembali ide pokok dari masing-masing paragraph dengan kata-kata mereka sendiri.4. Peserta didik berdiskusi untuk menentukan pertanyaan-pertanyaan yang terkait dengan teks yang telah mereka pelajari	70 Menit
Penutup	<ol style="list-style-type: none">4. Peserta didik menyimpulkan materi yang telah dipelajari5. Peserta didik merefleksi pelajaran yang telah diterima6. Guru memberi penguatan dan motivasi	5.Menit

Pertemuan 5

Wakatobi

Wakatobi is the name of an archipelago and regency in Sulawesi Tenggara, Indonesia. The name of Wakatobi is derived from the names of the main islands in

the archipelago: Wangiwangi, Kaledupa, Tomea, and Binangko. Do you know what? It is the best diving sites ever.

There are many reasons why I call Wakatobi as the best diving sites ever. First, the reefs in Wakatobi diving are unlike others in the region because of the dry climate and uplifted limestone. This means Wakatobi is an exceptionally clean environment due to the lack of soil erosion. Second, being a national park, fishing is strictly limited and the reefs of Wakatobi are protected. These superb reefs are supported and protected by the local fishing communities who obtain a fair share of the income generated by Wakatobi dive tourism in exchange for adopting more sustainable practices, such as leaving large stretches of reef completely untouched. Third, Wakatobi is located at the world's coral reef triangle center with its 942 fish species and 750 coral reef species from a total of 850 world's collection comparing to the two world's famous diving center of the Caribbean Sea that owes only 50 species and other 300 species in the red sea.

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	4. Peserta didik merespon salam 5. Peserta didik bermain tebak gambar (peserta didik diberi beberapa gambar landmark dari beberapa negara) dan mendeskripsikannya, peserta didik lain menebaknya. 6. Peserta didikmenerima informasi tujuan, pembelajaran yang akan dilaksanakan.	15 menit
Inti	1. Peserta didik diberi review tentang materi my small haous 2. Peserta didik bersama dengan kelompoknya melanjutkan membaca teks ke sesi atau paragraf selanjutnya. Setelah itu, masing-masing mencari clunks atau difficult words. Setelah ditemukan paling tidak lima kata pada masing-masing anggota, maka mereka cari arti dari kata tersebut. 3. Peserta didik diminta untuk menyatakan kembali ide pokok dari masing-masing paragraph dengan kata-kata mereka sendiri. 4. Peserta didik berdiskusi untuk menentukan pertanyaan-pertanyaan yang terkait dengan teks yang telah mereka pelajari	70 Menit
Penutup	4. Peserta didik menyimpulkan materi yang telah dipelajari	5.Menit

	5. Peserta didik merefleksi pelajaran yang telah diterima 6. Guru memberi penguatan dan motivasi	
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Pertemuan ke 6

Lembah Pelangi Waterfall

Lembah Pelangi Waterfall sounds unfamiliar for either local or foreign tourists. Lembah Pelangi Waterfall is located in Sukamaju village, Ulubelu sub district, Tanggamus district, Lampung province, Indonesia. The access to this place is quite difficult because Ulu Belu sub district is a remote area in Lampung with its hilly contours which make this tourist spot elusive.

Lembah Pelangi Waterfall has two levels where the waterfall on the second level has two branches. The height of the first level waterfall is about 100 meters, while the second level waterfall is about dozens of meters. The best enchantment of this waterfall is the rainbow which appears between the valley and the waterfall as the name suggests. The soft flowing gurgling waterfall sounds is like a chant of nature which can remove the tiredness of the long trip to go there. Under the waterfall, there are several spots of warm water which can be an interesting spot for bathing.

In this place, you will be shown a panorama of natural beauty which is very interesting for every pair of eyes seeing it. Rocky hills accompanied by leafy trees will actually soothe both your eyes.

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	4. Peserta didik merespon salam 5. Peserta didik bermain tebak gambar (peserta didik diberi beberapa gambar landmark dari beberapa negara) dan mendeskripsikannya, peserta didik lain menebaknya. 6. Peserta didik menerima informasi tujuan, pembelajaran yang akan dilaksanakan.	15 menit
Inti	1. Peserta didik diberi review tentang materi my small haous 2. Peserta didik bersama dengan kelompoknya	70 Menit

	<p>melanjutkan membaca teks ke sesi atau paragraf selanjutnya. Setelah itu, masing-masing mencari clunks atau difficult words. Setelah ditemukan paling tidak lima kata pada masing-masing anggota, maka mereka cari arti dari kata tersebut.</p> <ol style="list-style-type: none"> 3. Peserta didik diminta untuk menyatakan kembali ide pokok dari masing-masing paragraph dengan kata-kata mereka sendiri. 4. Peserta didik berdiskusi untuk menentukan pertanyaan-pertanyaan yang terkait dengan teks yang telah mereka pelajari 	
Penutup	<ol style="list-style-type: none"> 4. Peserta didik menyimpulkan materi yang telah dipelajari 5. Peserta didik merefleksi pelajaran yang telah diterima 6. Guru memberi penguatan dan motivasi 	5.Menit



LESSON PLAN CONTROL CLASS

Sekolah : MTs DDI AIBADAR
 Mata pelajaran : BAHASA INGGRIS
 Kelas : 8
 Alokasi Waktu : 12 x 45 MENIT(6 x Pertemuan)

K. Kompetensi Inti (KI)

Memahami makna teks tulis dan esei pendek sederhana berbentuk *descriptive* yang berkaitan dengan lingkungan sekitar.

L. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
Merespon Makna dan langkahlangkah retorikaesai pendek sederhana secara akurat lancer dan berterima yang berkaitan dengan lingkungan sekitar	7. Siswa dapat menangkap informasi spesifik yang ada pada text descriptive. 8. Siswa dapat mengidentifikasi makna dan gagasan dalam text descriptive . 9. Siswa dapat mengidentifikasi aspek-aspek yang ada pada text descriptive.

M. Tujuan Pembelajaran:

Peserta didik dapat: mengidentifikasi fungsi sosial, unsur kebahasaan dan struktur teks deskriptif terkait tempat wisata dan menangkap makna yang terdapat pada teks deskriptif

N. Materi Pembelajaran

My Small House

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.

When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.

Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house.

I know it is a very small house; but it is the best place I have ever seen.

O. Kegiatan Pembelajaran

Pertemuan I

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> 7. Peserta didik merespon salam 8. Peserta didik bermain tebak gambar (peserta didik diberi beberapa gambar landmark dari beberapa negara) dan mendeskripsikannya, peserta didik lain menebaknya. 9. Peserta didik menerima informasi tujuan, pembelajaran yang akan dilaksanakan. 	15 menit
Inti	<ul style="list-style-type: none"> 7. Guru memberikan Brainstorming kepada siswa terkait materi descriptive teks 8. Guru menjelaskan pengertian tentang descriptive teks. 9. Guru memberikan penjelasan tentang generic structure dari descriptive teks. 10. Guru memberikan menjelaskan language features dari descriptive teks. 11. Guru memberikan game Matching kepada siswa tentang descriptive text. 12. Guru menempelkan still pictures pada kertas manila dan siswa diberikan beberapa descriptive text. 	70 Menit
Penutup	<ul style="list-style-type: none"> 7. Peserta didik menyimpulkan materi yang telah dipelajari 8. Peserta didik merefleksi pelajaran yang telah diterima 9. Guru memberi penguatan dan motivasi 	Menit

Pertemuan 2

My Family

My family has four members: those are I, my sister, and parents of course.

My mother is 47 years old. Her name's Anisa. She's thin-faced and she's got long, blond hair and beautiful green eyes. She is still slim because she always tries to stay in shape. She is very good-looking, always well-dressed and elegant.

My father, Lukman, is 5 years older than my mother. He is 52. In spite of his age he's still black-haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He's very hard-working. Besides that he is working in a travel company. He can even make a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers'.

Finally, my sister Nadina. She is 22. She is also red-haired and green-eyed. She has long wavy hair and freckles. She is definitely shorter than me. She is rather introverted. But she is very sensible, smart and co-operative. Right now she is studying English and also knows Arabic and Mandarin. I want to be so smart as she is.

They all, except me, speak Sundanese very well, because we were living in Bandung for 5 years. My sister have been going to primary school there. Unfortunately I was only 3 when we were leaving to Jakarta, so I can't speak Sundanese. Now we are happily living in Jakarta.

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	7. Peserta didik merespon salam 8. Peserta didik bermain tebak gambar (peserta didik diberi beberapa gambar landmark dari beberapa negara) dan mendeskripsikannya, peserta didik lain menebaknya. 9. Peserta didikmenerima informasi tujuan, pembelajaran yang akan dilaksanakan.	15 menit
Inti	7. Guru memberikan Brainstorming kepada siswa terkait materi descriptive teks 8. Guru menjelaskan pengertian tentang descriptive teks. 9. Guru memberikan penjelasan tentang generic structure dari descriptive teks.	70 Menit

	10. Guru memberikan menjelaskan language features dari descriptive teks. 11. Guru memberikan game Matching kepada siswa tentang descriptive text. 12. Guru menempelkan still pictures pada kertas manila dan siswa diberikan beberapa descriptive text.	
Penutup	1. Peserta didik menyimpulkan materi yang telah dipelajari 2. Peserta didik merefleksi pelajaran yang telah diterima 3. Guru memberi penguatan dan motivasi	7 Menit

Pertemuan 3

My Mother

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the Church, and she loves sing and dance too.

She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	7. Peserta didik merespon salam 8. Peserta didik bermain tebak gambar (peserta didik diberi beberapa gambar landmark dari beberapa negara) dan mendeskripsikannya, peserta didik lain menebaknya.	15 menit

	9. Peserta didikmenerima informasi tujuan, pembelajaran yang akan dilaksanakan.	
Inti	<ol style="list-style-type: none"> 1. Guru memberikan Brainstorming kepada siswa terkait materi descriptive teks 2. Guru menjelaskan pengertian tentang descriptive teks. 3. Guru memberikan penjelasan tentang generic structure dari descriptive teks. 4. Guru memberikan menjelaskan language features dari descriptive teks. 5. Guru memberikan game Matching kepada siswa tentang descriptive text. 6. Guru menempelkan still pictures pada kertas manila dan siswa diberikan beberapa descriptive text. 	70 Menit
Penutup	<ol style="list-style-type: none"> 7. Peserta didik menyimpulkan materi yang telah dipelajari 8. Peserta didik merefleksi pelajaran yang telah diterima 9. Guru memberi penguatan dan motivasi 	5.Menit

Pertemuan 4

My Classmate, Yuta

Yuta is one of the 150 International students at the ELC of Brigham Young University. He is from Japan. He grew up in Japan, and he is 19 years old. There are six people in his family, a father, a mother, three sisters and himself. He is the youngest in his family. He is also the only boy in his family, but now he is in Provo, Utah, studying English. Yuta likes the United States very much and he thinks everything is cheap. Yuta thinks his English classes are excellent and the teachers are professionals. Yuta thinks someone in his class is noisy so he doesn't like that. In his free time he spends too much time sleeping, so it seems that he has a sleeping sickness.

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"> 7. Peserta didik merespon salam 8. Peserta didik bermain tebak garmbar (peserta didik 	15 menit

	diberi beberapa gambar landmark dari beberapa negara) dan mendeskripsikannya, peserta didik lain menebaknya. 9. Peserta didikmenerima informasi tujuan, pembelajaran yang akan dilaksanakan.	
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Penutup	7. Peserta didik menyimpulkan materi yang telah dipelajari 8. Peserta didik merefleksi pelajaran yang telah diterima 9. Guru memberi penguatan dan motivasi	5.Menit

Pertemuan 5

Wakatobi

Wakatobi is the name of an archipelago and regency in Sulawesi Tenggara, Indonesia. The name of Wakatobi is derived from the names of the main islands in the archipelago: Wangiwangi, Kaledupa, Tomea, and Binangko. Do you know what? It is the best diving sites ever.

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and 750 coral reef species from a total of 850 world's collection comparing to the two world's famous diving center of the Caribbean Sea that owes only 50 species and other 300 species in the red sea.

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	7. Peserta didik merespon salam 8. Peserta didik bermain tebak gambar (peserta didik diberi beberapa gambar landmark dari beberapa negara) dan mendeskripsikannya, peserta didik lain menebaknya. 9. Peserta didikmenerima informasi tujuan, pembelajaran yang akan dilaksanakan.	15 menit
Inti	7. Guru memberikan Brainstorming kepada siswa terkait materi descriptive teks 8. Guru menjelaskan pengertian tentang descriptive teks. 9. Guru memberikan penjelasan tentang generic structure dari descriptive teks. 10. Guru memberikan menjelaskan language features dari descriptive teks. 11. Guru memberikan game Matching kepada siswa tentang descriptive text. 12. Guru menempelkan still pictures pada kertas manila dan siswa diberikan beberapa descriptive text.	70 Menit
Penutup	7. Peserta didik menyimpulkan materi yang telah dipelajari 8. Peserta didik merefleksi pelajaran yang telah diterima 9. Guru memberi penguatan dan motivasi	5.Menit

Pertemuan ke 6

Lembah Pelangi Waterfall

Lembah Pelangi Waterfall sounds unfamiliar for either local or foreign tourists. Lembah Pelangi Waterfall is located in Sukamaju village, Ulubelu sub district, Tanggamus district, Lampung province, Indonesia. The access to this place is quite

difficult because Ulu Belu sub district is a remote area in Lampung with its hilly contours which make this tourist spot elusive.

Lembah Pelangi Waterfall has two levels where the waterfall on the second level has two branches. The height of the first level waterfall is about 100 meters, while the second level waterfall is about dozens of meters. The best enchantment of this waterfall is the rainbow which appears between the valley and the waterfall as the name suggests. The soft flowing gurgling waterfall sounds is like a chant of nature which can remove the tiredness of the long trip to go there. Under the waterfall, there are several spots of warm water which can be an interesting spot for bathing.

In this place, you will be shown a panorama of natural beauty which is very interesting for every pair of eyes seeing it. Rocky hills accompanied by leafy trees will actually soothe both your eyes.

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	7. Peserta didik merespon salam 8. Peserta didik bermain tebak gambar (peserta didik diberi beberapa gambar landmark dari beberapa negara) dan mendeskripsikannya, peserta didik lain menebaknya. 9. Peserta didikmenerima informasi tujuan, pembelajaran yang akan dilaksanakan.	15 menit
Inti	6. Guru memberikan Brainstorming kepada siswa terkait materi descriptive teks 7. Guru menjelaskan pengertian tentang descriptive teks. 8. Guru memberikan penjelasan tentang generic structure dari descriptive teks. 9. Guru memberikan menjelaskan language features dari descriptive teks. 10. Guru memberikan game Matching kepada siswa tentang descriptive text. Guru menempelkan still pictures pada kertas manila dan siswa diberikan beberapa descriptive text.	70 Menit
Penutup	7. Peserta didik menyimpulkan materi yang telah dipelajari 8. Peserta didik merefleksi pelajaran yang telah diterima 9. Guru memberi penguatan dan motivasi	5.Menit

Student's Pretest Score of Experiment Class

NO	STUDENTS	SCORE	CLASSIFICATION
1	A. M Raihan As'ad	73.3	Good
2	A. Muh Alif Dzuhri Akbar	53.3	Poor
3	Adam Farid	46.6	Poor
4	Alwan Maulana	60	Fair
5	Amirullah Fauzy Putra	60	Fair
6	Angara Praditya	60	Fair
7	Anugrah Ananda Rahim	73.3	Good
8	Asyhari Restu Maulana Sumardi	66.6	Good
9	Catur Hidayat	53.3	Poor
10	Erlang	73.3	Good
11	Fauzi Ilham Hakim	60	Poor
12	Feri Hardiansyah	60	Fair
13	Khaerul Shaleh	73.3	Good
14	M. Dinul Ramadhana	53.3	Poor
15	Muh Rangga Saputra	60	Fair
16	Muh Nursyam	46.6	Poor
17	Muhammad Ilham Ismail	53.3	Good
18	Muhammad Ashar Aldika Putra	60	Fair
19	Muhammad Askar tamrin	53.3	Poor
20	Muhammad Yusuf Effendy	60	Fair
21	Zulikram	60	Fair
22	Zulkifli Zahri	46.6	Poor
23	Muh Arilyanto	53.3	Poor
$\Sigma = 23$		1359.4	
Average		59.10	

Student's Posttest Score based on Reading Comprehension

NO	STUDENTS	SCORE	CLASSIFICATION
1	A. M Raihan As'ad	93.3	Very Good
2	A. Muh Alif Dzuhri Akbar	86.6	Very good
3	Adam Farid	60	Fair
4	Alwan Maulana	73.3	Good
5	Amirullah Fauzy Putra	66.6	Good
6	Angara Praditya	73.3	Good
7	Anugrah Ananda Rahim	80	Very good
8	Asyhari Restu Maulana Sumardi	86.6	Very good
9	Catur Hidayat	80	Very Good
10	Erlang	93.3	Very good
11	Fauzi Ilham Hakim	86.6	Very Good
12	Feri Hardiansyah	73.3	Good
13	Khaerul Shaleh	93.3	Very good
14	M. Dinul Ramadhana	60	Poor
15	Muh Rangga Saputra	73.3	Good
16	Muh Nursyam	60	Fair
17	Muhammad Ilham Ismail	80	Very good
18	Muhammad Ashar Aldika Putra	86.6	Very Good
19	Muhammad Askar tamrin	73.3	Good
20	Muhammad Yusuf Effendy	86.6	Very good
21	Zulikram	80	Very Good
22	Zulkifli Zahri	73.3	Good
23	Muh Arilyanto	60	Poor
$\Sigma = 23$		1779.3	
Average		77.36	

Students' Pretest Score of Control Class

NO	STUDENTS	SCORE	CLASSIFICATION
1	Abdul Rizal	60	Fair
2	Ainun Rizqi	60	Fair
3	Anugrah anwar	40	Fair
4	Fadil Raihan	60	Fair
5	Bella Safitri	53.3	Poor
6	Fani	40	Fair
7	Evei	53.3	Poor
8	A. Muh. Habibi M	66.6	Good
9	Fitriani	60	Fair
10	Kurnia	60	Fair
11	Muh Fajar	60	Fair
12	Muh Idrus	66.6	Good
13	Muhammad Yusuf	60	Fair
14	Karman	66.6	Good
15	Muh Ali Y.	46.6	Poor
16	Muh Firdaus	46.6	Poor
17	Muh Iksan	66.6	Good
18	Muh Maarif	66.6	Good
19	M. Isya Y. S	40	Poor
20	Taufiqurrahman Muhammad	73.3	Good
21	Reno Rusi	46.6	Poor
22	Indah sari	73.3	Good
23	Ahmad arsyad	40	Poor
$\Sigma = 23$		1306	
Average		56.78	

Students' Posttest Score of Control Class

NO	STUDENTS	SCORE	CLASSIFICATION
1	Abdul Rizal	73.3	Good
2	Ainun Rizqi	66.6	Good
3	Anugrah anwar	60	Fair
4	Fadil Raihan	80	Very Good
5	Bella Safitri	60	Fair
6	Fani	73.3	Good
7	Evei	66.6	Good
8	A. Muh. Habibi M	73.3	Good
9	Fitriani	66.6	Good
10	Kurnia	66.6	Good
11	Muh Fajar	66.6	Good
12	Muh Idrus	73.3	Good
13	Muhammad Yusuf	66.6	Good
14	Karman	73.3	Good
15	Muh Ali Y.	53.3	Poor
16	Muh Firdaus	60	Fair
17	Muh Iksan	73.3	Good
18	Muh Maarif	66.6	Good
19	M. Isya Y. S	53.3	Poor
20	Taufiqurrahman Muhammad	80	Very good
21	Reno Rusi	53.3	Poor
22	Indah sari	80	Very good
23	Ahmad arsyad	66.6	Good
$\Sigma = 23$		1552.5	
Average		67.5	

The Comparison Score between Students in Experimental Class (X) and Control Class (Y)

No	X	Y	$X = x - Mx$	$Y = Y - My$	X^2	Y^2
1	20	13.3	1.74	2.58	3.0276	6.6564
2	33.3	6.6	15.04	-4.11	226.2016	16.8921
3	13.4	20	-4.85	9.28	23.5225	86.1184
4	13.3	20	-4.95	9.28	24.5025	86.1184
5	6.6	6.7	-11.65	-4.01	135.7225	16.0801
6	13.3	33.3	-4.95	22.58	24.5025	509.8564
7	6.7	13.3	-11.55	2.58	133.4025	6.6564
8	20	6.7	1.74	-4.01	3.0276	16.0801
9	26.7	6.6	8.44	-4.11	71.2336	16.8921
10	20	6.6	1.74	-4.11	3.0276	16.8921
11	26.6	6.6	8.34	-4.11	69.5556	16.8921
12	13.3	6.7	-4.95	-4.01	24.5025	16.0801
13	20	6.6	1.74	-4.11	3.0276	16.8921
14	6.7	6.7	-11.55	-4.01	133.4025	16.0801
15	13.3	6.7	-4.95	-4.01	24.5025	16.0801
16	13.4	13.4	-4.85	2.68	23.5225	7.1824
17	26.7	6.7	8.44	-4.01	71.2336	16.0801
18	26.6	0	8.34	-10.71	69.5556	114.7041
19	20	13.3	1.74	2.58	3.0276	6.6564
20	26.6	6.7	8.34	-4.01	69.5556	16.0801
21	20	6.7	1.74	-4.01	3.0276	16.0801
22	26.7	6.7	8.44	-4.01	71.2336	16.0801
23	6.7	26.6	-11.55	15.8	133.4025	249.64
$\Sigma = 23$	419.9	246.5			1347.72	1302.77
Mean Score	18.26	10.72				

DOCUMENTATION





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH



Jl. Amri Bakri No. 8 Sorong, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
 PO Box 920 Parepare 91100, website: www.iainparepare.ac.id, email: ma@iainparepare.ac.id

Nomor : B.226 /In.39.5.1/PP.00.9/01/2020

Lampiran : 1 Bundel Proposal Penelitian

H a l : Permohonan Rekomendasi Izin Penelitian

Yth. WALIKOTA PAREPARE

C.q. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
 di,-

KOTA PAREPARE

Assalamu Alai'kum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Fatriadin

Tempat/Tgl. Lahir : Kandoka, 12 Juli 1994

NIM : 15.1300.149

Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris

Semester : IX (Sembilan)

Alamat : Lombo, Desa Benteng Parembe Kec. Lembang Kab. Pinrang

Bermaksud akan mengedakan penelitian di wilayah KOTA PAREPARE dalam Rangka
 penyusunan skripsi yang berjudul :

*"The Using Collaborative Strategic Reading To Improve The Students' Reading
 Comprehension Text At Eighth Grade Of MTs DDI Al-Badar"*

Pelaksanaan penelitian ini direncanakan pada bulan Januari sampai bulan Februari Tahun 2020.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alai'kum Wr. Wb.

Parepare, 29 Januari 2020



Tembusan:

1. Rektor IAIN Parepare



SRN IP00000086

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpsp@panparekota.go.id

REKOMENDASI PENELITIAN

Nomor : 85/IP/DPM-PTSP/1/2020

- Dasar :
- Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
 - Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
 - Peraturan Walikota Parepare No. 7 Tahun 2019 Tentang Pendeklegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADА	
NAMA	: FATRIADIN
UNIVERSITAS/ LEMBAGA	: INSTITUT AGAMA ISLAM NEGERI PAREPARE
Jurusan	: PENDIDIKAN BAHASA INGGRIS
ALAMAT	: DUSUN LOMBO, KEC. LEMBANG, KAB. PINRANG
UNTUK	: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :
JUDUL PENELITIAN	: THE USING COLLABORATIVE STRATEGIC READING TO IMPROVE THE STUDENTS' READING COMPREHENSION TEXT AT EIGHT GRADE OF MTs DDI AL-BADAR

LOKASI PENELITIAN : **MTs DDI AL-BADAR KOTA PAREPARE**

LAMA PENELITIAN : **03 Februari 2020 s.d 03 Maret 2020**

- Rekomendasi Penelitian berlaku selama penelitian berlangsung
- Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

PAREPARE

Dikeluarkan di: **Parepare**

Pada Tanggal : **04 Februari 2020**

**KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
KOTA PAREPARE**



Hj. ANDI RUSIA, SH.MH

Pangkat : **Pembina Utama Muda, (IV/c)**
NIP : **19620915 198101 2 001**

Biaya : Rp. 0.00



MADRASAH TSANAWIYAH (MTs) AL BADAR PAREPARE

Alamat : Jl. Positif No. 10, Bilangan, Kel. Lembe, Kec. Biakki, Kode Pos 91125, Kota Parepare

SURAT KETERANGAN

Nomor : 24/A/MTs/Al-Badar/II/2020

Yang bertanda tangan dibawah ini

Nama : **Harruddin, S.Pd.I,MA**

NIP : **19780102 200710 1 003**

Jabatan : **Kepala Madrasah Tsanawiyah (MTs)**

Menerangkan dengan sesungguhnya bahwa

Nama : **Fatriadin**

NIM : **IS-1300-149**

Asal Perg. Tinggi : **IAIN PAREPARE**

Fakultas : **Tarbiyah**

Program Studi : **Pendidikan Bahasa Inggris**

Telah melaksanakan penelitian di Madrasah Tsanawiyah (MTs) Al-Badar
Bilang-Parepare Pada tanggal 03 Februari s.d. 03 Maret 2020 untuk memperoleh
data guna penyusunan Tugas akhir Skripsi dengan judul "*The Using Collaborative
Strategic Reading To Improve The Student's Reading Comprehension Text At
Eight Grade Of MTs Al-Badar*"

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk
dipergunakan sebagaimana mestinya.

Parepare, 03 Maret 2020

Kepala Madrasah Tsanawiyah (MTs)
Al-Badar Parepare



Harruddin, S.Pd.I,MA

NIP / 19780102 200710 1 003

CURRICULUM VITAE



The writer Fatriadin was born on July 12th, 1994 at Lombo Desa Benteng Paremba Kecamatan Lembang Kabupaten Pinrang. He is the second child. He has 4 brother and one sister. His father name is Tarias and his mother is Suriana. His education background, he began his study on 2000 at SDN 270 Kndoka and graduated on 2006, at the same year he registered in SMP Negeri 2 Lembang and graduated 2009. At the same years he registered in Ponpes DDI Kaballangan. And on 2015 he registered on State Islamic Institute of Parepare (IAIN) at English program and finished his study with the title of skripsi "*The Using Of Collaborative Strategic Reading To Improve The students Reading Comprehension At Eighth Grade of MTs DDI Al-Badar*".

