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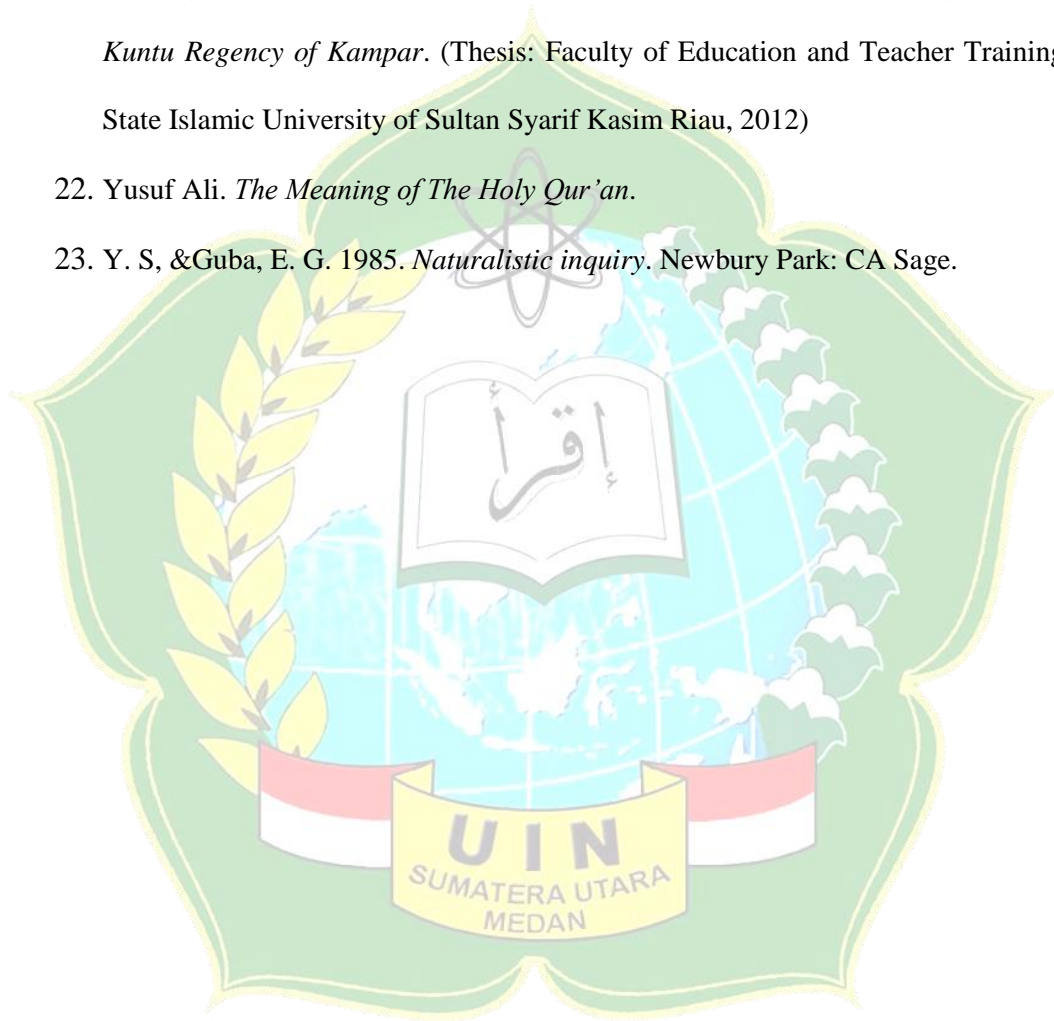
Appendix I

Cycle I

LESSON PLAN

School   : SMK TRITECH INFORMATIKA MEDAN

Subjects   : English

Class/Semester   : X/1

Subject Matter   :Descriptive Text

Time allocation   : (2 x 45 Minutes)

A. Core Competence

KI 1   : Live and practice the teachings of the religion adhered.

KI 2   : Live and practice honest behaviour, discipline, responsibility, caring (mutual, tolerant, peaceful) polite, responsive and pro-active attitude and showing as part of the solution of various problems in interacting effectively with the social and natural environments as well as inputting yourself as a reflection of the nation in the Association world.

KI3   : Understanding, applying, analyzing factual knowledge, conceptual, procedurally based on curiosity about science, technology, art, culture, and Humanities with insight into humanity, nationality, State of the Union, and civilization related causes of phenomena and events, as well as implementing the procedural knowledge in a specific field of study following their aptitude and interest in solving problems.

KI 4   : Cultivate and present in the realm of concrete and abstract domains associated with the development of which he had learned in school

independently, and be able to use the method according to academic rules.

B. The Basic Competencies and indicators

1.1. Thanks to the opportunity to learn the language of the United Kingdom as a language of international communication introduction shown in the spirit of learning.

1.1. Behave polite and caring interpersonal communication in the exercise with teachers and friends.

3.1. Identify the social functions, the structure of the text, and the linguistic element on the simple descriptive text about the place.

3.2. To respond to the meaning in the descriptive text, simple writing and speaking about people.

1.3. Compose descriptive text simple spoken and written about people.

C. Learning Goals

During and after Descriptive Text learning, students can:

1. Identifying Descriptive Text characteristics (social function, text structure, and elements of language).

2. Differentiate between types of descriptive text.

3. Mention the name of the tourist attractions and the name of the selected parts to be described in English.

4. Read the text correctly following the pronoun in English and answer related questions about the text.

5. Make students more motivated in reading descriptive English text

6. Grateful for the opportunity to learn English as a language introduction to international communication which is manifested in the spirit of learning.

7. Show honest, disciplined, confident, and responsible behaviour in carrying out transactional communication with teachers and friends.

D. Material

♣ Social functions: maintaining interpersonal relationships with teachers, friends, and others

♣ Linguistic Elements: Grammatical, vocabulary exercise, pronunciation practice

E. Method

Choral Reading

F. Worksheet, Assessment Sheet

   2. Tools

    Laptop, Infocus

G. Sources

♣ Book, Internet, Dictionary

H. Steps of learning:

First meeting

Activities	Description	Times
Pre Teaching	1.Teachers greet and learners respond to greetings for the grateful gifts God has been given health and the opportunity to learn English as an international language of instruction.	10 minutes

	2. The teacher asks the learners to check the cleanliness of the class, around the table and chair of the seat. 3. Learners receive information on the competencies, materials, objectives, benefits, and learning steps that will be implemented. 4. Teacher asks Learners to work in groups.	
Core	1. In *Choral Reading,* Students make groups consist of 4-5 students 2. Then, one of the students read the example of Descriptive text about tourism Place. 3. Students read the names of the tourist place based on the correct English during the learning process. 4. With the guidance of the teacher, students identify the characteristics of a *descriptive text* (social function structure, and elements of language). 5. With the guidance of the teacher, the students ask the difference between some of *the descriptive text.* 6. The students listen to the teacher's direction as a fluent reader in reading text. 7. Students try to follow reading textbased on teacher's guidance. 8. Students read the text unison each group with a limit of one group reads one sentence/paragraph. 9. Students analyze the *main idea* and other elements related to the text and answer the teacher's questions based on the text. 10. Students read the text about *tourism place individually* without the teacher's guidance and summarizes the purpose of the text.	70 minutes
Closing	1. Student concludes material that has been learned 2. Students reflect mastery of the material that has been learned by taking notes. 3. Students evaluate learning. 4. Students give each other feedback on learning outcomes that have been achieved.	10 minutes

	5. Students agree on the independent task of making descriptive text writing answer the questions about the tourism place.	

I. Assessment

No	Indicators	Assessment Technique	Assessment Form	Instrument/Questionaire
1	Identify the characteristics of descriptive text and answer questions based on text related to *tourism place*.	Writing Test	Multiple Choice	Choose the best answer to the following question-based on the text

BANDUNG ZOO

Bandung Zoo is one of the natural attractions in Bandung, West Java, Indonesia. It is located at Tamansari Street. It opens from 08.00 until 06.00 p.m.visitors must pay the ticket for Rp. 20.000 to enter the zoo. The zoo occupies a land area of 13.5 hectares.

The zoo has a collection of animals. There are hundreds of species. They are Indonesian's animals and imported animals, for example, camels, dragons, leopards, orangutans, bears, elephants, various, species of birds, and many more.

At the zoo, visitors can not only see the collection of animals. They can interact directly with some types of animals. They can also ride a camel, horse, or elephant accompanied by the officers. Zoo also provides several facilities. There

are a flying-fox, playground for children with a variety of games, such as swings, a seesaw and special pond where the visitors can ride duck boat.

Adapted from: http://kelasbahasainggris.com/latihan-soal-bahasa-inggris-descriptivetext-bandung-zoo/
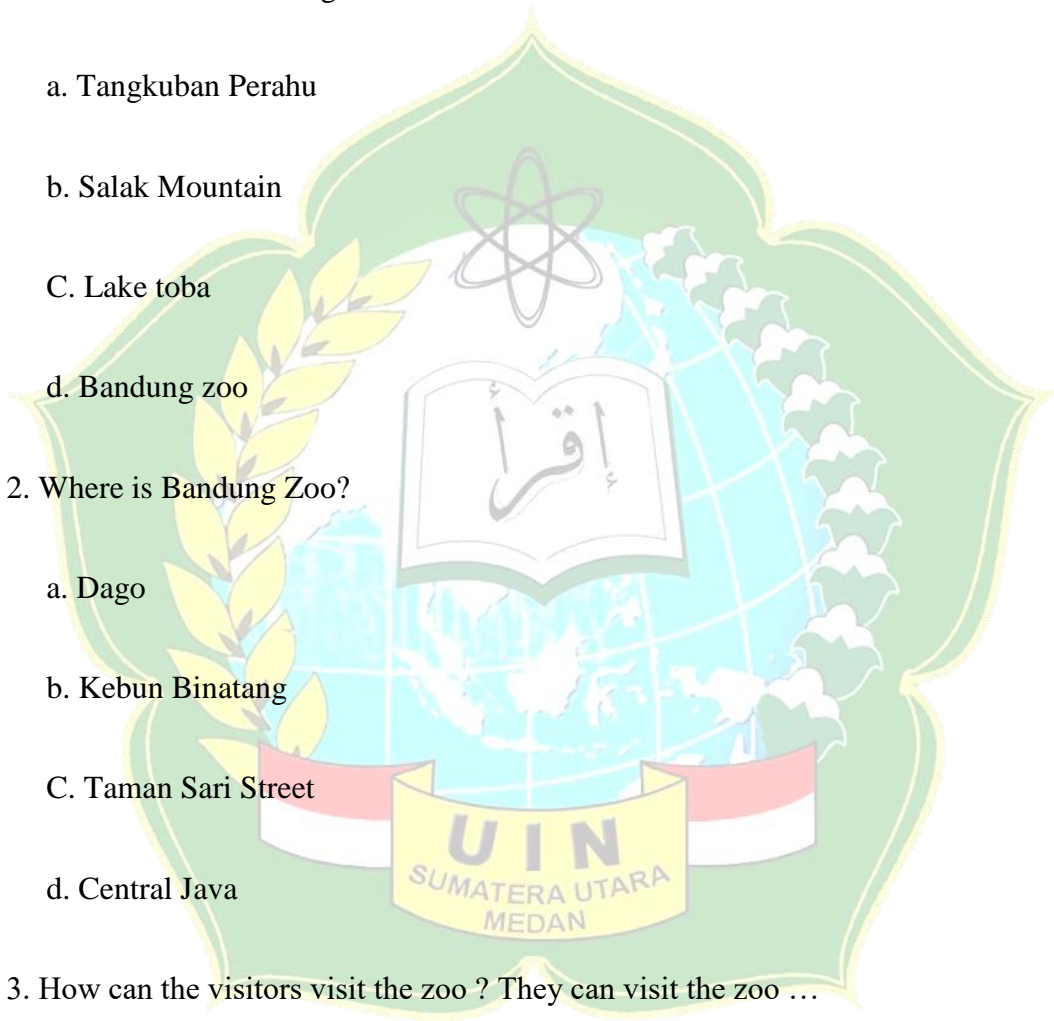
1. What is the text talking about?

   a. Tangkuban Perahu

   b. Salak Mountain

   C. Lake toba

   d. Bandung zoo

2. Where is Bandung Zoo?

   a. Dago

   b. Kebun Binatang

   C. Taman Sari Street

   d. Central Java

3. How can the visitors visit the zoo ? They can visit the zoo …

   a. Before 08.00 a.m

   b. By looking at the animals

   c. After 06.00 a.m

   d. By buying the ticket

4. How many species does the Bandung Zoo have?

    a. 1000

    b. 100

    c. 500

    d.50

5.The zoo opens for … hours.

    a. 8

    b. 9

    c. 10

    d. 11

Key Answers :

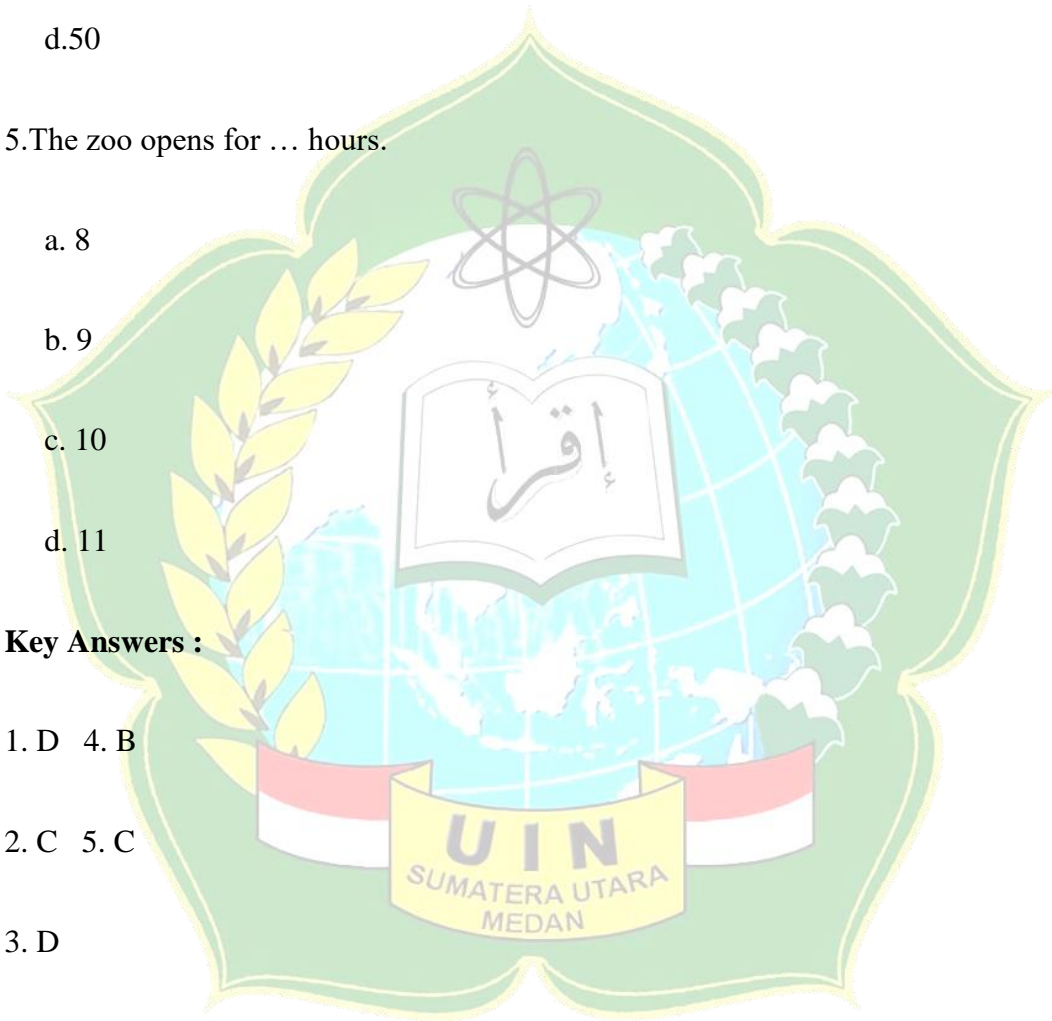1. D   4. B

2. C   5. C

3. D

Evaluation Rules :

$S = \frac{R}{N} \times 100$ Where S = Score of Test

                    R = Number of correct answer

                        N = Number of Questions

Minimal Score : 0   Maksimal Score : 100

                              Medan,   September 2019

Known By :

Headmaster of   English Teacher   Researcher
SMK Tritech Informatika Medan

M. Herizal Sinambela, S.Pd.I   (   ) <u>Fratama Susanura</u>

Cycle I

<div align="center">

LESSON PLAN

</div>

School   : SMK TRITECH INFORMATIKA MEDAN

Subjects   : English

Class/Semester   : X/1

Subject Matter   : Descriptive Text

Time allocation   : 2 x 45 Minutes (Second Meeting)

A. Core Competence

KI 1   : Live and practice the teachings of the religion adhered.

KI 2   :Live and practice honest behaviour, discipline, responsibility, caring (mutual, tolerant, peaceful) polite, responsive and pro-active attitude and showing as part of the solution of various problems in interacting effectively with the social and natural environments as well as inputting yourself as a reflection of the nation in the Association world.

KI 3   : Understanding, applying, analyzing factual knowledge, conceptual, procedurally based on curiosity about science, technology, art, culture, and Humanities with insight into humanity, nationality, State of the Union, and civilization related causes of phenomena and events, as well as implementing the procedural knowledge in a specific field of study following their aptitude and interest in solving problems.

KI 4   : Cultivate and present in the realm of concrete and abstract domains associated with the development of which he had learned in school

independently, and be able to use the method according to academic rules.

B. The Basic Competencies and indicators

1.1. Thanks to the opportunity to learn the language of the United Kingdom as a language of international communication introduction shown in the spirit of learning.

1.1. Behave polite and caring interpersonal communication in the exercise with teachers and friends.

3.1. Identify the social functions, the structure of the text, and the linguistic element on the simple descriptive text about the place.

3.2. To respond to the meaning in the descriptive text, simple writing and speaking about people.

1.3. Compose descriptive text simple spoken and written about people.

C. Learning Goals

During and after Descriptive Text learning, students are able to:

1. Identifying Descriptive Text characteristics (social function, text structure, and the element of language).

2. Differentiate between types of descriptive text.

3. Mention the name of the tourist attractions and the name of the selected parts to be described in English.

4. Read the text correctly following the pronoun in English and answer related questions about the text.

5. Make students more motivated in reading descriptive text LanguageEnglish.

6. Grateful for the opportunity to learn English as a language introduction to international communication which is manifested in the spirit of learning.

7. Show honest, disciplined, confident, and responsible behaviour in carrying out transactional communication with teachers and friends.

D. Material

♣ Social functions: maintaining interpersonal relationships with teachers, friends, and others

♣ Linguistic Elements: Grammatical, vocabulary exercise, pronunciation practice

E. Method

Choral Reading

F. Instructional Media
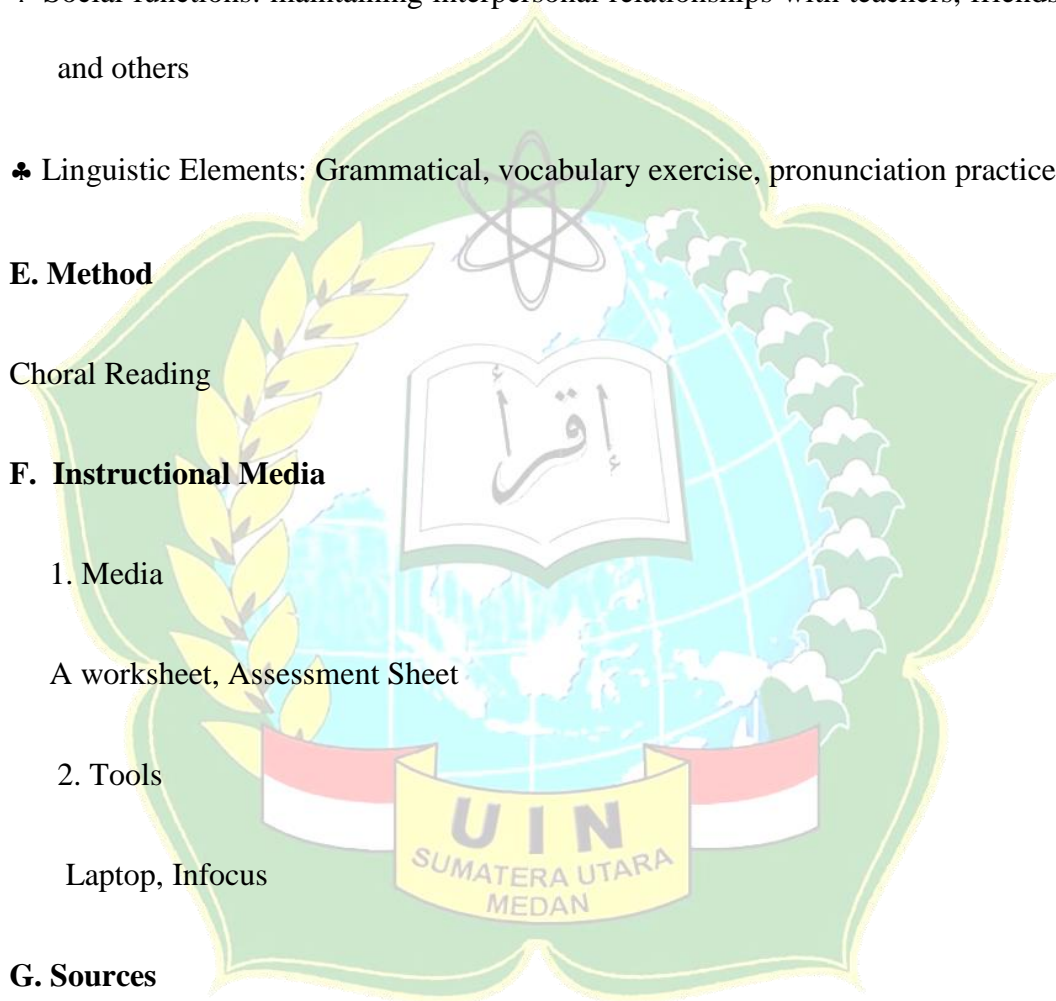
1. Media

A worksheet, Assessment Sheet

2. Tools

Laptop, Infocus

G. Sources

♣ Book, Internet, Dictionary

H. Steps of learning:

First meeting

Activities	Description	Times
Pre Teaching	1.Teachers greet and learners respond to greetings for the grateful gifts God has been given health and the opportunity to learn English as an international language of instruction. 2. The teacher asks the learners to check the cleanliness of the class, around the table and chair of the seat. 3. Learners receive information on the competencies, materials, objectives, benefits, and learning steps that will be implemented. 4. Teacher asks Learners to work in groups.	10 minutes
Core	. 1. In *Choral Reading,* Students make Groups consist of 4-5 students 2. Then, one of the students read the example of Descriptive text about tourism Place. 3. Students read the names of the tourist place based on the correct English during the learning process. 4. With the guidance of the teacher, students identify the characteristics of a *descriptive text* (social function structure, and elements of language). 5. With the guidance of the teacher, the students ask the difference between some of *DescriptiveText.* 6. The students listen to the teacher's direction as a fluent reader in reading text. 7. Students try to follow reading text based on the teacher's guidance. 8. Students read the text unison each group with a limit of one group reads one sentence/paragraph. 9. Students analyze the *main idea* and other elements related to the text and answer the teacher's questions based on the text. 10. Students read the text about *tourism place individually* without the teacher's guidance and summarizes the purpose of the text.	70 minutes
Closing	1. Student concludes material that has been learned	10

	2. Students reflect mastery of the material that has been learned by taking notes.	minutes
	3. Students evaluate learning.	
	4. Students give each other feedback on learning outcomes that have been achieved.	
	5. Students agree on the independent task of making descriptive text writing about the tourism place.	

I. Assessment

No	Indicators	Assessment Technique	Assessment Form	Instrument/Questionaire
1	Identify the characteristics of descriptive text and answer questions based on text related to *tourism place*.	Writing Test	Multiple Choice	Student's Worksheet book

Evaluation Rules :

$S = \frac{R}{N} \times 100$ Where S = Score of Test

R = Number of correct answer

N = Number of Questions

Minimal Score : 0   Maksimal Score : 100

Medan, 06 Agustus 2019

Known By :

Headmaster of   English Teacher   Researcher
SMK Tritech Informatika Medan

M. Herizal Sinambela, S.Pd.I   **(Retno Handoko, SS) Fratama Susanura**

Cycle II

LESSON PLAN

School   : SMK TRITECH INFORMATIKA MEDAN

Subjects   : English

Class/Semester   : X/1

Subject Matter   : Descriptive Text

Time allocation   : 2 x 45 Minutes (Third Meeting)

C. Core Competence

KI 1   : Live and practice the teachings of the religion adhered.

KI 2   :Live and practice honest behaviour, discipline, responsibility, caring (mutual, tolerant, peaceful) polite, responsive and pro-active attitude and showing as part of the solution of various problems in interacting effectively with the social and natural environments as well as inputting yourself as a reflection of the nation in the Association world.

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3. Mention the name of the tourist attractions and the name of the selected parts to be described in English.

4. Read the text correctly in accordance with the pronoun in English and answer related questions about the text.

5. Make students more motivated in reading descriptive text LanguageEnglish.

6. Grateful for the opportunity to learn English as a language introduction to international communication which is manifested in the spirit of learning.

7. Show honest, disciplined, confident, and responsible behaviour in carrying out transactional communication with teachers and friends.

D. Material

♣ Social functions: maintaining interpersonal relationships with teachers, friends, and others

♣ Linguistic Elements: Grammatical, vocabulary exercise, pronunciation practice

E. Method

Choral Reading

F. Instructional Media

1. Media

A worksheet, Assessment Sheet

2. Tools

Laptop, Infocus

G. Sources

♣ Book, Internet, Dictionary

H. Steps of learning:

First meeting

Activities	Description	Times
Pre Teaching	1.Teachers greet and learners respond to greetings for the grateful gifts God has been given health and the opportunity to learn English as an	10 minutes

	international language of instruction.	
	2. The teacher asks the learners to check the cleanliness of the class, around the table and chair of the seat.	
	3. Learners receive information on the competencies, materials, objectives, benefits, and learning steps that will be implemented.	
	4. Teacher asks Learners to work in groups.	
Core	1. In *Choral Reading,* Students make Groups consist of 4-5 students	70 minutes
	2. Then, one of the students read the example of Descriptive text about a person.	
	3. Students read a descriptive text about a person based on the correct English during the learning process.	
	4. With the guidance of the teacher, students identify the characteristics of a *descriptive text* (social function structure, and elements of language).	
	5. With the guidance of the teacher, the students ask the difference between some of *DescriptiveText.*	
	6. The students listen to the teacher's direction as a fluent reader in reading text.	
	7. Students try to follow reading text based on the teacher's guidance.	
	8. Students read the text unison each group with a limit of one group reads one sentence/paragraph.	
	9. Students analyze the *main idea* and other elements related to the text and answer the teacher's questions based on the text.	
	10. Students read the text about the *person individually* without the teacher's guidance and summarizes the purpose of the text.	
Closing	1. Student concludes material that has been learned	10 minutes
	2. Students reflect mastery of the material that has been learned by taking notes.	
	3. Students evaluate learning.	
	4. Students give each other feedback on learning outcomes that	

| | | | have been achieved. |
| | | | 5. Students agree on the independent task of making descriptive text writing about the person. |

I. Assessment

No	Indicators	Assessment Technique	Assessment Form	Instrument/Questionaire
1	Identify the characteristics of descriptive text and answer questions based on text related to *tourism place.*	Writing Test	Multiple Choice	Student's Worksheet Book

Evaluation Rules :

$S = \dfrac{R}{N} \times 100$ Where S = Score of Test

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Minimal Score : 0   Maksimal Score : 100

                                                            Medan, 06 Agustus 2019

Known By :

Headmaster of   English Teacher   Researcher
SMK Tritech Informatika Medan

                Dto   Dto   Dto

M. Herizal Sinambela, S.Pd.I   **(Retno Handoko,SS)**   **Fratama Susanura**

Cycle II

LESSON PLAN

School   : SMK TRITECH INFORMATIKA MEDAN

Subjects   : English

Class/Semester   : X/1

Subject Matter   : Descriptive Text

Time allocation   : 2 x 45 Minutes (Fourth Meeting)

E. Core Competence

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1. Media

A worksheet, Assessment Sheet

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First meeting

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	an international language of instruction. 2. The teacher asks the learners to check the cleanliness of the class, around the table and chair of the seat. 3. Learners receive information on the competencies, materials, objectives, benefits, and learning steps that will be implemented. 4. Teacher asks Learners to work in groups.	
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Closing	1. Student concludes material that has been learned 2. Students reflect mastery of the material that has been learned by taking notes. 3. Students evaluate learning. 4. Students give each other feedback on learning outcomes that	10 minutes

	have been achieved. 5. Students agree on the independent task of making descriptive text writing about the person.			

I. Assessment

No	Indicators	Assessment Technique	Assessment Form	Instrument/Questionaire
1	Identify the characteristics of descriptive text and answer questions based on text related to *tourism place.*	Writing Test	Multiple Choice	Student's Worksheet Book/Internet

Evaluation Rules :

$S = \frac{R}{N} \times 100$ Where S = Score of Test

R = Number of correct answer

N = Number of Questions

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Medan, 06 Agustus 2019

Known By :

Headmaster of   English Teacher   Researcher
SMK Tritech Informatika Medan

M. Herizal Sinambela, S.Pd.I   **(Retno Handoko, SS)**   **Fratama Susanura**

APPENDIX II

Pre Test

Materi : Descriptive Text (Tourism Place)

Time   : 30 Minutes

Please read this text and answer the questions below

Orchard Road

Orchard Road is a Boulevard which becomes a business and entertainment centre in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping centre in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centres such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area, there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to the left at the intersection of the Marriott Hotel junction. Vehicles that

come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

1. The text mainly focuses on

a. Singapore

b. Orchard Plantation

c. Plaza and Mall

d. Orchard road as business and entertainment centre

e. Shopping Center

2. Which statement is TRUE?

a. At first Orchard Road is a crowded settlement

b. Orchard road became a business and entertainment centre since 1974

c. Vehicles from Dunrean road turn to the left at the intersection of the Marriott Hotel junction

d. Orchard Road is an infamous place at Singapore

e. Orchard road is not surrounded by flower garden

3. In the third paragraph the writer describes about?

a. The location of Orchard Road

b. The things that we can see at orchard road

c. The direction to get to Orchard Road
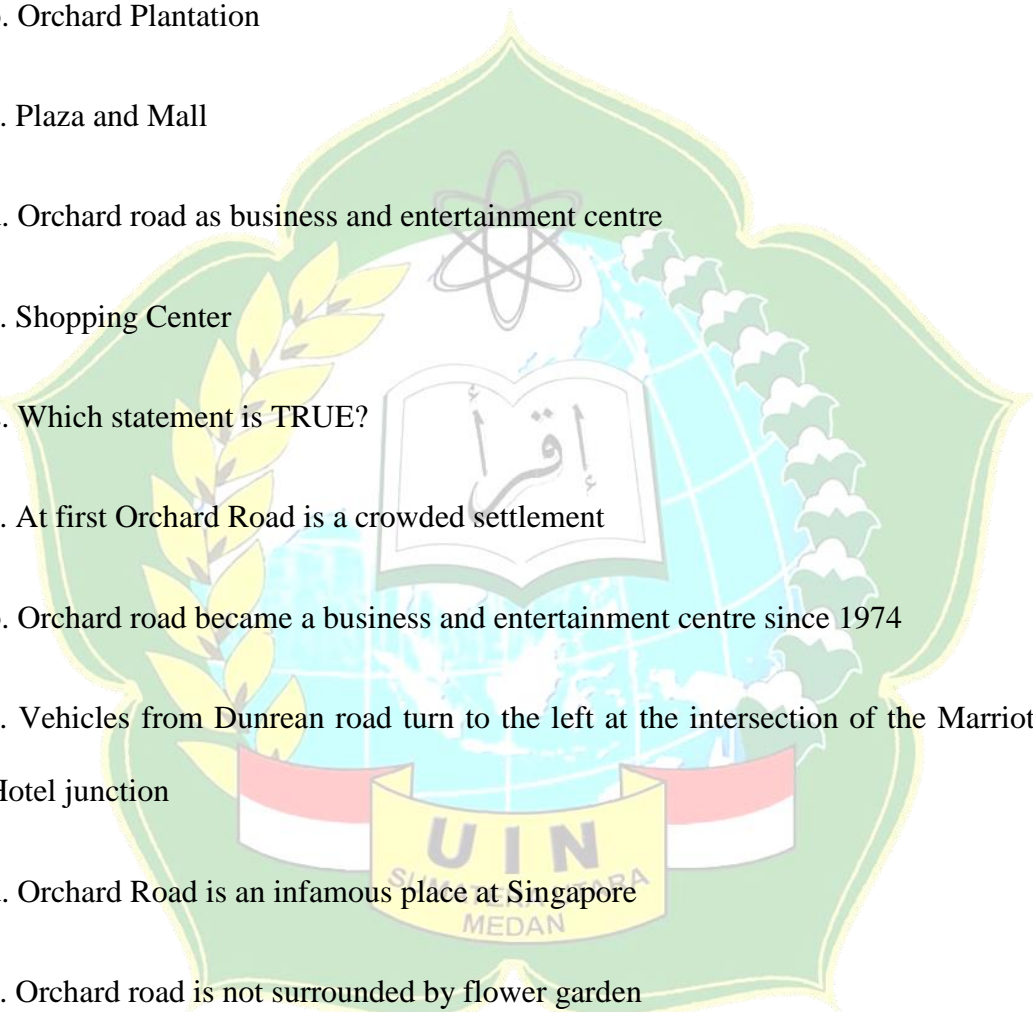
d. The history of Orchard Road

e. The distance of Orchard Road

4. Words "it" in line 4 refers to?

a. The plantation

b. Luxury branded things

c. The plaza

d. Singapore

e. Suburban street

5. The word "satisfy" in line eighth has the closet meaning with?

a. Pleased

b. Free

c. Frighten

d. Threat

e. Loved

This text is for no. 6–10

Petruk Cave

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The

cave is located in the dukuhMandayanaCandirenggo Village, Ayah District,

Kebumen Regency. In the petruk cave, there is no lighting that illuminates the cave. It is still a very natural cave so that petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet characters that is Petruk. The cave Named Petrukcave because the length of the cave is as long as petruk's nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near the end of the cave

6. What is the text purpose?

a. To inform readers about tourism in Kebumen

b. To entertain reader about Petruk Cave

c. To explain the reader about floors in Petruk Cave

d. To Introduce The Local tourism in Kebumen

e. To describe Petruk Cave

7. Why did Petruk cave named as one of character in Punokawan puppet?

a. Because the cave belongs to Petruk

b. Because Petruk is the first explorer of the cave

c. Because Petruk is buried at the cave

d. Because the cave's length is as long as Petruk's nose

e. Because the cave's de

8. Which part of Petruk Cave which used for a place to put foods for an ancestor?

a. In the basic cave
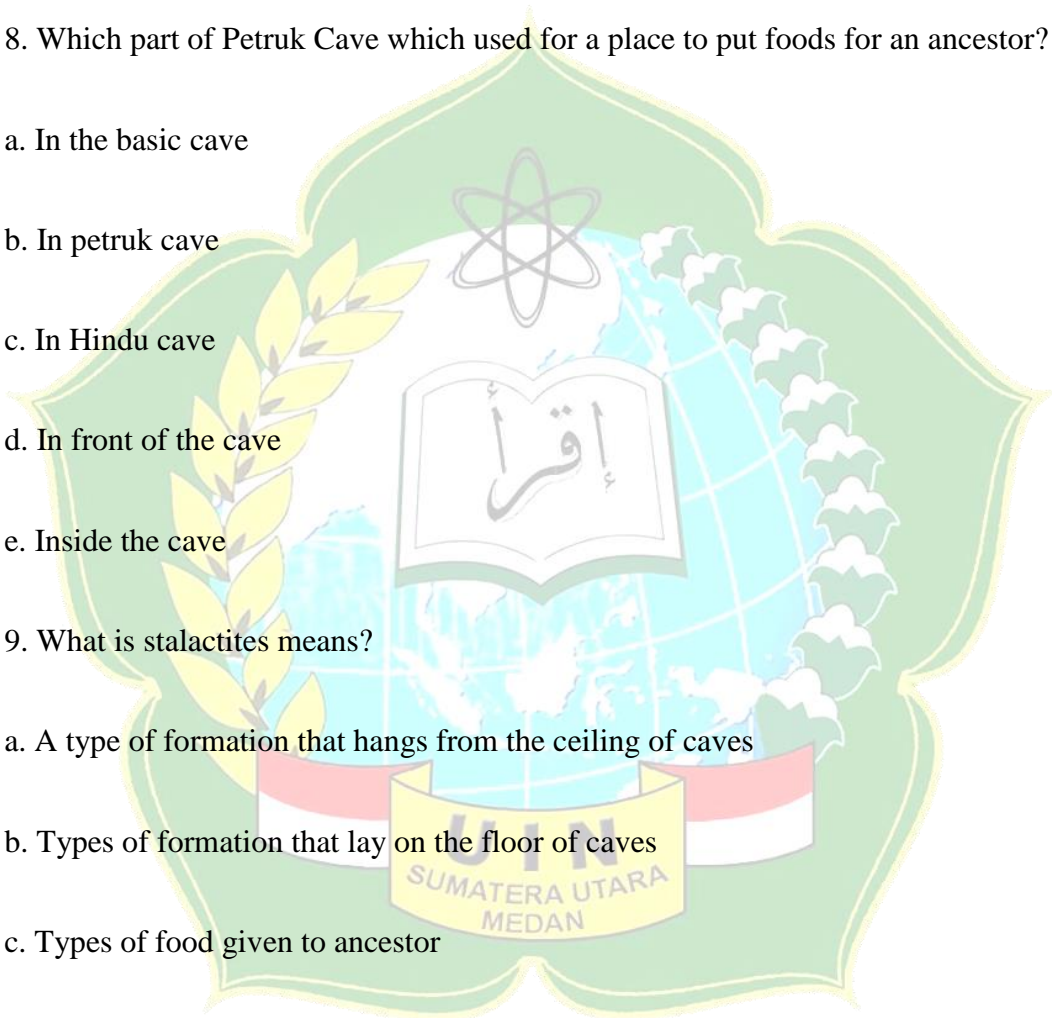
b. In petruk cave

c. In Hindu cave

d. In front of the cave

e. Inside the cave

9. What is stalactites means?

a. A type of formation that hangs from the ceiling of caves

b. Types of formation that lay on the floor of caves

c. Types of food given to ancestor

d. Someone who guides the visitor in the cave

e. Kind of animals in the cave

10. What is "lead" means in paragraph 2?

a. Guide

b. Take

c. Bring

d. Put

e. Place

APPENDIX III

Post Test

Cycle I

Materi : Descriptive Text (Tourism Place)

Time   : 30 Minutes

Please read this text and answer the questions below

Paris

Paris is the capital of a European nation, France. It is also one of the most beautiful and most famous cities in the world. Paris is called the city of Light. It is also an international fashion centre. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world centre of education. For instance, it is the headquarters of UNESCO, the United Nations Educational, Scientific and Cultural Organization.

The Seine River divides the city into two parts. Thirty-two bridges cross this scenic river. The oldest and perhaps the most well-known is PonNeuf, which was built in the sixteenth century. Sorbonne, a famous university, is located on the left bank (south side) of the river. The beautiful white church Sacre Coeur lies on the top of the hill called Montmartre on the right bank (north side) of the Seine.

There are many other famous places in Paris, such as the famous museum the Louvre as well the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower. Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River

about two thousand years ago. This island is called lie de la Cite. It is where Notre Dame located. Today around eight million people live in the Paris area.

1. The first paragraph tells ….

    A. The origin of the word Paris

    B. About the Paris

    C. The location of Notre Dame

    D. A village built a thousand years ago

    E. An island in the middle of the Seine River

2. What is the oldest and most well-known part of the city?

    A. The Seine River

    B. The Pont Neuf

    C. The Sorbonne

    D. The right bank

    E. The left bank

3. From the text we know that Notre Dame is located ….

    A. Near left Louvre

    B. On the left bank

    C. On the right bank
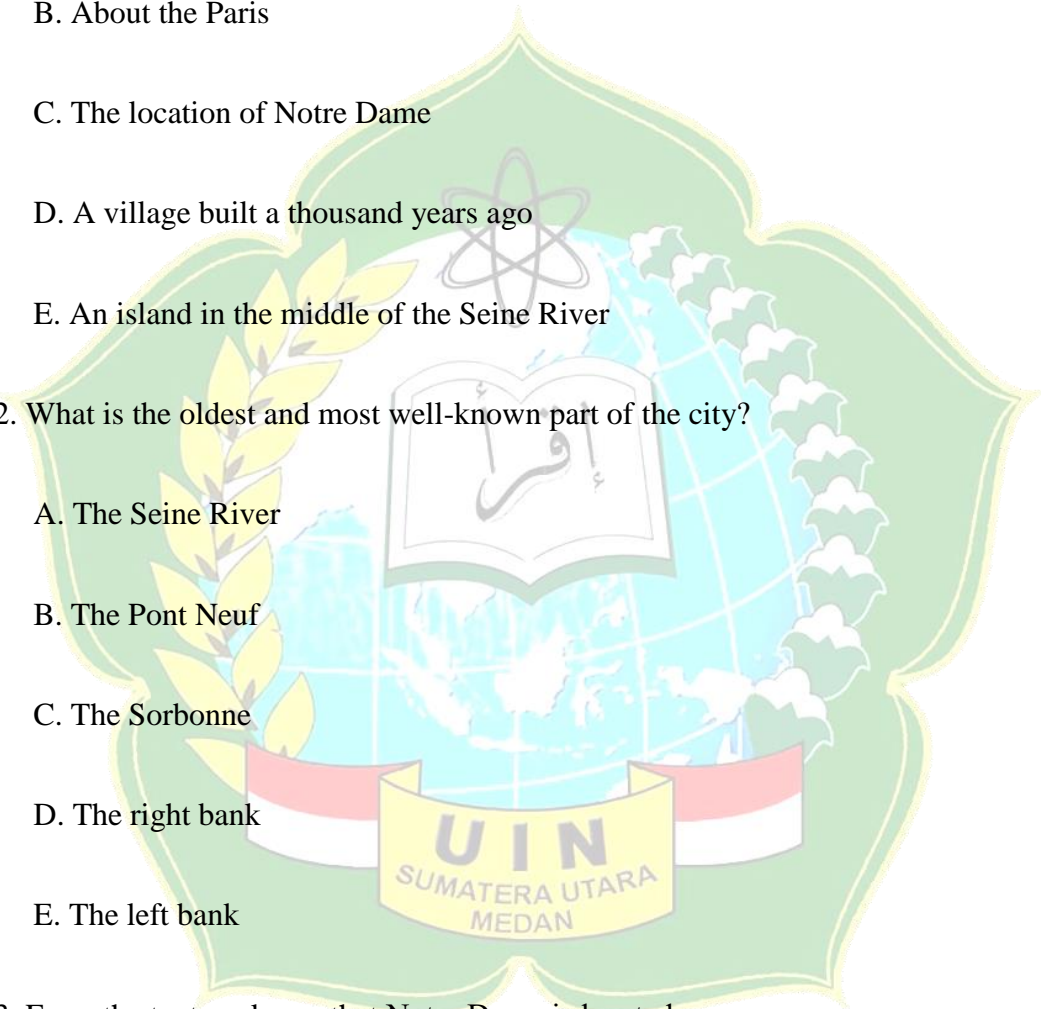
D. Outside the city of Paris

E. In the middle of the Seine River

4. What is the oldest and most well-known part of the city?

A. The Seine River

B. The Sorbonne

C. The Pont Neuf

D. The right bank

E. The left bank

5. What is the generic structure of the text above?

A. Orientation-Complication-Resolution

B. Classification-Description

C. Identification-Description

D. Orientation-Description

E. Introduction-Events-Reorientation

This text to answer No.6-10

Venice is a city in northern Italy. It has been known as the "Queen of the Adriatic", "City of Bridges", and "The City of Light". The city stretches across 117 small islands in the marshy Venetian Lagoon along the Adriatic Sea in northeast Italy.

Venice is world-famous for its canals. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot.

You can ride gondola there. It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies. Now, most Venetians travel by motorised waterbuses which ply regular routes along the major canals and between the city's islands. The city has many private boats. The only gondolas still in common use by Venetians are the Traghetti, foot passenger ferries crossing the Grand Canal at certain points without bridges.

6. What does the text tell you about?

A. Gondola.

B. Traghetti.

C. Venice.

D. Italy.

E. Paris.

7. What transport crosses the Grand Canal for foot passengers at certain points without bridges?

A. Gondolas.

B. Traghetti.
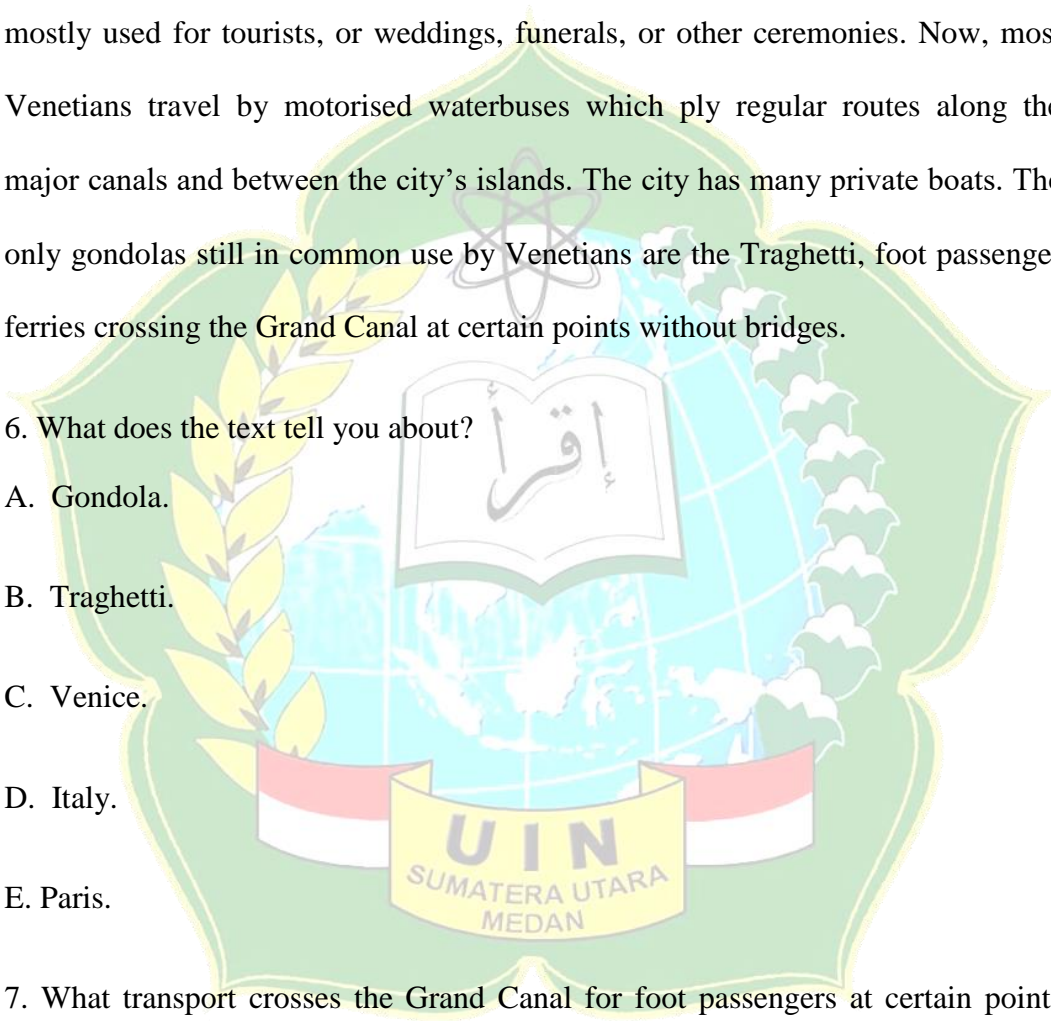
C. Waterbuses.

D. Lagoon.

E. Canberra.

8. From the text we can say that Venice belongs to a city of ….

A. water

B. ceremonies

C. buses

D. funerals

E. Boat

9. What does the second paragraph of the text tell us about?

A. The forms of transport in the world.

B. The canals and roads that people like to use.

C. The archipelago that has a lot of islands.

D. Venice as the world-famous for its canals.

E. Venice as a city of fashion
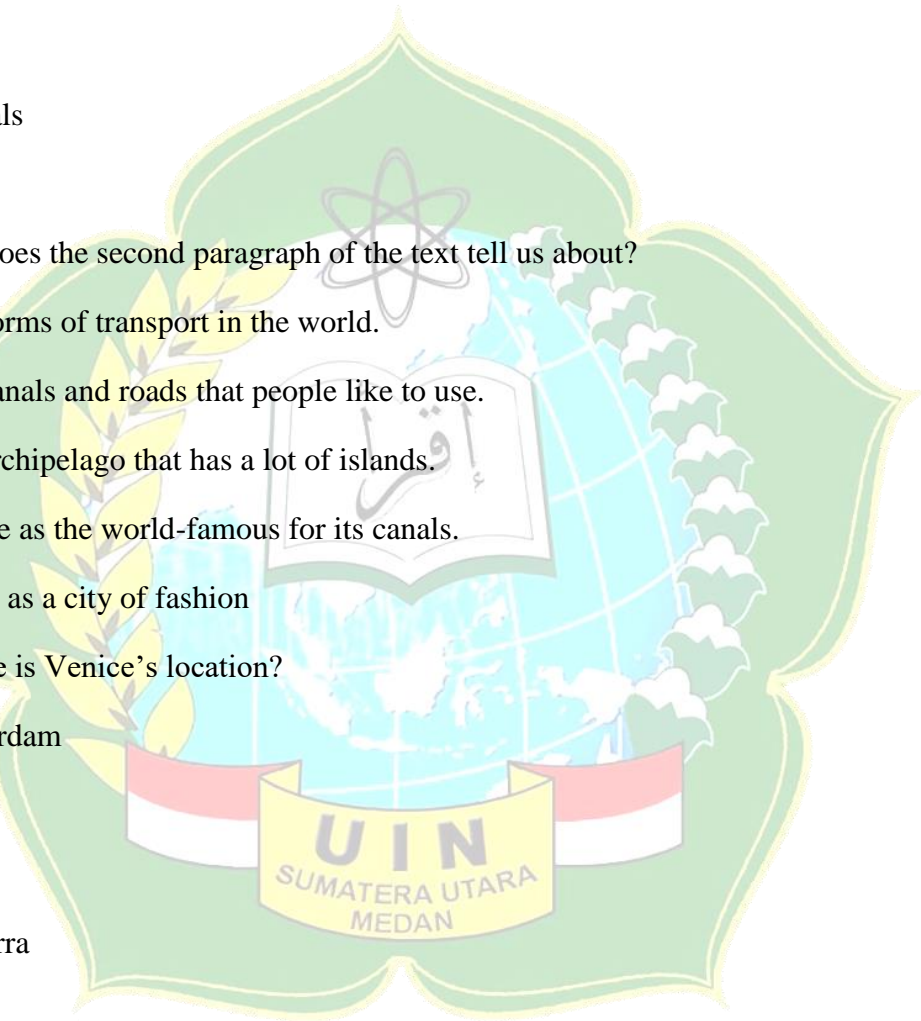
10. Where is Venice's location?

A. Amsterdam

B. Paris

C. Italy

D. Canberra

E. Jakarta

APPENDIX IV

Post Test II

Cycle II

Materi : Descriptive Text (About Person)

Time   : 30 Minutes

Please read this text and answer the questions below

If you are a sports fan, you are sure to know the name Michael Jordan. He is probably the greatest basketball player the world has ever seen. Although his career as a player is over, his fame will live on for many years to come.

Michael Jordan certainly looks like a star. He is tall, well-built and handsome, with friendly brown eyes and a wide grin. He always manages to look well-dressed, even in his casual clothes or smart suits.

His personality, too, is as outstanding as his playing ability. Michael is a very determined person. This has made him a successful basketball star. He has given lots of money and support to charities.

All in all, Michael Jordan is not only a great athlete but also a warm, caring person. Is it no wonder that so many boys have dreamed of growing up to be just like him?

1. The best title for the text is…

A. a warm, caring person.

B.Michael Jordan.

C.a sports fan.

D. a famous star.

E. Famous artist

2.Why is he famous?

A.He is handsome.

B. He gives charity.

C.Sports fans know him.

D.The author admires him.

E. Because he is an artist

3.What is the main idea of the third paragraph?

A.Michael Jordan is handsome.

B.Everyone dreams to be Michael Jordan.

C. His playing ability is great.

D.Michael Jordan has a great personality.

4.The word outstanding in "His personality, too, is as outstanding as his playing ability" means…

A. Great.
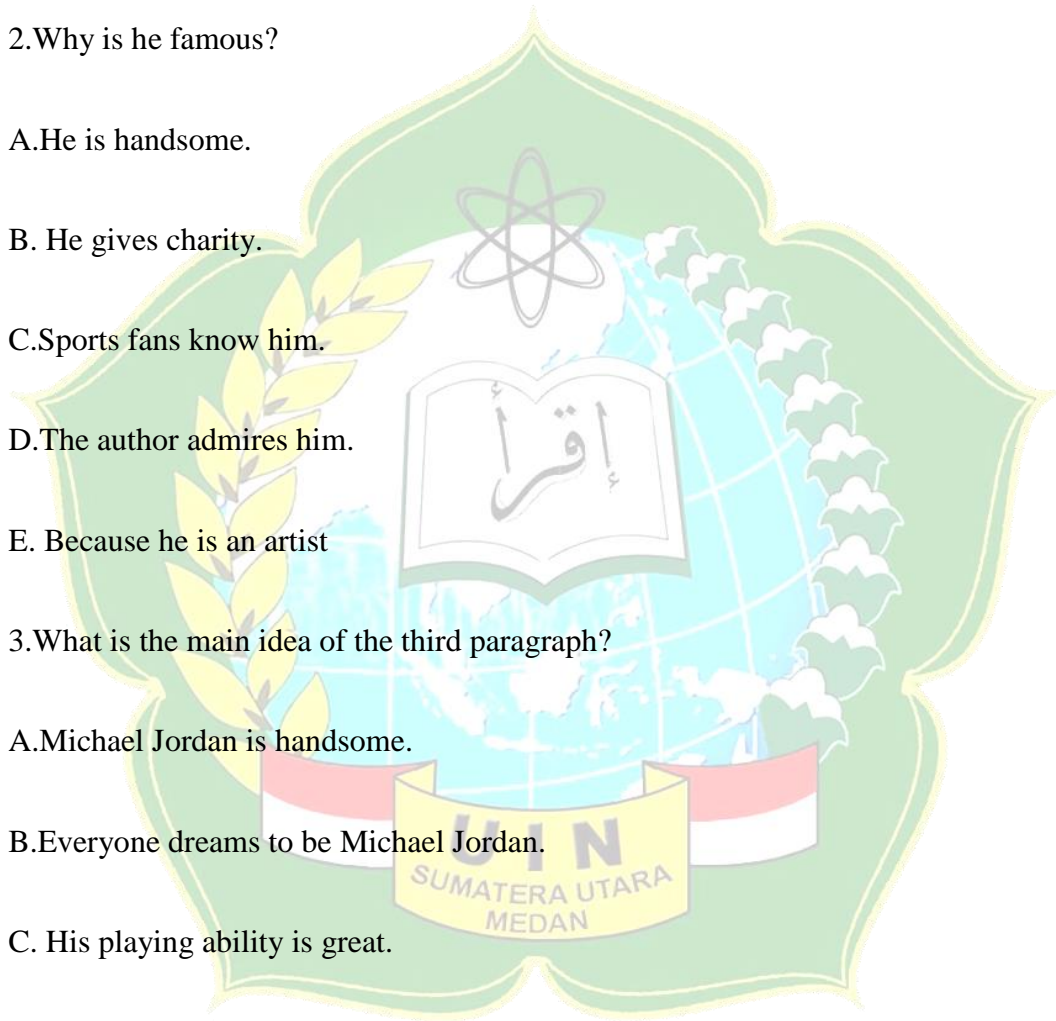
B. Warm.

C. Famous.

D. Determined.

E. His Mind

5. The text indicates that the writer is…

A.Michael Jordan's son.

B.Michael Jordan's fan.

C.Michael Jordan's coach.

D.Michael Jordan himself.

E. Michael Jordan's parents

This text to No. 6-10

Picasso was one of the most outstanding and important artists of the 1900s. He was best known for his paintings. Almost every style in modern art was represented in Picasso's works. Picasso was born in 1881 in Malaga, Spain, as the son of an art teacher. He studied painting with his father and also in Madrid.

From 1895 to 1901, he painted realistic works in a traditional style. Then he entered what was called the Blue period. During this time, he only used shades of blue in his paintings to show poverty in Barcelona.

After 1907, he entered the style of cubism. Among his well-known cubist paintings are "The Three Musician" and "The man with a guitar" which depicted the destruction of a Spanish town. Picasso died in France in 1973.

6. Picasso used shades of blue in his painting during the Blue Period, because ….

    A. He was sad to live in a traditional Barcelona

    B. The blue was to show poverty in Barcelona

    C. The blue represented the modern art of these paintings

    D. Blue was Picasso's favourite colour in his paintings

7. What is the main idea of paragraph three?

    A. Picasso used shades of blue in his paintings

    B. Picasso died in France in 1973

    C. Picasso was taught by his father

    D. Picasso was taught by his father

8. "… which depicted the destruction of a Spanish town." (Paragraph 4).

The underlined word has the same meaning as ….

    A. Drawed

    B. Described

    C. Painted

    D. Presented

9. From the text, we know that ….

   A. Picasso used his paintings to describe his environment

   B. Picasso loved listening to the music and playing the guitar

   C. Picasso was born, raised, and died in Malaga, Spain

   D. Picasso only used blue paint in all his paintings

10. Who is Picasso?

   A. Farmer

   B. Artist

   C. Fisher

   D. Singer

   E. Football Player.
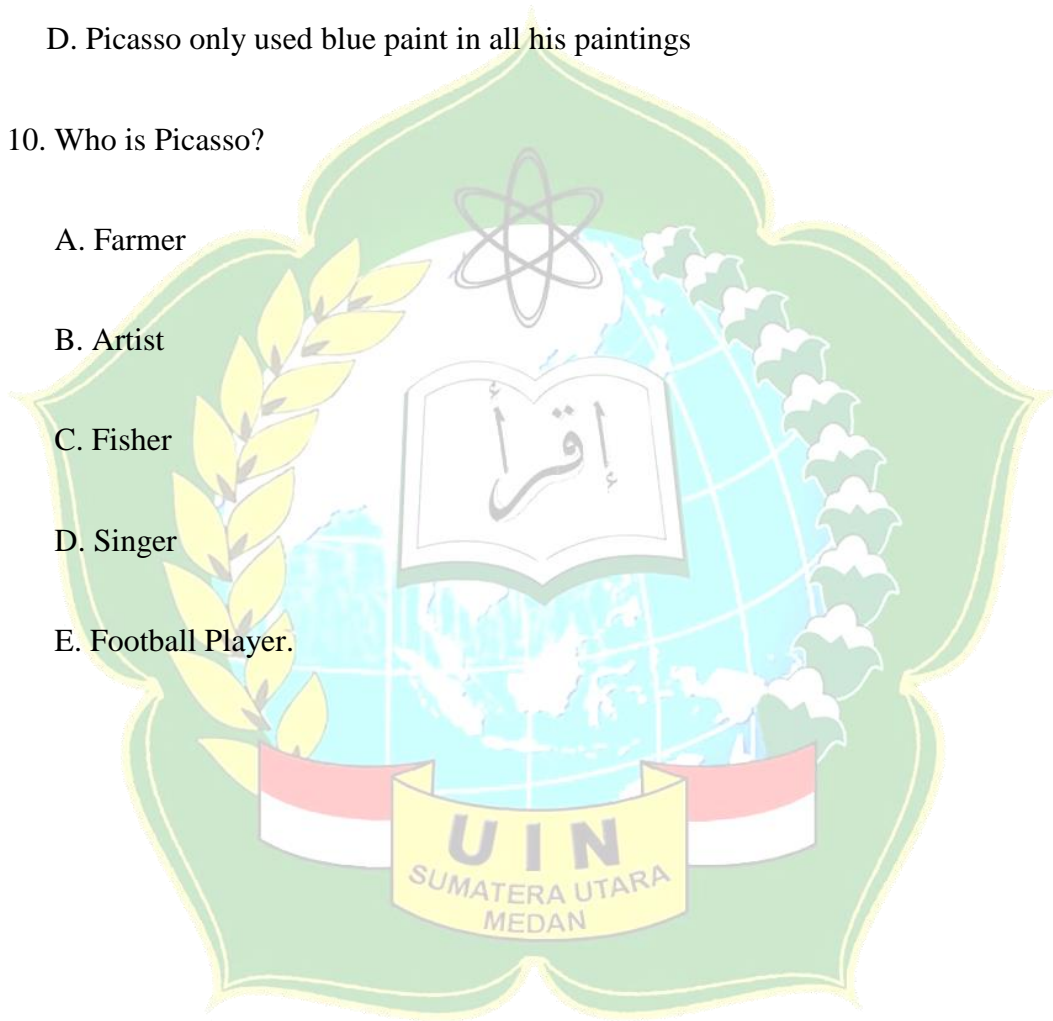
APPENDIX V

Key Answer

Pre Test Cycle I	Post Test Cycle I
1. d	1. b
2. c	2. a
3. c	3. c
4. e	4. e
5. a	5. d
6. e	6. c
7. d	7. a
8. c	8. d
9. a	9. e
10.a	10. a

Pre Test Cycle II	Post Test Cycle II
1. a	1. b
2. d	2. d
3. c	3. d
4. e	4. a
5. b	5. e
6. b	6. c
7. b	7. c
8. a	8. b
9. c	9. b
10. e	10. A
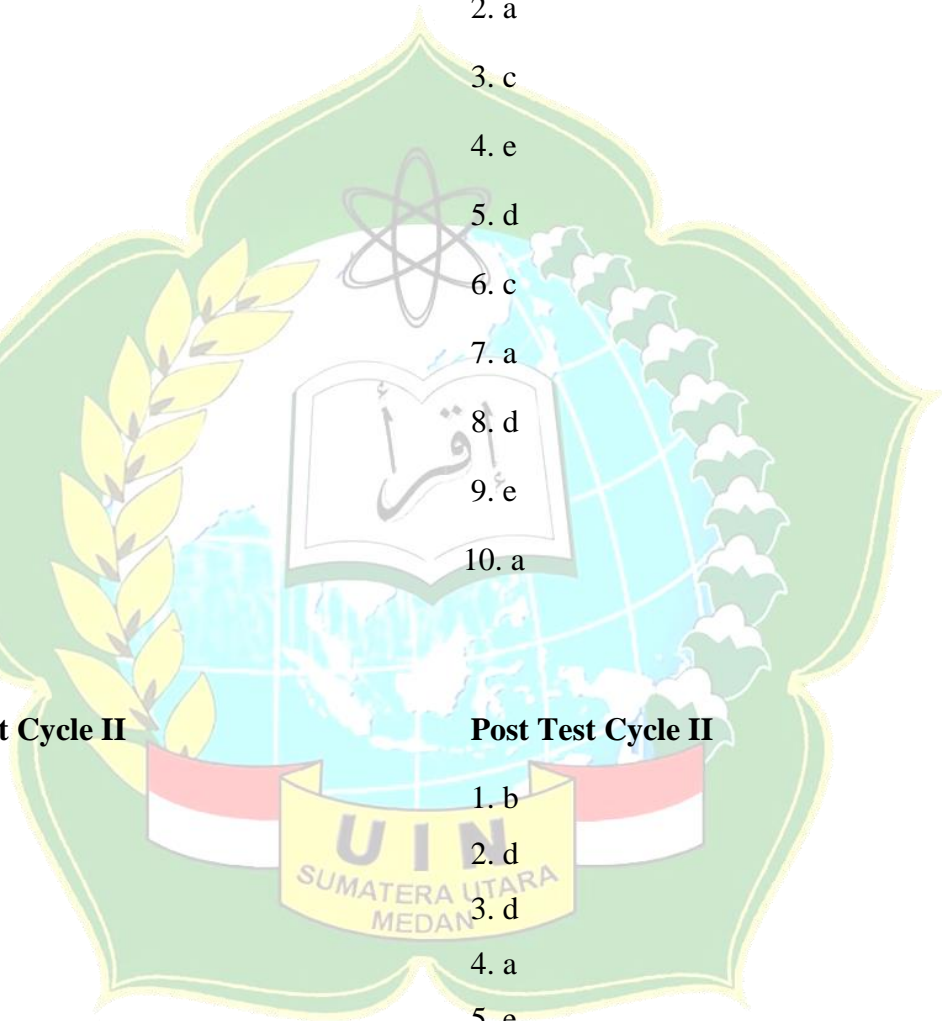
APPENDIX VI

THE OBSERVATION SHEET FOR CYCLE I

Meetings : 2 meetings

Observer :

Class/Semester : X/1

School : **SMK TRITECH INFORMATIKA MEDAN**

No	Points that will be observed	Cycle I	
		Yes	No
1	The teacher comes to the class on time	✓	
2	Teacher opens the class by praying together	✓	
3	Teacher ask students' condition	✓	
4	Teacher explain the objectives of material would be learned	✓	
5	The teacher divided students into some group	✓	
6	The teacher explains the technique of discussion	✓	
7	Teacher monitors all the groups	✓	
8	The teacher asks students to present the result of the discussion	✓	
9	Teacher concludes the material	✓	
10	All of the students come to the class on time	✓	
11	All of the students pray together	✓	
12	Students are enthusiastic in teaching and learning process		✓
13	Students listen to the teacher's explanation attentively		✓
14	The students discuss in their own group	✓	
15	Students do all task cooperatively	✓	
16	Students present the result of discussion	✓	

No	Points that will be observed	Cycle I		
		1	2	3
1	Teacher's ability in opening the class			✓
2	Teacher's administration completeness			✓

3	Teacher mastering material			✓
4	Provide the material clearly and systematically			✓
5	Teacher's ability in managing the class			✓
6	Students' response to the teacher's explanation			✓
7	Motivation and enthusiastic students in the teaching and learning process			✓
8	Students' bravery in giving their opinion		✓	
9	Students' interaction in group discussion	✓		
10	Relationship between students and teacher in the teaching and learning process		✓	
11	Students being active in the group discussion		✓	
12	Class order in teaching and learning process		✓	

Noted:

3 = Very Good

2 = Good

1 = Bad

Observer

Retno Handoko, S.S
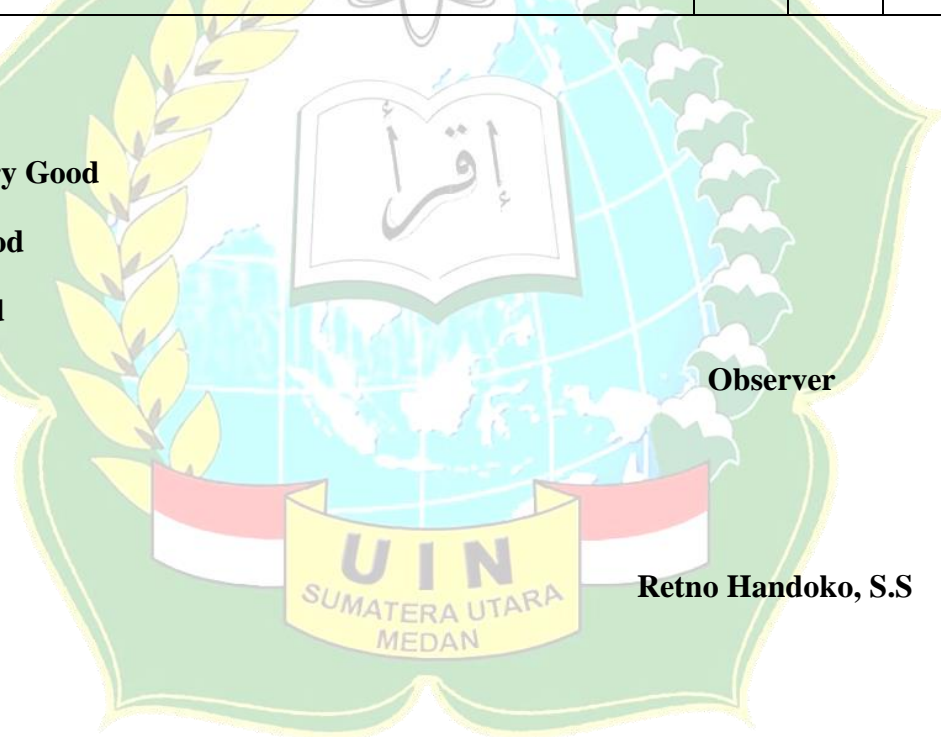
APPENDIX VII

THE OBSERVATION SHEET FOR CYCLE II

Meetings   : **2 meetings**

Observer   :

Class/Semester   : **X/1**

School   : **SMK Tritech Informatika Medan**

No	Points that will be observed	Cycle II	
		Yes	No
1	The teacher comes to the class on time	✓	
2	Teacher opens the class by praying together	✓	
3	Teacher prepare lesson plan	✓	
4	The teacher follows the sequence of the lesson plan	✓	
5	Teacher communicates well the objective and purpose of the lesson	✓	
6	The teacher divided students into some groups	✓	
7	Teacher gives clear directions	✓	
8	The teacher asks students to present the result of the discussion	✓	
9	The teacher-reviewed the study at the end	✓	
10	All of the students come to the class on time	✓	
11	All of the students pray together	✓	
12	Students are enthusiastic in teaching and learning process	✓	
13	Students listen to the teacher's explanation attentively	✓	
14	Students do all tasks cooperatively	✓	
15	Students present the result of discussion	✓	
16	Students are praised regularly for their effort and achievement	✓	

No	Points that will be observed	Cycle II		
		1	2	3
1	Teacher's ability in opening the class			
2	Material have ready			
3	There is a structure of the lesson			
4	Provide the material clearly and systematically			
5	Teacher's ability in managing the class			
6	The lesson is linking to previous teaching or learning			
7	Instructions and explanations are clear and specific			
8	Students enthusiasm in teaching and learning			
9	Students understand the teacher's instruction			
10	Students interact with the group as well			
11	Students present the material as well			
12	Class order in teaching and learning process			

Noted:

3 = Very Good

2 = Good

1 = Bad
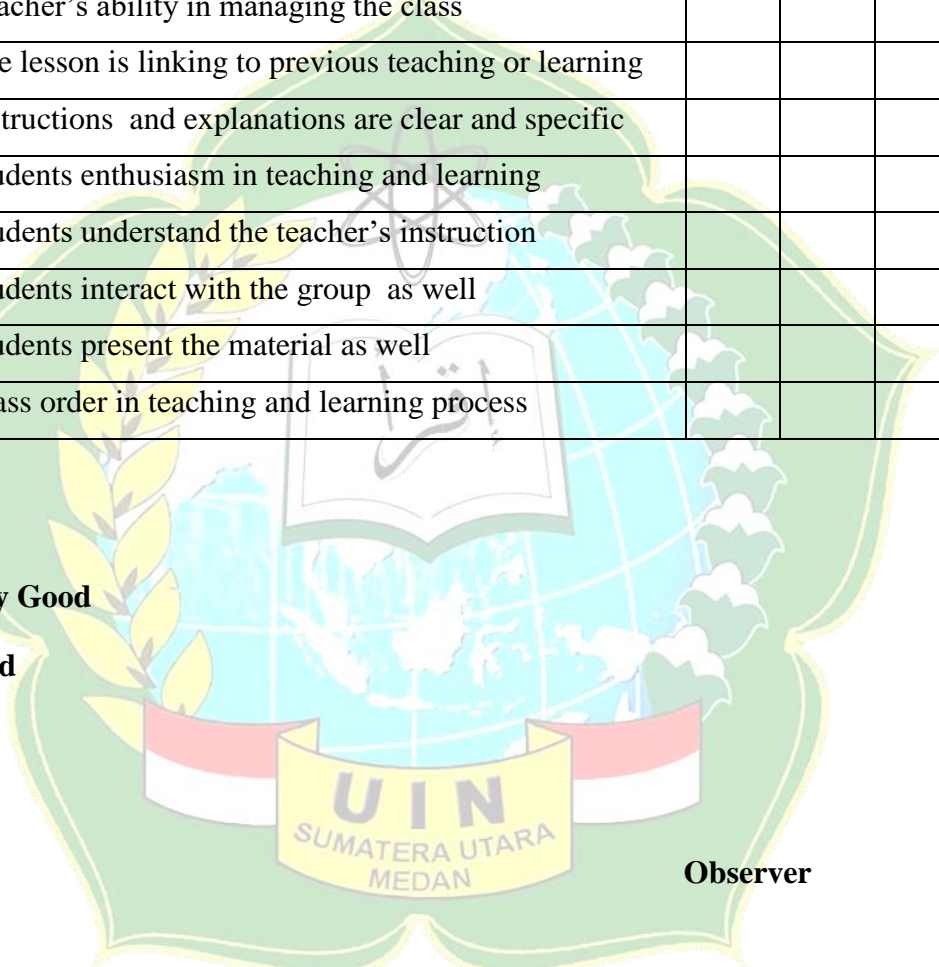
Observer

Retno Handoko, S.S

APPENDIX VIII

INTERVIEW SHEET

FOR TEACHER

Day, Date   **: Saturday, 21 September 2019**

Time   **: 10.00**

Interview with the teacher before action and pre-test

Researcher   : Bagaimana cara Bapak mengajarkan Bahasa Inggris dikelas?

Teacher   : Biasanya saya melakukan ice breaking supaya para siswa tidak

                    stress

Researcher   : Menurut Bapak/Ibu, bagaimana reading comprehension mereka ?

Teacher   : Lumayan Bagus

Researcher   : Dalam pembelajaran membaca, kesulitan apa saja yang dihadapi

                    siswa?

Teacher   : Kurangnya menguasai vocabulary dan Pronunciation

 Researcher   : Metode apa yang Bapak Terapkan dalam pelajaran reading?

Teacher   : Biasanya saya menunjuk salah satu siswa untuk membaca satu ,

                    kemudian siswa yang lain menyimak. Lalu saya tunjuk lagi siswa

                    yang lainnya untuk menterjemahkan teks yang dibaca oleh teman

                    sebelumnya, begitu seterusnya.

INTERVIEW SHEET

FOR TEACHER

Day, Date   : Thursday, 24 Oktober 2019

Time   : 15.00

Interview with the teacher After the action and post-test II

The Researcher: *How does the students'reading comprehension ability after taught by using the choral reading method?*

The Teacher: In my opinion, the students' reading comprehension ability improved after the researcher applied the choral reading method. They are more confident, more active, and more cooperative in reading activities and most students compete to always give their opinions and thoughts during reading activities.
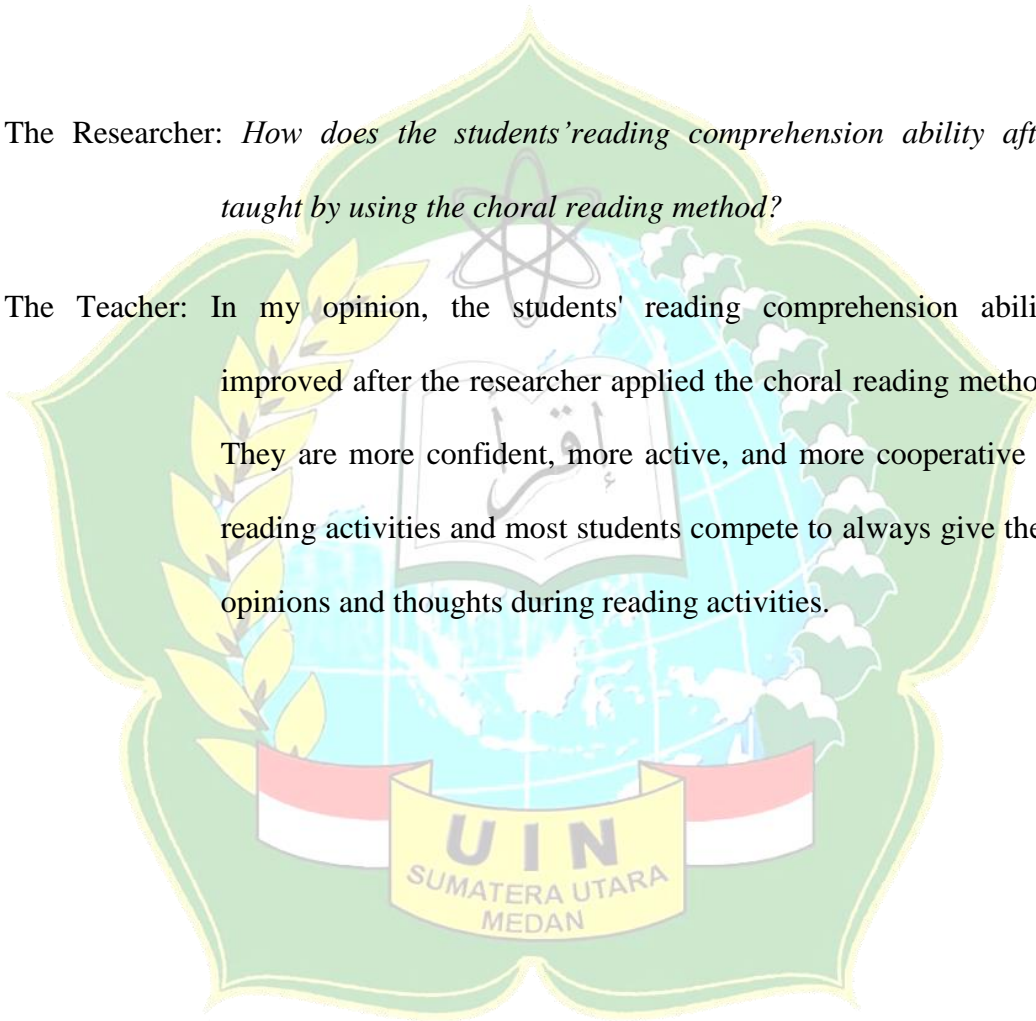
APPENDIX IX

INTERVIEW SHEET

FOR STUDENTS

Day, Date   : Saturday, 21 September 2019

Time   : 12.00

Transcript of Interview with Students before Action

Researcher   : Sekarang sir mautanya, kalian suka gak belajar Bahasa Inggris?

Student A   : Suka

Student B   : Suka

Student C   : Lumayan sir

Researcher   : Kalau belajar Bahasa Inggris apa saja yang menjadi kesulitannya?

Student A   : Sulit mengucapkan kalimat Bahasa Inggris secara cepat dan benar

Student B   : membedakan kata yang pengucapannya hampir sama

Student C   : Menerjemahkan dan percakapan

Researcher   : Jadi tadi gimana mengerjakan testnya?

Student A   : Alhamdulillah bisa dikerjakan

Student B   : Ya tidak ada masalah

Student C   : sedikit ada kesulitan sir

Researcher   : Biasanya kesulitan apa yang dialami saat membaca teks bahasa

                         Inggris?

Student A   : tidak menguasai banyak vocabulary, dan nervous

Student B   : membedakan kata yang pengucapannya hampir sama

Student C   : cara pengucapan yang benar

INTERVIEW SHEET

FOR STUDENTS

Day, Date   : 30 September 2019

Time   : 12.00

Transcript of Interview with Students After Action Cycle I

Researcher   : Sekarang bagaimana pendapat kalian tentang Bahasa Inggris?

Student A   : Menyenangkan

Student B   : Tidak Sulit

Student C   : Menyenangkan

Researcher   : Jadi bagaimana test kali ini?

Student A   : Tidak Sulit

Student B   : lumayan sulit

Student C   : lumayan sulit

Researcher   : *Selama pembelajaran tadi, apakah ada kesulitan yang kalian alami?*

Student A   : Ya Sir, ada kata-kata asing saya baca, sehingga saya tidak tau cara bacanya.

Student B   : Kesulitan kami karena kurangnya menguasai vocabulary sir, jadi ketika melihat kosa-kata yang baru tau, kami sulit untuk membacanya.

Student C   : Tidak sulit sir, kuncinya kita harus terus belajar dan berlatih.

INTERVIEW SHEET

FOR STUDENTS

Day, Date : Saturday, 7 Oktober 2019

Time : 14.00

Transcript of Interview with Students After Action Cycle II

Researcher : Bagaimana pendapat kalian tentang pembelajaran hari ini ?

(What do you think about our lesson today?)

Student A : Seru sir..Kami bisa kasih pendapat kami

(It is very fun sir..we can give our opinion each other)

Student B : Menyenangkan sir, ada ice breakingnya jadi kami ga boring

(It is fun sir, there is an ice-breaking so we are not bored)

Student C : Bagus sir, kami lebih mengerti cara menemukan informasi dari

descriptive text.

APPENDIX X

DIARY NOTES

Saturday, 21 September 2019 (Pre Test)

In the first meeting was used for the pre-test. At this moment, most of the students were present in the day. The students had not taught about anything related to the material would be searched. So, the students felt confused because they do not have preparation before doing the test. It seemed while they were doing the test by themselves. To neutralize the problem, the researcher gives them a stimulus such as brainstorming before did the test. The researcher give them such a game and finished it with taking a breath deeply and thrown it step by step. The students started to be concentrated. But most of them give bad result in the pre-test.

Wednesday, 25 September 2019 (First Meeting)

In the second meeting was concentrated on the teaching-learning process of showing a strategy to the students. The students did not give a good response to this meeting and it makes them not enjoy the situation, they felt tired because English was the last subject in their learning process. In this meeting, the researcher gives instruction to the students' to make discussion group. Then, the researcher explained how important to study English especially reading, and explain the material to be studied. The students looked not to enjoy the class. so the researcher makes the ice-breaking to make them be relaxed. Then, show a strategy of choral reading to make reading easier and enjoyment. But unfortunately, they still have mispronunciation when reading the text. Then the

researcher gave the students a test related to the choral reading strategy as a treatment to the students. And the result was the students gave a good response.

Saturday, 28 September 2019 (Second Meeting)

In the second meeting was concentrated on the teaching-learning process of showing a method to the students. The students give a good response to this meeting and it makes them enjoy the situation. In this meeting, the researcher explains how important to study English especially reading, and give explanations about reading comprehension. The students looked to enjoy the class so the researcher showed choral reading to make reading easier and enjoyment. After understanding the strategy, the researcher gave the students a test related to the choral reading method as a treatment to the students. And the result was the students gave a good response.

Monday, 30 September 2019 (Third Meeting)

In the third meeting, the researcher started to give the post-test I, but before that, the researcher reviewed the material about the descriptive text using the choral reading method, after that the researcher gave the post-test I to the students. The result was still low because only 7 students got more than 75 in the test. It's a reason for the researcher to continued cycle II

Saturday, 7 Oktober 2019 (Fourth Meeting)

In the last meeting, the researcher gave action of cycle II. In cycle II the students felt enjoyed and relax. The more concentrated to listen to the teacher explanation, and they felt enthusiastic to follow the learning process. But when

they did their exercise, there were students who still not brought a dictionary and have any difficulties to translate the words. In the case, the researcher as the translator if there were the difficulties words or sentences that the students did not know. Besides that, time management was to be one of the problems in learning activities. The reading activities run well, but the limitation of the time made the main activity shorten. The students felt a little difficult to accomplish their discussion earlier.

Thursday, 24 Oktober 2019 (Post Test II)

In the post-test II to the students to get the last score for them. The researcher did not review and did not give treatment to the students, because the researcher considered that the students had a knowledge that had taught before. And finally, they were really really showed an exciting result. Almost All of them got a score up to 100 higher than the passing grade
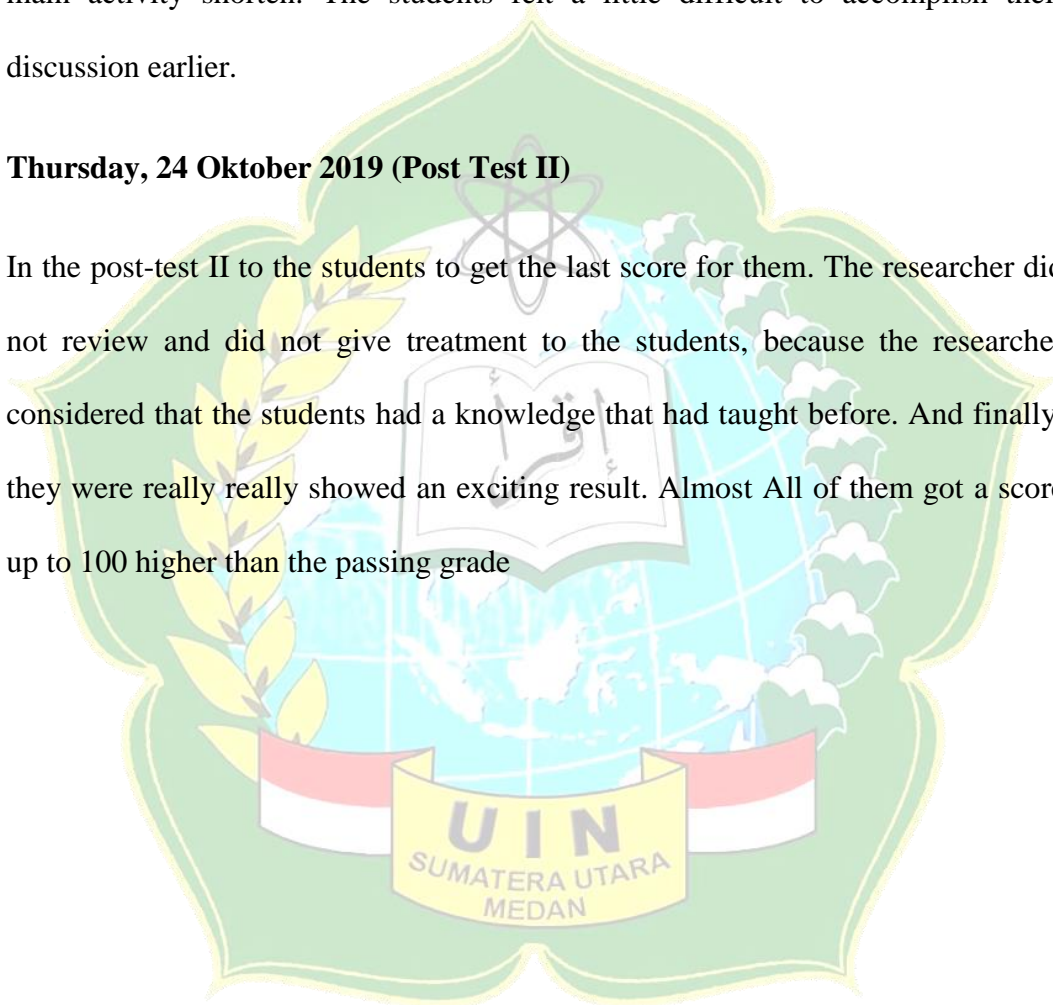
APPENDIX XI

STUDENT'S RESULT of READING TEST

NO	Initials Student's Name	PRE TEST I	NOTE	POST TEST I	NOTE	POST TEST II	NOTE
1	APL	40	FAILED	60	PASSED	100	PASSED
2	AYW	40	FAILED	50	PASSED	100	PASSED
3	APU	50	FAILED	60	PASSED	100	PASSED
4	AA	60	FAILED	70	PASSED	100	PASSED
5	AP	70	FAILED	70	PASSED	100	PASSED
6	DH	80	PASSED	**80**	PASSED	100	PASSED
7	DI	40	PASSED	50	PASSED	100	PASSED
8	DA	70	FAILED	80	PASSED	100	PASSED
9	MA	60	FAILED	70	PASSED	80	PASSED
10	MAP	80	PASSED	80	PASSED	100	PASSED
11	MPA	60	FAILED	80	PASSED	100	PASSED
12	MAW	80	PASSED	80	PASSED	100	PASSED
13	NIS	80	PASSED	80	PASSED	100	PASSED
14	NAK	60	FAILED	70	PASSED	90	PASSED
15	NF	70	FAILED	70	PASSED	100	PASSED
16	PR	60	FAILED	60	PASSED	100	PASSED
17	RY	70	FAILED	60	PASSED	100	PASSED
18	SA	60	FAILED	60	PASSED	100	PASSED
19	SSB	60	FAILED	70	PASSED	100	PASSED
20	SNA	50	FAILED	70	PASSED	100	PASSED
21	SR	80	PASSED	90	PASSED	100	PASSED
Total (Σx)		**1320**		**1460**		**2070**	
Mean (X)		**62,87**		**69,52**		**98,57**	

APPENDIX XII

DOCUMENTATION

Pre Test Moment

Cycle I (Teaching Reading Comprehension Using Choral Method)

Cycle I (Explain Descriptive Text)

Post Test I

Cycle II

Post Test II

THE LIST OF TABLES

Table 4.1 The Comparison of Students Score in Reading Comprehension Test I

No	Cycle	The Total Score	The Mean	Percentage
1	Pre-cycle	1320	62,87	23,81
2	Cycle 1	1460	69,52	33,33

Table 4.2 The Comparison of Students Score in Reading Comprehension TestII

Meeting/Test	The number of Students who got score≥75	The Total Score	The Mean	The Percentage
Pre- Cycle	5	1320	62,87	23,81%
Post-Test I	7	1460	69,52	33,33%
Post- Test II	21	2070	98,57	100%

The Students' Result of Reading Test

NO	Initials Student's Name	PRE TEST I	NOTE	POST TEST I	NOTE	POST TEST II	NOTE
1	APL	40	FAILED	60	PASSED	100	PASSED
2	AYW	40	FAILED	50	PASSED	100	PASSED
3	APU	50	FAILED	60	PASSED	100	PASSED
4	AA	60	FAILED	70	PASSED	100	PASSED
5	AP	70	FAILED	70	PASSED	100	PASSED
6	DH	80	PASSED	**80**	PASSED	100	PASSED
7	DI	40	PASSED	50	PASSED	100	PASSED
8	DA	70	FAILED	80	PASSED	100	PASSED
9	MA	60	FAILED	70	PASSED	80	PASSED
10	MAP	80	PASSED	80	PASSED	100	PASSED
11	MPA	60	FAILED	80	PASSED	100	PASSED
12	MAW	80	PASSED	80	PASSED	100	PASSED
13	NIS	80	PASSED	80	PASSED	100	PASSED

14	NAK	60	FAILED	70	PASSED	90	PASSED
15	NF	70	FAILED	70	PASSED	100	PASSED
16	PR	60	FAILED	60	PASSED	100	PASSED
17	RY	70	FAILED	60	PASSED	100	PASSED
18	SA	60	FAILED	60	PASSED	100	PASSED
19	SSB	60	FAILED	70	PASSED	100	PASSED
20	SNA	50	FAILED	70	PASSED	100	PASSED
21	SR	80	PASSED	90	PASSED	100	PASSED
Total (Σx)		1320		1460		2070	
Mean (X)		62,87		69,52		98,57	

YAYASAN PENDIDIKAN TRIADI TEKNOLOGI

SMK TRITECH INFORMATIKA

SMK IT MODERN

Jl. Bhayangkara No. 484 Telp. (061) 6635991 (Hunting) Fax. (061)-6641576
E-mail : smktritech@tritech.sch.id Website : www.tritech.sch.id

Nomor : 422/527/SMK.TI.MN/XI/2019   Medan,17 Rabiul Awal 1441 H
Lamp   : ---   14 November 2019 M
H a l : **Surat Keterangan**

Kepada Yth :
Kementrian Agama Republik Indonesia
Universitas Islam Negeri Sumatera Utara
Jl. Williem Iskandar Pasar. V
Medan

Dengan hormat,

Menindak lanjuti surat Nomor : B-11645/ITK/ITK.V.3/PP.00.9/09/2019 mengenai Permohonan Izin Riset "The Use Of Chroal Reading Method To Improve Students' Reading Comprehension At 10 Grade In SMK Tritech Informatika Medan In Academic 2019/2020", maka kami sampaikan bahwa :

1. Nama   : FRATAMA SUSANURA
   NIM   : 34154144
   PROGRAM STUDI : Pendidikan Bahasa Inggris

Dengan ini menerangkan bahwa nama yang tercantum diatas bahwa benar telah menyelesaikan riset dengan baik, yang dilaksanakan tanggal 21 September 2019 s/d 24 Oktober 2019.

Demikian hal ini kami sampaikan untuk dapat dipergunakan seperlunya.

Hormat kami,
Kepala SMK Tritech Informatika,

M. HERISAL SINAMBELA, S.Pd.I

Tembusan :
1. YP. Triadi Teknologi
2. Yang Berkepentingan