

Appendix 1

SILABUS SMA/MA

Mata Pelajaran : **BAHASA INGGRIS**
Kelas : **X**
Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>4.4 Teks deskriptif</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</p>	<ul style="list-style-type: none"> • Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal - Adverbia terkait sifat seperti quite, 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks deskriptif • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> • Melakukan monolog dalam bentuk teks deskriptif 	6 x 2 JP	<ul style="list-style-type: none"> • <u>Audio CD/VCD/DVD</u> • <u>SUARA GURU</u> • <u>Koran/majalah berbahasa Inggris</u>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<p>very, extremely, dst.</p> <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. <p>• Topik Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</p>	<ul style="list-style-type: none"> - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat. - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya 	<p>dalam kelompok / berpasangan/ didepan kelas</p> <ul style="list-style-type: none"> • Menggunakan struktur teks dan unsur kebahasaan dalam teks deskriptif <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		Melakukan refleksi tentang proses dan hasil belajar.	<p>melakukan Komunikasi</p> <ul style="list-style-type: none"> • Ketepatan dan kesesuaian menggunakan strategi dalam membaca • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<ul style="list-style-type: none"> • Kumpulan karya siswa yang mendukung proses penulisan teks deskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		

Sintang, 12 September 2022

Kepala Sekolah



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Appendix 2

Lesson Plan Cycle I

Name of Education Unit	: SMA
Subject	: Bahasa Inggris/Wajib
Class/Semester	: X/Ganjil
Subject Matter	: Descriptive Text
Time Allocation	: 1 meeting (2 x 40 minute)

A. Core Competencies SMA

KI-1 and KI-2: Demonstrate honest, disciplined, responsible, caring, cooperative, tolerant, polite, responsive, and proactive behavior and show attitudes as part of the solution to various problems in interacting effectively with the social and natural environment and placing oneself as a reflection of the nation in the association of the world and realizing himself as a creature of the Almighty and carry out his obligations in accordance with the religion he adheres to.

KI-3: Knowledge competence, understanding, applying, analyzing, and evaluating factual, conceptual, basic procedural, and metacognitive knowledge in accordance with the field and scope of English language studies at the technical, specific, detailed, and complex level, relating to science, technology, art, culture, and humanities in the context of developing self-potential as part of the family, school, world of work, national, regional and international community members.

KI-4: Skill competence, carrying out specific tasks using tools, information, and work procedures that are commonly carried out and solving problems in accordance with the field of study in English. Showing performance under guidance with measurable quality and quantity in accordance with work competency standards. Demonstrate the skills of reasoning, processing, and presenting effectively, creatively, productively, critically, independently, collaboratively, communicatively, and solutely in the abstract realm related to

the development of what he learns at school, and is able to carry out specific tasks under direct supervision. Demonstrate skills in perceiving, readiness, imitation, getting used to, proficient movement, making natural movements in the concrete realm related to the development of what they have learned at school, and being able to carry out specific tasks under direct supervision.

B. Basic Competencies and Indicators of Competency Achievement:

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.4 Distinguishing social functions, text structures, and linguistic elements of several oral and written descriptive texts by giving and asking for information related to tourist attractions and famous historical buildings, short and simple, according to the context of their use.	3.4.1 Determine synonyms/antonyms and the meaning of words in the text correctly. 3.4.2 Determine the parts in simple descriptive text correctly.
4.4 Capturing contextual meaning related to social functions, text structure, and linguistic elements of descriptive, spoken and written, short and simple texts related to tourist attractions and famous historical buildings	4.4.1 Answering questions related to descriptive text in the form of historical place given by the teacher correctly and accurately.

C. Learning Objectives

Through the stages of scientific-based learning by using practical techniques students can determine synonyms/antonyms and the meaning of words in the text correctly, determine the parts in the narrative text correctly, find detailed information in the text, and students can also answer questions related to simple narrative texts. Given by the teacher correctly and accurately.

D. Learning Materials

1). *Social Function*

Boast, sell, introduce, identify, criticize, etc.

2). *Generic Structure*

- Identification (whole and part names)
- Properties (size, color, quantity, shape, etc.)
- Functions, benefits, actions, habits

3). *Elements of Language*

- Vocabulary and terms related to famous tourist attractions and historical buildings
- Adverbs related to traits such as quite, very, extremely, etc.
- Declarative and interrogative sentences in the correct tense
- Singular and plural nouns correctly, with or without a, the, this, those, my, their, etc.
- Speech, stress, intonation, spelling, punctuation and handwriting

Meeting	Material of the Subject
1	Descriptive text is a text that explains what a person, place, or thing is like, often providing a visual experience through the use of adjectives and adverbs.

E. Learning Method

Scientific-based learning by involving practical techniques.

F. Media, Tool, and Learning Source

1. Media : ppt "Narrative Text" (slides)
2. Tools : laptop, infocus, whiteboard
3. Learning Resources : teacher's handbook and the internet

G. Learning Activities

Meeting 1

1. Preliminary activities (10 menit)	Keterangan
<ul style="list-style-type: none"> - Students come to the class on time, greet the teacher and pray before start the lesson. - Students follow the learning process (in attending checking, preparing textbook and writing utensil). - Students are motivated by the teacher in learning topic about descriptive text, such as the purpose of the text. 	
2. While-Activity (65 menit)	
<ul style="list-style-type: none"> - Brainstorming: Students are given some pictures and short questions about historical places. (have you ever heard or read about descriptions of historical places in text form?) - Student are given a slide about a simple “descriptive text” material and explain it briefly by the teacher. - The teacher gives an example of a simple descriptive text about a historical places. - Students are divided into several groups and already have a text of descriptive about historical place given by teacher. - The teacher explains to students to use the REAP technique in capturing meaning and looking for information in the given text. - Students try to understand the content of descriptive text that given by the teacher using the REAP technique as well as the social 	

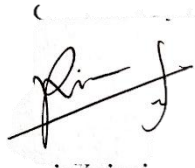
<p>function and structure of the text with friends and accompanied by the teacher.</p> <ul style="list-style-type: none"> - Students in groups discuss the information find in descriptive text after using REAP technique. - Individually, students answer questions related to the reading given correctly. 	
3. Post-Activity (5 menit)	
<ul style="list-style-type: none"> - Students conclude learning (guided by the teacher) - Learners get feedback on the process and learning outcomes: <i>Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?</i> - The teacher informs the lesson plan for the next meeting. - Students and teachers pray together led by student representatives. 	

H. Evaluation

1. Assessment techniques through observation, assignment, practice
2. Assessment instrument (attached)

Sintang, 29 Agustus 2022

Guru Mata Pelajaran



Ria Yulianti, S.Pd

NIP.

Peneliti



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Lesson Plan Attachment

1. Attitude Competency Assessment

- a. The attitudes that are the focus of the assessment are honest, disciplined, responsible, caring, cooperative, tolerant, polite, responsive, and proactive.
- b. Journal of Attitude Assessment:

No	Date	Students	Class	Occurrence /behavior	Attitude points	Category		Follow-up
						+	-	

- c. Note: The results of the attitude assessment in the journal will be recapitulated in one semester and submitted to the homeroom teacher, to be considered in the attitude assessment in the report card (supporting the attitude assessment of PAI teachers and PPKN teachers).

2. Knowledge Competency Assessment

No	IPK	Technique	Shape	Instrument
	3.4.1 Determine synonyms/ antonyms and the meaning of words in the text correctly. 3.4.2 Determine the parts in simple descriptive text correctly.	Observation (descriptive text analysis)	Written	Answer the question

Instrument for 3.4

Text 1

Candi Prambanan or Candi Rara Jonggrang is a ninth-century Hindu temple located in Central Java, Indonesia, and dedicated to the Trimurti, the expression of God as the Creator (Brahma), the Preserver (Vishnu) and the Destroyer (Shiva). The temple compound is approximately 17 kilometres (11 mi)

northeast of the city of Yogyakarta on the boundary between Central Java and Yogyakarta provinces.

The temple compound which is considered as a UNESCO World Heritage Site, is the biggest Hindu temple site in Indonesia. It is characterized by its height and pointed architecture, and the towering 47-metre-high (154 ft) central building inside a large complex of individual temples. Prambanan impresses many visitors from across the world.

Text 2

The Eiffel Tower

The Eiffel Tower is located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable building in the world. The tower is the highest building in Paris and the most-visited monument in the world; millions of people visit it every year. The engineer Gustave Eiffel came up with his name for this tower. The tower was built as the entrance arch to the 1889 World's Fair.

The tower is 324 metres (1,063 ft) tall, and as height as an 81-story building. Upon its completion, it is higher than the Washington Monument to assume the title of tallest man-made structure in the world, a title it held for 41 years, until the Chrysler Building in New York City was built in 1930; but, due to the addition in 1957 of the antenna, the tower is now higher than the Chrysler Building and it is the second-tallest structure in France after the 2004 Millau Viaduct.

Read the text carefully and do the task below in the form of REAP. (please listen to your teacher's instruction)

1. Read and write down the title of a text!
2. Encode the text and write down by using your own words about the main ideas in it (in each paragraph)!
3. Annotate the text by writing your statements about the important point (summarizes)!
4. Ponder the text by thinking and discuss it with others!

3. Skill Competency Assessment

No	IPK	Technique	Bentuk	Instrument
	4.4.1 Answering questions related to descriptive text in the form of historical place given by the teacher correctly and accurately.	<i>Practice</i>	worksheet	Key Answer (attached)

Key Answer of Reading Comprehension

No	Questions	Answers	
1.	What is the best title of the text above?	Monas as a National Monument/Monas	4
		The national monument	3
		Monument	2
		Out of text/ not answered	1
2.	What does the first paragraph tell you about? (give your explanation)	The identification of Monas. It's from the top to the bottom floor of the Monas.	4
		The identification of entire monas.	3
		The decription of monas building.	2
		Out of the text/not answered	1
3.	What is the purpose of the writer to write the text? (give your explanation)	The writer's aim is to describe the Monas building as the national monument. It is explained starting from the shape and the size of the building, the objects in room and the purpose of the construction of Monas.	4
		The purpose of the text is to describe the Monas building from shape and size and the purpose of the construction.	3

		The purpose is to tell the reader about Monas.	2
		Out of the text/not answered	1
4.	What is the main idea of last paragraph?	The historical of the construction of Monas' Building.	4
		The historical of Monas started in 1981.	3
		The history of monas that has a couple museums.	2
		Out of the text/not answered.	1
5.	Write down the short description of Monas by using your own word!	Monas is the national monument that was built during the Soekarno era with the aim of being symbol of the people's determination at that time of the proclamation. Monas is built with the marble overlaid with 35 kg of gold in the top. This monument also stores historical objects that are in the museum inside the Monas.	4
		Monas was built in the Soekarno era. The building made by the marble and has a history in inside the room. This building is open to the public.	3
		Monas is a monument with a history of the building and this monument is open to public.	2
		Out of text/not answered	1
6.	What does the text tell us about? (give your explanation)	A description of the overall building of the Borobudur temple located in Magelang, Central Java, Indonesia.	4

		A description of the Borobudur temple that located in Magelang.	3
		The Borobudur temple that located in magelang.	2
		Out of text/not answered.	1
7.	Find out the supporting idea in each paragraph of the text!	P 1: It was built in the ninth century under the sailendra dynasty of ancient Mataram kingdom. P 2: The temple is constructed on a hill 46 meter high and consist of eight steps like stone terrace. P 3: It is believed that the universe is divided into three spiritual spheres.	4
		P 1: It was built in the ninth century under the saillendra dynasty. P 2: The temple constructed on hill 46 meter high and consistof eigh steps. P 3: It is believed the universe is devided into three spriritual spheres.	3
		P 1: Borobudur is a Buddisht temple. P2 : The temple conscructed on hill 46 meter high. P 3: Borobudur is devided into three spiritual speheres.	2
		Out of text/not answered	1
8.	Find out the unfamiliar words and write down the meaning! (10 words)	Consist of at least ten words. (vocabularies) with meaning based on student's understanding.	4
		Consist of ten words. (vocabularies) without meaning based on student's understanding.	3

		Consist of five words without meaning based on student understanding.	2
		Just write 1 until 3 words/not answered.	1
9.	What does the last paragraph discussed about? (give your explanation)	The design of the Borobudur temple was built based on three spiritual symbols in each area. In addition, Borobudur temple is a magnificent monument that included in the 7 wonders of the world.	4
		The Borobudur temple was built based on symbols in each area. The building is included in the 7 wonders of the world.	3
		The building was built based on three spiritual spheres.	2
		Out of text/not answered.	1
10.	Make a brief conclusion about the text using your own words!	Borobudur temple is a Buddhist temple in Indonesia and also famous throughout the world. This temple has a height of 46 meters consisting of 8 levels like a stone terrace. The design of the Borobudur temple is divided into three spiritual areas with each meaning. It has a magnificent size and architecture.	4
		Borobudur is the Buddhist temple that famous in world. It has eight steps of the building and each step has own meaning and divided into three spiritual spheres. It has a manificent size.	3

		Borobudur is a temple in Indonesia and it has a three spiritual spheres of the bulding and famous in world.	2
		Out of context/not answered	1

The scale

No	Criteria	Score
1.	Students are able to answer questions completely and clearly appropriate to the key answer and the details related to the reading text displayed.	4
2.	Students are able to answer the questions completely and clearly appropriate to the key answer but the details are almost related to the reading text displayed.	3
3.	Students are able to answer the questions completely and clearly appropriate to the key answer but the details are not related to the reading text displayed.	2
4.	Students are not able to answer the questions completely and clearly appropriate to the key answer and the details are not related to the reading text displayed.	1

The formula : $students' score = \frac{\text{obtain score}}{\text{total score}} \times 100$

Student Worksheet

Read the text carefully and answer the question below with your own words!

Text 1

The National Monument, or "Monas" as it is popularly called, is one of the monuments built during the Sukarno era of fierce nationalism. The top of the National Monument (Monas) is Freedom Square. It stands for the people's determination to achieve freedom and the crowning of their efforts in the Proclamation of Independence in August 1945. The 137-meter tall marble obelisk is topped with a flame coated with 35 kg of gold. The base houses a historical museum and a hall for meditations. The monument is open to the public and upon request the lift can carry visitors to the top, which offers a bird's eye view on the city and the sea.

Go early to beat the crowds and the haze. It is easy for the less physically able as lifts take visitors to the top. The diorama exhibition in the basement gives such a distorted view of Indonesian history. This imposing obelisk is Jakarta's most famous landmark.

Construction started in 1961 under President Soekarno but was not completed until 1975, under President Soeharto. The monument houses a couple of museums. The Freedom Hall depicts Indonesia's struggle for independence through a series of dioramas, whereas the Hall of Contemplation displays the original Declaration of Independence document and a recording of the speech.

1. What is the best title of the text above?
2. What does the first paragraph tell you about? (give your explanation)
3. What is the purpose of the writer to write the text? (give your explanation)
4. What is the main idea of last paragraph ?
5. Write down the short description of Monas by using your own word!

Text 2

Borobudur Temple

Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 meter high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire upper structure is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways.

The design of Borobudur symbolizes the conception of universe in Buddhist cosmology. It is believed that the universe is divided into three spiritual spheres, kamadhatu, rupadhatu, and arupadhatu. The first sphere, kamadhatu, represents respectively the sphere of desires where we are bound to our desires; the second sphere, rupadhatu, represents forms where we abandon our desires but are still bound to name and form; and the last sphere, arupadhatu, represents formlessness where there is no longer either name or form. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people. With its magnificent size and architecture, no wonder that Borobudur Temple includes 7 wonders of the world.

6. What does the text tell us about? (give your explanation)
7. Find out the supporting idea in each paragraph of the text!
8. Find out the unfamiliar words and write down the meaning! (10 words)
9. What does the last paragraph discussed about? (give your explanation)
10. Make a brief conclusion about the text using your own words!

Appendix 3

Lesson Plan Cycle II

Name of Education Unit	: SMA
Subject	: Bahasa Inggris/Wajib
Class/Semester	: X/Ganjil
Subject Matter	: Descriptive Text
Time Allocation	: 1 meeting (2 x 40 minute)

A. Core Competencies SMA

KI-1 and KI-2: Demonstrate honest, disciplined, responsible, caring, cooperative, tolerant, polite, responsive, and proactive behavior and show attitudes as part of the solution to various problems in interacting effectively with the social and natural environment and placing oneself as a reflection of the nation in the association of the world and realizing himself as a creature of the Almighty and carry out his obligations in accordance with the religion he adheres to.

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the development of what he learns at school, and is able to carry out specific tasks under direct supervision. Demonstrate skills in perceiving, readiness, imitation, getting used to, proficient movement, making natural movements in the concrete realm related to the development of what they have learned at school, and being able to carry out specific tasks under direct supervision.

B. Basic Competencies and Indicators of Competency Achievement:

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.4 Distinguishing social functions, text structures, and linguistic elements of several oral and written descriptive texts by giving and asking for information related to tourist attractions and famous historical buildings, short and simple, according to the context of their use.	3.4.1 Determine synonyms/antonyms and the meaning of words in the text correctly. 3.4.2 Determine the parts in simple descriptive text correctly.
4.4 Capturing contextual meaning related to social functions, text structure, and linguistic elements of descriptive, spoken and written, short and simple texts related to tourist attractions and famous historical buildings	4.4.1 Answering questions related to descriptive text in the form of historical place given by the teacher correctly and accurately.

C. Learning Objectives

Through the stages of scientific-based learning by using practical techniques students can determine synonyms/antonyms and the meaning of words in the text correctly, determine the parts in the narrative text correctly, find detailed information in the text, and students can also answer questions related to simple narrative texts. Given by the teacher correctly and accurately.

D. Learning Materials

1). *Social Function*

Boast, sell, introduce, identify, criticize, etc.

2). *Generic Structure*

- Identification (whole and part names)
- Properties (size, color, quantity, shape, etc.)
- Functions, benefits, actions, habits

3). *Elements of Language*

- Vocabulary and terms related to famous tourist attractions and historical buildings
- Adverbs related to traits such as quite, very, extremely, etc.
- Declarative and interrogative sentences in the correct tense
- Singular and plural nouns correctly, with or without a, the, this, those, my, their, etc.
- Speech, stress, intonation, spelling, punctuation and handwriting

Meeting	Material of the Subject
1	Descriptive text is a text that explains what a person, place, or thing is like, often providing a visual experience through the use of adjectives and adverbs.

E. Learning Method

Scientific-based learning by involving practical techniques.

F. Media, Tool, and Learning Source

1. Media : ppt "Narrative Text" (slides)
2. Tools : laptop, infocus, whiteboard
3. Learning Resources : teacher's handbook and the internet

G. Learning Activities

Meeting 1

1. Preliminary activities (10 menit)	Keterangan
<ul style="list-style-type: none"> - Students come to the class on time, greet the teacher and pray before start the lesson. - Students follow the learning process (in attending checking, preparing textbook and writing utensil). - Students are motivated by the teacher in learning topic about descriptive text, such as the purpose of the text. 	
2. While-Activity (65 menit)	
<ul style="list-style-type: none"> - Brainstorming: Students are given some pictures and short questions about historical places. (have you ever heard or read about descriptions of historical places in text form?) - Student are given a briefly about “descriptive text” material by the teacher. - The teacher gives an example of a simple descriptive text about a historical places and give a explanation how to find main idea and supporting idea and also introduce some unfamiliar word. - Students are divided into several groups and already have a text of descriptive about historical place given by teacher. - The teacher explains to students to use the REAP technique in capturing meaning and looking for information in the given text. - Students try to understand the content of descriptive text that given by the teacher using the REAP technique as well as the social function and structure 	

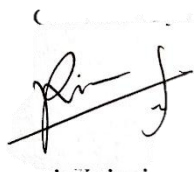
<p>of the text with friends and accompanied by the teacher.</p> <ul style="list-style-type: none"> - Students in groups discuss the information find in descriptive text after using REAP technique. - One of the students in several groups read the result in front of the class. - Individually, students answer questions related to the reading given correctly. 	
3. Post-Activity (5 menit)	
<ul style="list-style-type: none"> - Students conclude learning (guided by the teacher) - Learners get feedback on the process and learning outcomes: <i>Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?</i> - Students and teachers pray together led by student representatives. 	

H. Evaluation

1. Assessment techniques through observation, assignment, practice
2. Assessment instrument (attached)

Sintang, 5 September 2022

Guru Mata Pelajaran



Ria Yulianti, S.Pd

NIP.

Peneliti



Selfina Semu Miko

NIM.180207087

Lesson Plan Attachment

1. Attitude Competency Assessment

- d. The attitudes that are the focus of the assessment are honest, disciplined, responsible, caring, cooperative, tolerant, polite, responsive, and proactive.
- e. Journal of Attitude Assessment:

No	Date	Students	Class	Occurrence /behavior	Attitude points	Category		Follow-up
						+	-	

- f. Note: The results of the attitude assessment in the journal will be recapitulated in one semester and submitted to the homeroom teacher, to be considered in the attitude assessment in the report card (supporting the attitude assessment of PAI teachers and PPKN teachers).

2. Knowledge Competency Assessment

No	IPK	Technique	Shape	Instrument
	3.4.1 Determine synonyms/ antonyms and the meaning of words in the text correctly.	Observation (descriptive text analysis)	Written	Answer the question
	3.4.2 Determine the parts in simple descriptive text correctly.			

Instrument for 3.4

Text 1

The Eiffel Tower

The Eiffel Tower is located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable building in the world. The tower is the highest building in Paris and the most-visited monument in the world; millions of people visit it every year. The engineer Gustave Eiffel came up with his name for this tower. The tower was built as the entrance arch to the 1889 World's Fair.

The tower is 324 metres (1,063 ft) tall, and as height as an 81-story building. Upon its completion, it is higher than the Washington Monument to assume the title of tallest man-made structure in the world, a title it held for 41 years, until the Chrysler Building in New York City was built in 1930; but, due to the addition in 1957 of the antenna, the tower is now higher than the Chrysler Building and it is the second-tallest structure in France after the 2004 Millau Viaduct.

Text 2

Candi Prambanan or Candi Rara Jonggrang is a ninth-century Hindu temple located in Central Java, Indonesia, and dedicated to the Trimurti, the expression of God as the Creator (Brahma), the Preserver (Vishnu) and the Destroyer (Shiva). The temple compound is approximately 17 kilometres (11 mi) northeast of the city of Yogyakarta on the boundary between Central Java and Yogyakarta provinces.

The temple compound which is considered as a UNESCO World Heritage Site, is the biggest Hindu temple site in Indonesia. It is characterized by its height and pointed architecture, and the towering 47-metre-high (154 ft) central building inside a large complex of individual temples. Prambanan impresses many visitors from across the world.

Read the text carefully and do the task below in the form of REAP. (please listen to your teacher's instruction)

1. Read and write down the title of a text!
2. Encode the text and write down by using your own words about the main ideas in it (in each paragraph)!
3. Annotate the text by writing your statements about the important point (summarizes)!
4. Ponder the text by thinking and discuss it with others!

3. Skill Competency Assessment

No	IPK	Technique	Bentuk	Instrument
4	4.4.1 Answering questions related to descriptive text in the form of historical place given by the teacher correctly and accurately.	<i>Practice</i>	worksheet	Key Answer (attached)

Key Answer of Reading Comprehension

No	Questions	Answers	
1.	What does the text tell us about? (give your explanation)	A description of the overall building of the Borobudur temple located in Magelang, Central Java, Indonesia.	4
		A description of the Borobudur temple that located in Magelang.	3
		The Borobudur temple that located in magelang.	2
		Out of text/not answered.	1
2.	Find out the supporting idea in each paragraph of the text!	P 1: It was built in the ninth century under the sailendra dynasty of ancient Mataram kingdom. P 2: The temple is constructed on a hill 46 meter high and consist of eight steps like stone terrace. P 3: It is believed that the universe is divided into three spiritual spheres.	4
		P 1: It was built in the ninth century under the sailendra dynasty. P 2: The temple constructed on hill 46	3

		meter high and consist of eight steps. P 3: It is believed the universe is divided into three spiritual spheres.	
		P 1: Borobudur is a Buddhist temple. P2 : The temple constructed on hill 46 meter high. P 3: Borobudur is divided into three spiritual spheres.	2
		Out of text/not answered	1
3.	Find out the unfamiliar words and write down the meaning! (10 words)	Consist of at least ten words. (vocabularies) with meaning based on student's understanding.	4
		Consist of ten words. (vocabularies) without meaning based on student's understanding.	3
		Consist of five words without meaning based on student understanding.	2
		Just write 1 until 3 words/not answered.	1
4.	What does the last paragraph discussed about? (give your explanation)	The design of the Borobudur temple was built based on three spiritual symbols in each area. In addition, Borobudur temple is a magnificent monument that included in the 7 wonders of the world.	4
		The Borobudur temple was built based on symbols in each area. The building is included in the 7 wonders of the world.	3
		The building was built based on three spiritual spheres.	2
		Out of text/not answered.	1

5.	Make a brief conclusion about the text using your own words!	Borobudur temple is a Buddhist temple in Indonesia and also famous throughout the world. This temple has a height of 46 meters consisting of 8 levels like a stone terrace. The design of the Borobudur temple is divided into three spiritual areas with each meaning. It has a magnificent size and architecture.	4
		Borobudur is the Buddhist temple that famous in world. It has eight steps of the building and each step has own meaning and devided into three spiritual spheres. It has a manificent size.	3
		Borobudur is a temple in Indonesia and it has a three spiritual spheres of the bulding and famous in world.	2
		Out of context/not answered	1
6.	What is the best title of the text above?	Monas as a National Monument/Monas.	4
		The national monument	3
		Monument	2
		Out of text/ not answered	1
7.	What does the first paragraph tell you about? (give your explanantion)	The identification of Monas. It's from the top to the bottom floor of the Monas.	4
		The identification of entire monas.	3
		The decription of monas building.	2
		Out of the text/not answered	1

8.	What is the purpose of the writer to write the text? (give your explanation)	The writer's aim is to describe the Monas building as the national monument. It is explained starting from the shape and the size of the building, the objects in room and the purpose of the construction of Monas.	4
		The purpose of the text is to describe the Monas building from shape and size and the purpose of the construction.	3
		The purpose is to tell the reader about Monas.	2
		Out of the text/not answered	1
9.	What is the main idea of last paragraph?	The historical of the construction of Monas' Building.	4
		The historical of Monas started in 1981.	3
		The history of monas that has a couple museums.	2
		Out of the text/not answered.	1
10.	Write down the short description of Monas by using your own word!	Monas is the national monument that was built during the Soekarno era with the aim of being symbol of the people's determination at that time of the proclamation. Monas is built with the marble overlaid with 35 kg of gold in the top. This monument also stores historical objects that are in the museum inside the Monas.	4
		Monas was built in the Soekarno era. The building made by the marble and has a history in inside the room.	3

		This building is open to the public.	
		Monas is a monument with a history of the building and this monument is open to public.	2
		Out of text/not answered	1

The scale

No	Criteria	Score
1.	Students are able to answer questions completely and clearly appropriate to the key answer and the details related to the reading text displayed.	4
2.	Students are able to answer the questions completely and clearly appropriate to the key answer but the details are almost related to the reading text displayed.	3
3.	Students are able to answer the questions completely and clearly appropriate to the key answer but the details are not related to the reading text displayed.	2
4.	Students are not able to answer the questions completely and clearly appropriate to the key answer and the details are not related to the reading text displayed.	1

The formula : $students' score = \frac{\text{obtain score}}{\text{total score}} \times 100$

Student Worksheet

Read the text carefully and answer the question below with your own words!

Text 1

Borobudur Temple

Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 meter high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire upper structure is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways.

The design of Borobudur symbolizes the conception of universe in Buddhist cosmology. It is believed that the universe is divided into three spiritual spheres, kamadhatu, rupadhatu, and arupadhatu. The first sphere, kamadhatu, represents respectively the sphere of desires where we are bound to our desires; the second sphere, rupadhatu, represents forms where we abandon our desires but are still bound to name and form; and the last sphere, arupadhatu, represents formlessness where there is no longer either name or form. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people. With its magnificent size and architecture, no wonder that Borobudur Temple includes 7 wonders of the world.

1. What does the last paragraph discussed about? (give your explanation)
2. Find out the supporting idea in each paragraph of the text!
3. What does the text tell us about? (give your explanation)
4. Make a brief conclusion about the text using your own words!
5. Find out the unfamiliar words and write down the meaning! (10 words)

Text 2

The National Monument, or "Monas" as it is popularly called, is one of the monuments built during the Sukarno era of fierce nationalism. The top of the National Monument (Monas) is Freedom Square. It stands for the people's determination to achieve freedom and the crowning of their efforts in the Proclamation of Independence in August 1945. The 137-meter tall marble obelisk is topped with a flame coated with 35 kg of gold. The base houses a historical museum and a hall for meditations. The monument is open to the public and upon request the lift can carry visitors to the top, which offers a bird's eye view on the city and the sea.

Go early to beat the crowds and the haze. It is easy for the less physically able as lifts take visitors to the top. The diorama exhibition in the basement gives such a distorted view of Indonesian history. This imposing obelisk is Jakarta's most famous landmark.

Construction started in 1961 under President Soekarno but was not completed until 1975, under President Soeharto. The monument houses a couple of museums. The Freedom Hall depicts Indonesia's struggle for independence through a series of dioramas, whereas the Hall of Contemplation displays the original Declaration of Independence document and a recording of the speech.

6. What does the first paragraph tell you about? (give your explanation)
7. What is the main idea of last paragraph ?
8. What is the best title of the text above?
9. What is the purpose of the writer to write the text? (give your explanation)
10. Write down the short description of Monas by using your own word!

Appendix 4

Observation Sheet Cycle I

Observation Sheet


Education Units : SMA N 1 Sei. Tebelian
 Class/Semester : X MIPA 1 / I
 Sub Material : Descriptive Text (historical place)
 Date and Time : 29 Agustus 2022, 10.30 - 11.50
 Time Allocation : 10.30 - 11.50

No	Aspect	Indicator	Rating			
			1	2	3	4
1.	Pre-activity	Students come to the class on time and pray before start the lesson.			✓	
		Students respond well when the teacher checks attendance.				✓
		Students respon well when the teacher give a question about descriptive text (historical place).			✓	
2.	While-activity	Students pay attention to the explanation about the material and example of descriptive text by the teacher.			✓	
		Students pay attention about the explanation using REAP technique by the teacher.			✓	
		Students showed their interest in using REAP in understanding and get information from a descriptive text.			✓	
		Students analyze the text using REAP technique to understand and			✓	

		get information from the descriptive text given by the teacher.					
		Students follow the instructions from the teacher to make a groups.					✓
		Students participate in reading descriptive text in each group.			✓		
		Students do the task that given by the teacher correctly.		✓			
		Students are active during the teaching and learning process and participate in discussion.			✓		
3.	Post-activity	Students provide a brief explanation of the material accompanied by the teacher.			✓		
		Students give their opinion about the learning process as feedback.			✓		
		Students listen carefully to the lesson plan at the next meeting.					✓
		Students pray together before class ends and greet to the teacher.					✓

Sintang, 28 Agustus 2022

Observer


Ria Yulianti, S.Pd
 NIP.

Appendix 5

Observation Sheet Cycle II

Observation Sheet

Education Units : SMAN 1 Sri. Tubelian
 Class/Semester : X IPA 1/I
 Sub Material : Descriptive Text (Historical place)
 Date and Time : 5, September 2022
 Time Allocation : 10.30 - 11.50

No	Aspect	Indicator	Rating			
			1	2	3	4
1.	Pre-activity	Students come to the class on time and pray before start the lesson.				✓
		Students respond well when the teacher checks attendance.				✓
		Students respon well when the teacher give a question about the explanation of descriptive text (historical place) in the first meeting.			✓	
2.	While-activity	Students pay attention to the brief explanation about the material and how to find the main and supporting idea in the text given.			✓	
		Students follow the instructions from the teacher to make a groups.				✓
		Students analyze the text using REAP technique to understand and get information from the descriptive text given by the teacher.			✓	
		Students show their more interested in using REAP to understanding and				

		get information from a descriptive text.				✓
		One of student in each group read the text and show their result in the form of REAP.				✓
		Students participate well then before in comprehend a descriptive text in each group.				✓
		Students do the task that given by the teacher correctly.				✓
		Students are active during the teaching and learning process and participate in discussion.				✓
3.	Post-activity	Students provide a brief explanation of the material accompanied by the teacher.			✓	
		Students give their opinion about the learning process as feedback.			✓	
		Students listen carefully to the whole of their activities before and the benefit of REAP in comprehend a reading text.				✓
		Students pray together before class ends and greet to the teacher.				✓

Sintang, 5 September 2022
Observer



Ria Yulianti, S.Pd
NIP.

Appendix 6

Field Note Cycle I

Fieldnote

Cycle/Metning : cycle 1
 Day/Date : Senin, 29 Agustus 2022
 Time : 10.30 - 11.50
 Theme/subtheme : Descriptive Text

No	Teacher	Student
1.	Teacher explain material very well. It's based on the materials in the indicators. It's all good for the teacher.	Some student show their interest when teacher explain the material and technique. Some student being active and understand about the materials. Most of the student didn't participate well in doing a task. They talking with their friends, cheating with others. The student didn't pay attention to this section.

29 Agustus
 Sintang, 29 September 2022

Observer

Ria Yulianti

Ria Yulianti, S.Pd
 NIP.

Appendix 7

Field Note Cycle II

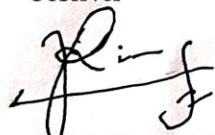
Fieldnote

Cycle/Metring : Cycle 2
 Day/Date : Senin, 5 September 2022
 Time : 10.30 - 11.58
 Theme/subtheme : Descriptive text

No	Teacher	Student
1.	As teacher in classroom, everything is good.	the student get attention from the material and the-
2.	The teacher teach the Material based on the ppt.	technique that teacher used, in the classroom.
3.	The teacher was is good in explain the technique used.	The class going quite well and the student have an encouragement in learning. The atmosphere of the class.
		Make the student enjoy, fun and being active.

Sintang, ^{5 September}~~29 August~~ 2022

Observer



Rra Yulianti, S.Pd
 NIP.

Appendix 8

Transcripts of Interview Cycle I

Interview Guideline

Interviewees : CEL (low score)
 Date : Tuesday, August 30th 2022

No	Question of Interview	Students' Answer
1	<i>What kind of the text do you like to read?</i> Jenis teks apa yang kamu suka untuk dibaca?	<i>I like reading an exposition text.</i> Saya suka membaca teks eksposisi.
2	<i>What is your problem in comprehend a reading text?</i> Apakah permasalahanmu pada saat memahami suatu teks bacaan?	<i>I difficult to translate a teks</i> Saya kesulitan untuk menerjemahkan suatu teks.
3	<i>Do you think reading comprehension is interesting lesson after using REAP (Read, Encode, Annotate, and Ponder) technique?</i> Apakah kamu setuju bahwa pemahaman membaca adalah pelajaran menarik setelah menggunakan teknik REAP (Read, Encode, Annotate, and Ponder) ?	<i>I think it is interesting in learning but I little bit did not like English.</i> Menurut saya pelajaran menjadi menarik tetapi saya sedikit tidak menyukai pelajaran bahasa Inggris.
4	<i>How far does the REAP (Read, Encode, Annotate, and Ponder) technique help you during the learning process, especially in comprehend a text?</i> Sejauh mana teknik REAP (Read, Encode, Annotate, and Ponder) membantu mu selama proses pembelajaran terutama dalam memahami suatu teks?	<i>It was help me in understanding a text.</i> Hal tersebut cukup membantu saya dalam memahami suatu teks.

5	<p><i>What is your difficulty in comprehend a descriptive text using REAP (Read, Encode, Annotate, and Ponder) technique?</i></p> <p>Apa sajakah kesulitan mu dalam memahami suatu teks deskriptif yang menggunakan teknik REAP (Read, Encode, Annotate, and Ponder)?</p>	<p><i>I little bit difficult to know a content of the text (comprehend a text in English).</i></p> <p>Saya sedikit kesusahan untuk memahami isi di dalam teks (memahami teks dalam bahasa Inggris).</p>
6	<p><i>What is your opinion about learning English (reading skill) after using REAP (Read, Encode, Annotate, and Ponder) technique?</i></p> <p>Bagaimana pendapat mu mengenai belajar bahasa Inggris (kemampuan membaca) setelah menggunakan teknik REAP (Read, Encode, Annotate, and Ponder)?</p>	<p><i>After using REAP, I have an easy way to know the content and the meaning of descriptive text.</i></p> <p>Setelah menggunakan REAP, saya menjadi mudah untuk mengetahui isi dan juga mkasud yang terdapat pada teks deskriptif.</p>

Sintang, 30 August 2022

Interviewer



Selfina Semu Miko

NIM. 180207087

Interview Guideline

Interviewees : DD (low score)
Date : Tuesday, August 30th 2020

No	Question of Interview	Students' Answer
1	<i>What kind of the text do you like to read?</i> Jenis teks apa yang kamu suka untuk dibaca?	<i>I like reading a narrative text.</i> Saya suka membaca teks narative.
2	<i>What is your problem in comprehend a reading text?</i> Apakah permasalahanmu pada saat memahami suatu teks bacaan?	<i>I difficult to understand a long reading text.</i> Saya kesulitan dalam memahami teks bacaan yang panjang.
3	<i>Do you think reading comprehension is interesting lesson after using REAP (Read, Encode, Annotate, and Ponder) technique?</i> Apakah kamu setuju bahwa pemahaman membaca adalah pelajaran menarik setelah menggunakan teknik REAP (Read, Encode, Annotate, and Ponder) ?	<i>REAP was little bit interesting because we learn in a group.</i> REAP sedikit menarik karena kami belajar didalam sebuah kelompok.
4	<i>How far does the REAP (Read, Encode, Annotate, and Ponder) technique help you during the learning process, especially in comprehend a text?</i> Sejauh mana teknik REAP (Read, Encode, Annotate, and Ponder) membantu mu selama proses pembelajaran terutama dalam memahami suatu teks?	<i>I got a knowledge using REAP.</i> Saya mendapatkan pengetahuan menggunakan REAP.
5	<i>What is your difficulty in comprehend a descriptive text using REAP (Read, Encode, Annotate, and Ponder) technique?</i> Apa sajakah kesulitan mu dalam memahami suatu teks deskriptif yang menggunakan teknik REAP (Read, Encode, Annotate, and Ponder)?	<i>I difficult to know a text in English.</i> Saya kesulitan untuk memahami teks dalam bahasa Inggris.

6	<p><i>What is your opinion about learning English (reading skill) after using REAP (Read, Encode, Annotate, and Ponder) technique?</i></p> <p>Bagaimana pendapat mu mengenai belajar bahasa Inggris (kemampuan membaca) setelah menggunakan teknik REAP (Read, Encode, Annotate, and Ponder)?</p>	<p><i>After using REAP, reading section more easy to understand a text.</i></p> <p>Setelah menggunakan REAP, bagian/sesi membaca menjadi lebih mudah saat memahami suatu teks.</p>
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Sintang, 30 August 2022

Interviewer



Selfina Semu Miko

NIM. 180207087

Interview Guideline

Interviewees : MJM (medium score)
 Date : Tuesday, August 30th 2022

No	Question of Interview	Students' Answer
1	<i>What kind of the text do you like to read?</i> Jenis teks apa yang kamu suka untuk dibaca?	<i>I like reading a conversation or dialogue in English book.</i> Saya suka membaca sebuah percakapan atau dialog dalam buku bahasa Inggris.
2	<i>What is your problem in comprehend a reading text?</i> Apakah permasalahanmu pada saat memahami suatu teks bacaan?	<i>I little bit hard in reading a long text from the meaning of the sentences and also the words.</i> Saya sedikit kesusahan membaca teks yang panjang mulai dari maksud setiap kalimat hingga kata-katanya.
3	<i>Do you think reading comprehension is interesting lesson after using REAP (Read, Encode, Annotate, and Ponder) technique?</i> Apakah kamu setuju bahwa pemahaman membaca adalah pelajaran menarik setelah menggunakan teknik REAP (Read, Encode, Annotate, and Ponder) ?	<i>It was interesting using REAP in learning because the text we used is descriptive.</i> Pembelajaran jadi menarik menggunakan REAP karena teks yang kami gunakan adalah deskriptif.
4	<i>How far does the REAP (Read, Encode, Annotate, and Ponder) technique help you during the learning process, especially in comprehend a text?</i> Sejauh mana teknik REAP (Read, Encode, Annotate, and Ponder) membantu mu selama proses pembelajaran terutama dalam memahami suatu teks?	<i>I do know a part of descriptive text (the structure).</i> Saya menjadi tahu bagian dari deskriptif teks (strukturnya).

5	<p><i>What is your difficulty in comprehend a descriptive text using REAP (Read, Encode, Annotate, and Ponder) technique?</i></p> <p>Apa sajakah kesulitan mu dalam memahami suatu teks deskriptif yang menggunakan teknik REAP (Read, Encode, Annotate, and Ponder)?</p>	<p><i>I difficult to find the meaning and even translate the sentences.</i></p> <p>Saya kesulitan untuk menemukan arti dan bahkan menerjemahkan kalimat-kalimatnya.</p>
6	<p><i>What is your opinion about learning English (reading skill) after using REAP (Read, Encode, Annotate, and Ponder) technique?</i></p> <p>Bagaimana pendapat mu mengenai belajar bahasa Inggris (kemampuan membaca) setelah menggunakan teknik REAP (Read, Encode, Annotate, and Ponder)?</p>	<p><i>After using REAP, it was easy for me to understand a text especially for the content and the structure.</i></p> <p>Setelah menggunakan REAP, memudahkan saya untuk memahami suatu teks terkhusus untuk isi dan strukturnya.</p>

Sintang, 30 August 2022

Interviewer



Selfina Semu Miko
NIM. 180207087

Interview Guideline

Interviewees : MDP (medium score)
Date : Tuesday, August 30th 2022

No	Question of Interview	Students' Answer
1	<i>What kind of the text do you like to read?</i> Jenis teks apa yang kamu suka untuk dibaca?	<i>I like reading a descriptive text.</i> Saya suka membaca sebuah teks deskriptif.
2	<i>What is your problem in comprehend a reading text?</i> Apakah permasalahanmu pada saat memahami suatu teks bacaan?	<i>I difficult to find the meaning of a text.</i> Saya kesulitan untuk menemukan maksud dari sebuah teks.
3	<i>Do you think reading comprehension is interesting lesson after using REAP (Read, Encode, Annotate, and Ponder) technique?</i> Apakah kamu setuju bahwa pemahaman membaca adalah pelajaran menarik setelah menggunakan teknik REAP (Read, Encode, Annotate, and Ponder) ?	<i>The learning process become interesting because we learn in group and also being active.</i> Proses pembelajaran menjadi menarik karena kami belajar didalam kelompok dan juga menjadi aktif.
4	<i>How far does the REAP (Read, Encode, Annotate, and Ponder) technique help you during the learning process, especially in comprehend a text?</i> Sejauh mana teknik REAP (Read, Encode, Annotate, and Ponder) membantu mu selama proses pembelajaran terutama dalam memahami suatu teks?	<i>It was help me to understand something in English (in reading a text).</i> Itu membantu saya untuk memahami sesuatu dalam bahasa Inggris (dalam membaca sebuah teks).
5	<i>What is your difficulty in comprehend a descriptive text using REAP (Read, Encode, Annotate, and Ponder) technique?</i> Apa sajakah kesulitan mu dalam memahami suatu teks deskriptif yang menggunakan teknik REAP (Read, Encode, Annotate, and Ponder)?	<i>I difficult to explain a text anymore.</i> Saya kesulitan menjelaskan kembali sebuah teks.

6	<p><i>What is your opinion about learning English (reading skill) after using REAP (Read, Encode, Annotate, and Ponder) technique?</i></p> <p>Bagaimana pendapat mu mengenai belajar bahasa Inggris (kemampuan membaca) setelah menggunakan teknik REAP (Read, Encode, Annotate, and Ponder)?</p>	<p><i>After using REAP, I became understand how to comprehend a text.</i></p> <p>Setelah menggunakan REAP, saya menjadi paham bagaimana memahami sebuah teks.</p>
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Sintang, 30 August 2022

Interviewer



Selfina Semu Miko

NIM. 180207087

Interview Guideline

Interviewees : RN (high score)
Date : Tuesday, August 30th 2022

No	Question of Interview	Students' Answer
1	<i>What kind of the text do you like to read?</i> Jenis teks apa yang kamu suka untuk dibaca?	<i>I like reading a descriptive text in English.</i> Saya suka membaca teks deskriptif dalam bahasa inggris.
2	<i>What is your problem in comprehend a reading text?</i> Apakah permasalahanmu pada saat memahami suatu teks bacaan?	<i>I difficult to translate a text into my own language.</i> Saya kesulitan menerjemahkan sebuah teks ke dalam bahasa saya.
3	<i>Do you think reading comprehension is interesting lesson after using REAP (Read, Encode, Annotate, and Ponder) technique?</i> Apakah kamu setuju bahwa pemahaman membaca adalah pelajaran menarik setelah menggunakan teknik REAP (Read, Encode, Annotate, and Ponder) ?	<i>I think, it was interesting because the REAP like a game in learning.</i> Menurut saya, hal tersebut menarik karena REAP seperti permainan dalam pembelajaran.
4	<i>How far does the REAP (Read, Encode, Annotate, and Ponder) technique help you during the learning process, especially in comprehend a text?</i> Sejauh mana teknik REAP (Read, Encode, Annotate, and Ponder) membantu mu selama proses pembelajaran terutama dalam memahami suatu teks?	<i>I became know what is a descriptive text itself and REAP was useful for me.</i> Saya menjadi tahu apa itu teks deskriptif dan REAP berguna untuk saya.
5	<i>What is your difficulty in comprehend a descriptive text using REAP (Read, Encode, Annotate, and Ponder) technique?</i> Apa sajakah kesulitan mu dalam memahami suatu teks deskriptif yang menggunakan teknik REAP (Read, Encode, Annotate, and Ponder)?	<i>I difficult to find some meaning of the words in a text.</i> Saya kesulitan menemukan beberapa arti/maksud dari beberapa kata dalam sebuah teks.

6	<p><i>What is your opinion about learning English (reading skill) after using REAP (Read, Encode, Annotate, and Ponder) technique?</i></p> <p>Bagaimana pendapat mu mengenai belajar bahasa Inggris (kemampuan membaca) setelah menggunakan teknik REAP (Read, Encode, Annotate, and Ponder)?</p>	<p><i>I have more understanding a text after using REAP.</i></p> <p>Saya lebih memahami sebuah teks setelah menggunakan REAP.</p>
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Sintang, 30 August 2022

Interviewer



Selfina Semu Miko

NIM. 180207087

Interview Guideline

Interviewees : TMS (high score)
Date : Tuesday, August 30th 2022

No	Question of Interview	Students' Answer
1	<i>What kind of the text do you like to read?</i> Jenis teks apa yang kamu suka untuk dibaca?	<i>I like reading a descriptive text.</i> Saya suka membaca teks deskriptif.
2	<i>What is your problem in comprehend a reading text?</i> Apakah permasalahanmu pada saat memahami suatu teks bacaan?	<i>I difficult to understand a whole text in English.</i> Saya kesulitan untuk memahami keseluruhan teks dalam bahasa Inggris.
3	<i>Do you think reading comprehension is interesting lesson after using REAP (Read, Encode, Annotate, and Ponder) technique?</i> Apakah kamu setuju bahwa pemahaman membaca adalah pelajaran menarik setelah menggunakan teknik REAP (Read, Encode, Annotate, and Ponder) ?	<i>The learning became interesting because we trying to understand a text itself and knew a new vocabulary.</i> Pembelajaran menjadi menarik karena kami berusaha untuk memahami teks itu sendiri serta mengetahui kosakata baru.
4	<i>How far does the REAP (Read, Encode, Annotate, and Ponder) technique help you during the learning process, especially in comprehend a text?</i> Sejauh mana teknik REAP (Read, Encode, Annotate, and Ponder) membantu mu selama proses pembelajaran terutama dalam memahami suatu teks?	<i>It was help me to determine the main idea and I understand how to find it.</i> Itu membantu saya menentukan ide pokok dan saya memahami bagaimana menemukannya.
5	<i>What is your difficulty in comprehend a descriptive text using REAP (Read, Encode, Annotate, and Ponder) technique?</i> Apa sajakah kesulitan mu dalam memahami suatu teks deskriptif yang menggunakan teknik REAP (Read, Encode, Annotate, and Ponder)?	<i>I have no difficulty in using REAP.</i> Saya tidak memiliki kesulitan dalam menggunakan REAP.

6	<p><i>What is your opinion about learning English (reading skill) after using REAP (Read, Encode, Annotate, and Ponder) technique?</i></p> <p>Bagaimana pendapat mu mengenai belajar bahasa Inggris (kemampuan membaca) setelah menggunakan teknik REAP (Read, Encode, Annotate, and Ponder)?</p>	<p><i>Before using REAP, I confused to read a text (find the meaning of that) but after learn using REAP all the activity going well.</i></p> <p>Sebelum menggunakan REAP, saya kebingungan membaca sebuah teks (menemukan maksudnya) tetapi setelah belajar menggunakan REAP segala aktivitas menjadi lebih baik.</p>
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Sintang, 30 August 2022

Interviewer



Selfina Semu Miko
NIM. 180207087

Appendix 9

Transcripts of Interview Cycle II

Interview Guideline

Interviewees : AF (low score)
 Date : Monday, September 12th 2022

No	Question of Interview	Students' Answer
1	<i>What kind of the text do you like to read?</i> Jenis teks apa yang kamu suka untuk dibaca?	<i>I like reading a descriptive text.</i> Saya suka membaca teks deskriptif.
2	<i>What is your problem in comprehend a reading text?</i> Apakah permasalahanmu pada saat memahami suatu teks bacaan?	<i>I difficult to understand a whole text in English.</i> Saya kesulitan untuk memahami keseluruhan teks dalam bahasa Inggris.
3	<i>Do you think reading comprehension is interesting lesson after using REAP (Read, Encode, Annotate, and Ponder) technique?</i> Apakah kamu setuju bahwa pemahaman membaca adalah pelajaran menarik setelah menggunakan teknik REAP (Read, Encode, Annotate, and Ponder) ?	<i>I think the learning process using REAP was interesting because the class became fun and I enjoy follow the learning.</i> Menurut saya proses pembelajaran menggunakan REAP menarik karena kelas menjadi menyenangkan dan saya menikmati pembelajarannya.
4	<i>How far does the REAP (Read, Encode, Annotate, and Ponder) technique help you during the learning process, especially in comprehend a text?</i> Sejauh mana teknik REAP (Read, Encode, Annotate, and Ponder) membantu mu selama proses pembelajaran terutama dalam memahami suatu teks?	<i>It was help me because I have a new vocabulary, and little bit make me easy in comprehending a text.</i> Itu membantu saya karena saya mempunyai kosakata baru dan sedikit memudahkan saya dalam memahami sebuah teks.

5	<p><i>What is your difficulty in comprehend a descriptive text using REAP (Read, Encode, Annotate, and Ponder) technique?</i></p> <p>Apa sajakah kesulitan mu dalam memahami suatu teks deskriptif yang menggunakan teknik REAP (Read, Encode, Annotate, and Ponder)?</p>	<p><i>I just difficult to translate a whole text.</i></p> <p>Saya kesulitan untuk menerjemahkan teks secara keseluruhan.</p>
6	<p><i>What is your opinion about learning English (reading skill) after using REAP (Read, Encode, Annotate, and Ponder) technique?</i></p> <p>Bagaimana pendapat mu mengenai belajar bahasa Inggris (kemampuan membaca) setelah menggunakan teknik REAP (Read, Encode, Annotate, and Ponder)?</p>	<p><i>After using REAP, I have more understanding in comprehend a descriptive text</i></p> <p>Setelah menggunakan REAP, saya lebih mengerti dalam memahami sebuah teks deskriptif.</p>

Sintang, 12 September 2022

Interviewer



Selfina Semu Miko

NIM. 180207087

Interview Guideline

Interviewees : NTD (low score)
Date : Monday, September 12th 2022

No	Question of Interview	Students' Answer
1	<i>What kind of the text do you like to read?</i> Jenis teks apa yang kamu suka untuk dibaca?	<i>I interested to read a story (fairytale) in English.</i> Saya lebih suka membaca sebuah cerita (dongeng) dalam bahasa Inggris.
2	<i>What is your problem in comprehend a reading text?</i> Apakah permasalahanmu pada saat memahami suatu teks bacaan?	<i>Sometimes, I difficult to find the meaning of some vocabulary in a text and hard to pronounce that.</i> Terkadang, saya kesulitan menemukan arti dari beberapa kosakata dalam sebuah teks dan susah untuk melafalkannya.
3	<i>Do you think reading comprehension is interesting lesson after using REAP (Read, Encode, Annotate, and Ponder) technique?</i> Apakah kamu setuju bahwa pemahaman membaca adalah pelajaran menarik setelah menggunakan teknik REAP (Read, Encode, Annotate, and Ponder) ?	<i>I think the learning was interesting because the REAP we used like a game, make me enjoy while learn in a group.</i> Menurut saya pembelajaran menjadi menarik karena REAP yang kami gunakan seperti sebuah permainan, membuat saya menikmati ketika belajar dalam kelompok.
4	<i>How far does the REAP (Read, Encode, Annotate, and Ponder) technique help you during the learning process, especially in comprehend a text?</i> Sejauh mana teknik REAP (Read, Encode, Annotate, and Ponder) membantu mu selama proses pembelajaran terutama dalam memahami suatu teks?	<i>It was help me to know a description of hsitorical place and I found new words.</i> Itu membantu saya untuk mengetahui deskripsi dari tempat bersejarah dan saya menemukan kata-kata baru.

5	<p><i>What is your difficulty in comprehend a descriptive text using REAP (Read, Encode, Annotate, and Ponder) technique?</i></p> <p>Apa sajakah kesulitan mu dalam memahami suatu teks deskriptif yang menggunakan teknik REAP (Read, Encode, Annotate, and Ponder)?</p>	<p><i>It was little bit difficult for me to analyze a text because my English is low.</i></p> <p>Hal tersebut sedikit menyulitkan saya untuk menganalisis sebuah teks karena bahasa Inggris saya kurang.</p>
6	<p><i>What is your opinion about learning English (reading skill) after using REAP (Read, Encode, Annotate, and Ponder) technique?</i></p> <p>Bagaimana pendapat mu mengenai belajar bahasa Inggris (kemampuan membaca) setelah menggunakan teknik REAP (Read, Encode, Annotate, and Ponder)?</p>	<p><i>After using REAP, my ability to comprehend a text had increased.</i></p> <p>Setelah menggunakan REAP, kemampuan saya dalam memahami sebuah teks telah meningkat.</p>

Sintang, 12 September 2022

Interviewer



Selfina Semu Miko
NIM. 180207087

Interview Guideline

Interviewees : FBUH (medium score)
 Date : Monday, September 12th 2022

No	Question of Interview	Students' Answer
1	<i>What kind of the text do you like to read?</i> Jenis teks apa yang kamu suka untuk dibaca?	<i>Honestly, I like reading a descriptive text very much.</i> Sejujurnya, saya sangat suka membaca sebuah teks deskriptif.
2	<i>What is your problem in comprehend a reading text?</i> Apakah permasalahanmu pada saat memahami suatu teks bacaan?	<i>I little bit hard understanding a long reading text.</i> Saya sedikit kesusahan memahami teks bacaan yang panjang.
3	<i>Do you think reading comprehension is interesting lesson after using REAP (Read, Encode, Annotate, and Ponder) technique?</i> Apakah kamu setuju bahwa pemahaman membaca adalah pelajaran menarik setelah menggunakan teknik REAP (Read, Encode, Annotate, and Ponder) ?	<i>I think the learning process was interesting for me because we learned and discuss in group.</i> Menurut saya proses pembelajaran menarik untuk saya karena kami belajar dan berdiskusi didalam kelompok.
4	<i>How far does the REAP (Read, Encode, Annotate, and Ponder) technique help you during the learning process, especially in comprehend a text?</i> Sejauh mana teknik REAP (Read, Encode, Annotate, and Ponder) membantu mu selama proses pembelajaran terutama dalam memahami suatu teks?	<i>I became understand about the structure of a descriptive text and other part of that.</i> Saya menjadi paham tentang struktur dari teks deskriptif dan bagian lainnya.

5	<p><i>What is your difficulty in comprehend a descriptive text using REAP (Read, Encode, Annotate, and Ponder) technique?</i></p> <p>Apa sajakah kesulitan mu dalam memahami suatu teks deskriptif yang menggunakan teknik REAP (Read, Encode, Annotate, and Ponder)?</p>	<p><i>I have no difficulty using REAP but sometimes I hard to translate some sentences.</i></p> <p>Saya tidak memiliki kesulitan saat menggunakan REAP tetapi terkadang saya susah untuk menerjemahkan beberapa kalimat.</p>
6	<p><i>What is your opinion about learning English (reading skill) after using REAP (Read, Encode, Annotate, and Ponder) technique?</i></p> <p>Bagaimana pendapat mu mengenai belajar bahasa Inggris (kemampuan membaca) setelah menggunakan teknik REAP (Read, Encode, Annotate, and Ponder)?</p>	<p><i>After using REAP, I do know the part of description of two historical places and my vocabulary was gain also.</i></p> <p>Setelah menggunakan REAP, saya menjadi tahu bagian dari teks deskriptif dari dua tempat bersejarah dan juga kosakata saya bertambah.</p>

Sintang, 12 September 2022

Interviewer



Selfina Semu Miko
NIM. 180207087

Interview Guideline

Interviewees : N (medium score)
 Date : Monday, September 12th 2022

No	Question of Interview	Students' Answer
1	<i>What kind of the text do you like to read?</i> Jenis teks apa yang kamu suka untuk dibaca?	<i>I like reading a descriptive text about people and things.</i> Saya suka membaca teks deskriptif mengenai orang dan benda.
2	<i>What is your problem in comprehend a reading text?</i> Apakah permasalahanmu pada saat memahami suatu teks bacaan?	<i>I actually difficult to translate a text (find the meaning of some words).</i> tek ya sebenarnya kesulitan untuk menerjemahkan sebuah teks (menemukan arti dari beberapa kata).
3	<i>Do you think reading comprehension is interesting lesson after using REAP (Read, Encode, Annotate, and Ponder) technique?</i> Apakah kamu setuju bahwa pemahaman membaca adalah pelajaran menarik setelah menggunakan teknik REAP (Read, Encode, Annotate, and Ponder) ?	<i>It was interesting and fun because the REAP was like a game in learning also my friends and I were not passive anymore in the class.</i> Hal itu menarik dan menyenangkan karena REAP seperti permainan dalam pembelajaran juga saya dan teman-teman tidak menjadi diam lagi saat didalam kelas.
4	<i>How far does the REAP (Read, Encode, Annotate, and Ponder) technique help you during the learning process, especially in comprehend a text?</i> Sejauh mana teknik REAP (Read, Encode, Annotate, and Ponder) membantu mu selama proses pembelajaran terutama dalam memahami suatu teks?	<i>It was help me to understand a content of a text.</i> Itu membantu saya memahami isi dari sebuah teks.

5	<p><i>What is your difficulty in comprehend a descriptive text using REAP (Read, Encode, Annotate, and Ponder) technique?</i></p> <p>Apa sajakah kesulitan mu dalam memahami suatu teks deskriptif yang menggunakan teknik REAP (Read, Encode, Annotate, and Ponder)?</p>	<p><i>Actually, there was no difficulty in using REAP but I just little bit hard to explain content of the text anymore using my own words in English.</i></p> <p>Sebenarnya, tidak ada kesulitan dalam menggunakan REAP tetapi saya sedikit susah untuk menjelaskan kembali isi teks menggunakan kata-kata sendiri dalam bahasa Inggris.</p>
6	<p><i>What is your opinion about learning English (reading skill) after using REAP (Read, Encode, Annotate, and Ponder) technique?</i></p> <p>Bagaimana pendapat mu mengenai belajar bahasa Inggris (kemampuan membaca) setelah menggunakan teknik REAP (Read, Encode, Annotate, and Ponder)?</p>	<p><i>After using REAP, I have fluent in reading a text and became understand what a descriptive text is about historical place.</i></p> <p>Setelah menggunakan REAP, saya mulai lancar dalam membaca teks dan menjadi paham apa itu teks deskriptif tentang tempat bersejarah.</p>

Sintang, 12 September 2022

Interviewer



Selfina Semu Miko
NIM. 180207087

Interview Guideline

Interviewees : HLW (high score)
Date : Monday, September 12th 2022

No	Question of Interview	Students' Answer
1	<i>What kind of the text do you like to read?</i> Jenis teks apa yang kamu suka untuk dibaca?	<i>I like reading all the text in English book including a descriptive text.</i> Saya suka membaca semua teks dalam buku bahasa Inggris termasuk teks deskriptif.
2	<i>What is your problem in comprehend a reading text?</i> Apakah permasalahanmu pada saat memahami suatu teks bacaan?	<i>I difficult to find the meaning of unfamiliar word and little bit hard to pronounce some words.</i> Saya kesulitan untuk menemukan arti dari kata-kata yang jarang saya temukan dan sedikit susah melafalkan beberapa kata.
3	<i>Do you think reading comprehension is interesting lesson after using REAP (Read, Encode, Annotate, and Ponder) technique?</i> Apakah kamu setuju bahwa pemahaman membaca adalah pelajaran menarik setelah menggunakan teknik REAP (Read, Encode, Annotate, and Ponder) ?	<i>I think it was very interesting. The REAP made me understand and also the atmosphere of class was amusing and I enjoy too.</i> Menurut saya itu sangat menarik. REAP membuat saya paham dan juga suasana kelas jadi menyenangkan dan saya juga menikmatinya.
4	<i>How far does the REAP (Read, Encode, Annotate, and Ponder) technique help you during the learning process, especially in comprehend a text?</i> Sejauh mana teknik REAP (Read, Encode, Annotate, and Ponder) membantu mu selama proses pembelajaran terutama dalam memahami suatu teks?	<i>It was help me to know a descriptive text especially the structure of the text and also I knew how to find the main and supporting idea.</i> Hal tersebut membantu saya untuk memahami teks deskriptif terutama struktur teks dan juga saya mengetahui bagaimana cara menemukan ide pokok dan ide pendukung.

5	<p><i>What is your difficulty in comprehend a descriptive text using REAP (Read, Encode, Annotate, and Ponder) technique?</i></p> <p>Apa sajakah kesulitan mu dalam memahami suatu teks deskriptif yang menggunakan teknik REAP (Read, Encode, Annotate, and Ponder)?</p>	<p><i>I have no difficulty in using REAP but I just have a low vocabulary.</i></p> <p>Saya tidak memiliki kesulitan dalam menggunakan REAP tetapi saya memiliki tidak memiliki banyak kosakata.</p>
6	<p><i>What is your opinion about learning English (reading skill) after using REAP (Read, Encode, Annotate, and Ponder) technique?</i></p> <p>Bagaimana pendapat mu mengenai belajar bahasa Inggris (kemampuan membaca) setelah menggunakan teknik REAP (Read, Encode, Annotate, and Ponder)?</p>	<p><i>After using REAP, I have increased in comprehend a descriptive text.</i></p> <p>Setelah menggunakan REAP, saya memiliki peningkatan dalam memahami sebuah teks deskriptif teks.</p>

Sintang, 12 September 2022

Interviewer



Selfina Semu Miko
NIM. 180207087

Interview Guideline

Interviewees : VA (high score)
Date : Monday, September 12th 2022

No	Question of Interview	Students' Answer
1	<p><i>What kind of the text do you like to read?</i></p> <p>Jenis teks apa yang kamu suka untuk dibaca?</p>	<p><i>I like reading a descriptive text because make me knew a description of some things.</i></p> <p>Saya suka membaca sebuah teks deskriptif karena membuat saya mengetahui deskripsi dari beberapa hal.</p>
2	<p><i>What is your problem in comprehend a reading text?</i></p> <p>Apakah permasalahanmu pada saat memahami suatu teks bacaan?</p>	<p><i>I difficult to find the meaning of some vocabularies when I read a text.</i></p> <p>Saya kesulitan menemukan arti dari beberapa kosakata pada saat saya membaca sebuah teks.</p>
3	<p><i>Do you think reading comprehension is interesting lesson after using REAP (Read, Encode, Annotate, and Ponder) technique?</i></p> <p>Apakah kamu setuju bahwa pemahaman membaca adalah pelajaran menarik setelah menggunakan teknik REAP (Read, Encode, Annotate, and Ponder) ?</p>	<p><i>It was fun, interesting and the REAP treat me in comprehend a text and also I enjoy follow the learning activity in clasroom.</i></p> <p>Hal itu menyenangkan, menarik dan REAP membuat saya memahami sebuah teks dan juga saya menikmati aktivitas didalam kelas.</p>
4	<p><i>How far does the REAP (Read, Encode, Annotate, and Ponder) technique help you during the learning process, especially in comprehend a text?</i></p> <p>Sejauh mana teknik REAP (Read, Encode, Annotate, and Ponder) membantu mu selama proses pembelajaran terutama dalam memahami suatu teks?</p>	<p><i>It was help me to learn what description of place itself and made me easy to find the main idea.</i></p> <p>Hal tersebut membantu saya belajar tentang deskripsi sebuah tempat dan membuat saya mudah untuk menemukan ide pokok.</p>

5	<p><i>What is your difficulty in comprehend a descriptive text using REAP (Read, Encode, Annotate, and Ponder) technique?</i></p> <p>Apa sajakah kesulitan mu dalam memahami suatu teks deskriptif yang menggunakan teknik REAP (Read, Encode, Annotate, and Ponder)?</p>	<p><i>I actually have no difficulty using REAP because the media help me to comprehend a descriptive text.</i></p> <p>Saya sebenarnya tidak memiliki kesulitan menggunakan REAP karena media tersebut membantu saya memahami sebuah teks deskriptif.</p>
6	<p><i>What is your opinion about learning English (reading skill) after using REAP (Read, Encode, Annotate, and Ponder) technique?</i></p> <p>Bagaimana pendapat mu mengenai belajar bahasa Inggris (kemampuan membaca) setelah menggunakan teknik REAP (Read, Encode, Annotate, and Ponder)?</p>	<p><i>After using REAP, I became easy to interact with the text. It was make me easy write an opinion and answer the question.</i></p> <p>Setelah menggunakan REAP, saya jadi mudah memahami teks. Hal tersebut membuat saya mudah menulis pendapat dan menjawab pertanyaan.</p>

Sintang, 12 September 2022

Interviewer



Selfina Semu Miko
NIM. 180207087

Appendix 10

Result of Test Cycle I

Nama: CAP
Kelas: X MIPA I

(4/5)

TEXT 1

Question

1. What is the best title of the text about?
2. What does the first paragraph tell you about? (Give your explanation)
3. What is the purpose of the writer to write the text? (Give your explanation)
4. What is the main idea of last paragraph?
5. Write down the short description of Monas by using your own words.

Answer

1. The National Monument.
2. The second paragraph describes the Monas which was built during the era of Fierco nationalism in Sukarno. The Peak of the National Monument (Monas) is Merdeka. This box symbolizes the People's determination to achieve independence and the Peak of their efforts in the Peak of their efforts in the Proclamation of Independence in 1945.
3. The Purpose of the text is to describe the struggle for Indonesian through a series of dramas, and so that we know the ~~significance~~ ^{significance} of the national monument.
4. The main idea of the last paragraph is to know that Constitution began in 1961 under President Sukarno.
5. Monas is a national monument, the national monument is one of the monument built the era of Sukarno's Fierco nationalism. This box symbolizes the People's determination.

6	1
7	1
8	1
9	1
10	1

No. :
Date :

60

Nama : F B U H
Kelas : X IPA I
Materi : B. Inggris

Teks I.
Question!

1. What is the best title of the text above?
2. What does the first paragraph tell you about? (Give your explanation).
3. What is the purpose of the writer the text? (Give your explanation).
4. What is the main idea of last paragraph?
5. Write down the short description of Monas by using your own word!

Jwb:

1. "Monumen nasional, (Monas)"
2. the description of monas.
3. Telling us about the history of Indonesia. one of ~~monas~~ which is monas, introducing the ~~character~~ characteristic of monas, and the history of the founding of monas.
4. The year of ~~con~~ construction of monas, the struggle for Indonesian independence through a series of ~~olommas~~ ~~olommas~~.
5. the national monument "of monas" is a 137 meter high monument, monas was established to commemorate the resistance and struggle of the Indonesian people in seizing independence.

No. :	
Date :	
<input type="checkbox"/>	Construction began on August 17, 1961 under the
<input type="checkbox"/>	Orders of President Soekarno, and was inaugurated
<input type="checkbox"/>	so that it was opened to the public on July
<input type="checkbox"/>	13, 1975. This monument is crowned with a flame
<input type="checkbox"/>	coated with 35 kg of gold.
<input type="checkbox"/>	
<input type="checkbox"/>	Text II
<input type="checkbox"/>	6. Tell about the Buddhist temple, namely Borobudur
<input type="checkbox"/>	temple
<input type="checkbox"/>	7. - Paragraph 1: where the Borobudur temple is,
<input type="checkbox"/>	and build because
<input type="checkbox"/>	- Paragraph 2: of the structure of the Borobudur
<input type="checkbox"/>	temple.
<input type="checkbox"/>	- Paragraph 3: of the beliefs about the Borobudur
<input type="checkbox"/>	temple.
<input type="checkbox"/>	8. Sphere carupadhatu, kamadhatu, rupadhatu, symbolizes,
<input type="checkbox"/>	Sailendra, ether, formlessness, abandon, stairways.
<input type="checkbox"/>	9. Beliefs about temple and spiritual things in
<input type="checkbox"/>	them such as kamadhatu, rupadhatu, and
<input type="checkbox"/>	arupadhatu.
<input type="checkbox"/>	10. Borobudur is a Buddhist temple Borobudur is well
<input type="checkbox"/>	known all over the world the design of Borobudur
<input type="checkbox"/>	symbolizes the conception of universes in
<input type="checkbox"/>	Buddhist cosmology. Borobudur also
<input type="checkbox"/>	has many supernatural things that are
<input type="checkbox"/>	believed to be.
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

Appendix 11

Result of Test Cycle II

No. NTD
Date XVII 7 ☐ Sun ☐ Mon ☐ Tues ☐ Wed ☒ Thurs ☐ Fri ☐ Sat

1. Beliefs about temple and spiritual things in them such as kamadhātu, rupadhātu, and arupadhātu.

2. Paragraph I : "It was built in the ninth century under the sailendra dynasty of ancient Mataram Kingdom."

4. Paragraph II : "The temple is constructed on a hill 46 meter high and consist of eight step like stone terrace."

Paragraph III : "it is believed that the universe is divided into three three spiritual Edition."

3. Description of Borobudur temple building that located in magelang.

4. Borobudur is a buddhist temple, Borobudur is well know all over the world. The design borobudur symbolize the conception of universe in Buddhist cosmology. Borobudur also has many supernatural things that are believed to be.

5. Sphere, arupadhātu, kamadhātu, rupadhātu, symbolize, sailendra, ether, formlessness, abandon, stairways.

6. The identification of monas from the top until the bottom floor.

* ~~The year a construction of monas from the shape and the size of the building object in room and the construction.~~

4. 8. Monas as a national monument.

9. The purpose is to describe monas from the shape and the size of building object in room and construction.

SISWA

No. _____
Date _____ ☐ Sun ☐ Mon ☐ Tues ☐ Wed ☐ Thurs ☐ Fri ☐ Sat

7. The year as a construction of monas, the struggle for Indonesia independence through a service of dioramas.

10. the national monument of monas is a 137 meter high monument. monas was established to commemorate the the resistance and struggle of the Indonesian people in seizing independence, construction began on August 17, 1961 under the orders of opened to the public on July 12, 1975. This monument is crowned with a flame coated with 35 kg of gold.

Kelas: IPA 1 Nama: IMDI

Jawaban:

1. ~~But~~ Borobudur ^{was} believed that the building divided into three spiritual sphere, such as kamadhatu, Rupadhatu, and arupadhatu.
2. Paragraph 1: it was built in the ninth century under the sailendra dynasty of ancient Mataram Kingdom.
Paragraph 2: the temple is constructed on hill 46 meter high and consist of eight steps like stone terrace.
Paragraph 3: it is believed that the universe is divided into the three spiritual spheres.
3. Description of ~~the~~ overall building of the borobudur temple that located in Magelang, Central Java, Indonesia.
4. Borobudur is the buddhist temple that well-known all over the world. The building has height 46 meter and with 8 level ~~like~~ like stone terrace. It has magnificent size and architect.
5.

- century \Rightarrow abad	- square \Rightarrow persegi	- conception \Rightarrow konsepsi
- influenced \Rightarrow terpengaruh	- sculpture \Rightarrow seni pahat	- ancient \Rightarrow kuno
- surrounded \Rightarrow terasit	- circular \Rightarrow bundar	
- adorned \Rightarrow menghiasi	- crowned \Rightarrow dimahkotai	
6. The identification of monas from the top until the bottom floor.
7. construction started in 1961 under president Soekarno but was not completed until 1975, under president Soeharto. The monument houses a couple of museums.
8. Monas as a national monument.
9. The purpose is to describe monas from the shape and the size of the building object in room and construction.
10. the national ~~monu~~ monument of monas is built in the ninth century in the soekarno era. ~~Monas divided into~~ Monas has 35 kg gold of the ~~to~~ flame coated. It has ~~a~~ history inside the museum.

Appendix 12

The Results of Students Score in Cycle I and Cycle II

No	Students Name	Score Cycle I	Score Cycle II
1.	AF	50	67,5
2.	CA	65	85
3.	CEL	42,5	77,5
4.	DAA	55	77,5
5.	DD	52,5	70
6.	DKC	57,5	82,5
7.	FL	57,5	80
8.	FBUH	60	85
9.	HLW	67,5	87,5
10.	ISP	55	80
11.	MJM	65	87,5
12.	MRA	57,5	80
13.	MDI	57,5	87,5
14.	MH	52,5	82,5
15.	M	60	85
16.	MDP	60	85
17.	M	60	80
18.	MSS	57,5	85
19.	NTD	57,5	75
20.	NS	65	80
21.	N	62,5	82,5
22.	RN	70	80
23.	TMS	72,5	85
24.	VA	62,5	85
25.	YS	57,5	85
Amount		1480	2037,5

Average	59,2	81,5
Lowest Score	42,5	67,5
Highest Score	72,5	87,7

Appendix 13

The Result of Scoring Reading Comprehension Test Cycle I

Name of Student	Number of Question									
	1	2	3	4	5	6	7	8	9	10
AF	4	2	2	2	3	2	2	4	2	3
CA	4	2	2	2	2	1	2	4	3	3
CEL	2	2	2	3	3	1	1	1	1	1
DAA	4	1	2	2	3	2	2	2	1	3
DD	2	2	3	2	2	3	4	1	1	1
DKC	4	2	2	1	2	2	2	2	2	4
FL	4	1	2	2	3	2	2	2	2	3
FBUH	4	2	2	2	3	2	2	2	2	3
HLW	4	2	2	2	3	2	2	4	3	3
ISP	4	2	2	2	4	2	1	3	1	1
MJM	4	2	2	2	3	2	2	4	2	3
MRA	4	2	2	2	3	2	2	2	2	2
MDI	4	2	2	2	3	2	2	4	3	3
MH	1	1	1	1	1	2	2	4	2	3
M	2	2	3	2	3	2	4	2	2	2
MDP	4	2	2	2	3	2	2	2	2	3
M	2	2	3	3	2	2	4	2	2	2
MSS	4	4	3	2	3	3	2	1	1	1
NTD	4	2	2	2	2	3	2	2	1	3
NS	4	2	2	2	3	3	2	2	3	3
N	4	2	2	2	3	2	2	2	2	3
RN	4	4	4	2	3	3	4	1	2	1
TMS	4	3	2	3	3	1	2	4	3	4
VA	4	2	2	2	2	2	2	4	2	3
YS	4	2	2	2	3	2	2	2	2	3

Appendix 14

The Result of Scoring Reading Comprehension Test Cycle II

Name of Student	Number of Question									
	1	2	3	4	5	6	7	8	9	10
AF	2	4	3	2	2	3	2	4	2	3
CA	3	4	4	3	4	4	2	4	3	4
CEL	3	4	3	3	4	3	2	4	3	2
DAA	2	4	3	3	2	4	2	4	3	4
DD	2	4	3	2	2	4	2	4	3	2
DKC	2	4	3	3	4	4	3	4	3	3
FL	3	4	3	3	2	4	3	4	3	3
FBUH	3	4	3	3	4	4	2	4	4	4
HLW	3	4	3	3	2	4	2	4	3	3
ISP	3	4	3	2	1	4	2	4	2	4
MJM	2	4	4	3	4	4	3	4	3	4
MRA	3	4	3	2	4	3	3	4	3	3
MDI	3	4	3	3	3	4	3	4	4	4
MH	3	4	3	2	4	4	3	4	3	3
M	3	4	3	3	3	4	3	4	3	3
MDP	3	4	3	3	3	4	3	4	3	4
M	3	4	3	3	2	4	3	4	3	3
MSS	4	3	3	3	4	4	3	4	3	3
NTD	2	4	3	3	2	4	2	4	3	3
NS	3	4	3	3	3	3	3	4	3	3
N	3	4	3	3	2	4	3	4	3	3
RN	3	4	3	4	4	3	2	4	2	4
TMS	4	4	4	4	3	4	1	4	2	4
VA	2	4	3	4	4	4	2	4	3	4
YS	3	4	3	3	4	4	3	4	3	3

Appendix 15

Research Permission



Nomor : 151/B-6/G1/VIII/2022
 Lampiran : 1 (satu) lembar
 Perihal : Izin Penelitian

Kepada

Yth. Kepala SMAN 1 Sungai Tebelian

Di Tempat

Dengan hormat,

Berkenaan dengan tugas akhir mahasiswa atau skripsi, kami mohon kepada Bapak/Ibu untuk memberikan izin kepada mahasiswa kami:

Nama : Selfina Semu Miko
 NIM : 180207087
 Jurusan : Pendidikan Bahasa dan Seni
 Program Studi : Pendidikan Bahasa Inggris

Untuk melakukan penelitian di sekolah yang Bapak/ Ibu pimpin dengan judul:

"Teaching Reading Comprehension Through REAP(Reap, Encode, Annote & Ponder) Technique at Tenth Grade of SMAN 1 Sungai Tebelian". Adapun tanggal dan waktu penelitian sepenuhnya adalah hasil koordinasi kedua belah pihak.

Demikian surat permohonan ini kami sampaikan, atas perhatian dan kerjasamanya kami ucapkan terima kasih.


Sintang, 09 Agustus 2022

Mengetahui
Ketua STKIP Persada Khatulistiwa
Didin Syatryudin, S.P., M.Si
 NIDN: H02066603

Kepala Prodi PBI
Sijono, M.Pd.
 NIDN: 1115028901


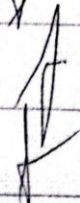
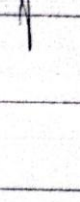
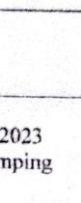
Appendix 16

Guidance Card of Thesis

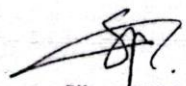
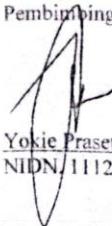
	PERKUMPULAN BADAN PENDIDIKAN KARYA BANGSA STKIP PERSADA KHATULISTIWA SINTANG SINTANG-KALIMANTAN BARAT Jl. Pertamina Sengkuang Km.4, Kotak Pos 126, Telp. (0565)2022386, 2022387 Email: stkippersada@gmail.com Website: www.persadakhatulistiwa.ac.id		
	KARTU BIMBINGAN TA		
	Kode : 008FA4-1	Edisi 1	Revisi 1

KARTU BIMBINGAN TA			
Nama	: Selfina Semu Miko	Kelas	: A2
NIM	: 180207087	Prodi	: PBI
Pembimbing I	: Sijono, M. Pd.	Pembimbing II	: Yokie Prasteya D, M.Pd. B.I.
Judul Skripsi		: Teaching Reading Comprehension Through REAP (Read, Encode, Annotate, and Ponder) Technique at Tenth Grade at SMAN 1 Sungai Tebelian	

NO	TGL	CATATAN PEMBIMBINGAN	PARAF	
			Pembimbing	Mahasiswa
1.	14/11/21	Pemeriksaan seluruh bab (1-5)	/	/
2.	17/11/21	Revisi bab 3	/	/
3.	21/11/21	Revisi bagian rubrik bab 3	/	/
4.	24/11/21	Revisi bab 4 (Finding)	/	/
5.	5/12/21	Revisi bab 4 cycle 1 dan 2	/	/
6.	8/12/21	Di Acc oleh pembimbing 1	/	/
7.	19/12/21	Revisi bab 1	/	/
8.	20/12/21	Revisi bab 2	/	/

9.	21/12	Revisi bab 3		24
10	5/23	Revisi bab 4		24
11.	6/23	Revisi finding & discussion		24
12.	9/23	Acc oleh pembimbing ke 2		24

Pembimbing Utama

Sijono, M.Pd
NIDN. 1115028901Sintang, 16 Januari 2023
Pembimbing PendampingYokie Prasetya Dharma, M.Pd.BI
NIDN. 1112089001Mengetahui,
Ketua Prodi Pendidikan Bahasa InggrisSijono, M.Pd
NIDN. 1115028901

Appendix 17

Documentation

P.1 The researcher teach the students



P.2 The students follow and listento the researcher the class very well



P.3 One of students' read their result in analyse a text after using REAP



P.4 The researcher monitored the students in group



P.5 The researcher doing an interview



P.6 The students performance in reading comprehension

BIOGRAPHY



Selfina Semu Miko, The researcher was born on June 19th 1999 in Rajang Begantung II. She lives at Sintang, West Kalimantan. She is the second daughter in her beloved family from true couple Mr. Paulus Penghabis and Mrs. Nuberta Norni. She has two sisters, namely Densiana Kristina V.Y and Theodora Klaudia P.M.

The researcher began her education at elementary school of SD Negeri 01 Sungai ukoi and finished in 2011, then continued to Junior high School of SMP Panca Setya II Sintang and finished her study in 2014. At the same year, she continued to Senior High School of SMAN 3 Sintang and she finished in 2017. During her education at middle and high school levels, the reseracher participated in competitions in volleyball and basketball at school and regional levels. Besides that, the researcher was also a member of the Gita Bahana Bumi Senentang choir in commemorating the Indonesian Independence Day in Sintang district in 2015 and 2016.

In 2018, she enrolled at STKIP Persada Khatulistiwa Sintang and choose the major of English Language Education. The researcher finished her study in 2023. During college, she joined several existing organizations and participated in several college-level competitions.