# THE EFFECT OF USING WHATSAPP TOWARDS THE THIRD YEAR STUDENTS' READING COMPREHENSION AT SMP IT AZIZIYAH PEKNBARU

**A THESIS**

*Intended to Fulfill One of Requrtments for the Award of sarjana Degree in*

*English Langguage Teaching and Eeducation*

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**FACULTY OF TEACHER TRAINING AND EDUCATION**

**UNIVERSITAS ISLAM RIAU**

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# THESIS

## THE EFFECT OF USING WHATSAPP TOWARDS THE THIRD YEAR STUDENTS READING COMPREHENSION AT SMP IT AZIZIYYAH PEKANBARU

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| No. | Date | Guidance agenda | Signature |
|-----|------|-----------------|-----------|
| 1. | February 11th 2019 | Revised Chapter I | |
| 2. | February 18th 2019 | Revised Chapter II, | |
| 3. | June 28th 2019 | Revised Chapter II | |
| 4. | August 8th 2019 | Seminar Proposal | |
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| 6. | December 3rd 2019 | Revised Chapter III and Chapter IV | |
| 7. | December 13rd 2019 | Revised Chapter III and Chapter IV | |
| 8. | February 15th 2020 | Revised Chapter III and Chapter IV | |
| 9. | March 20th 2020 | Allowed to Join Thesis Examination | |

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# LETTER OF NOTICE

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has completely written a thesis which entitled:

**The Effect of Using Whatsapp Towards the Third Year Students' Reading Comprehension At SMP IT Aziziyyah Pekanbaru**

It is ready to be examined. This letter is made to be used, as it needed.

Pekanbaru, 21 March 2020

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# DECLARATION

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**Faculty**           : Teacher Training and Education Faculty

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I admit this thesis is belongs to my own work expect the quatation (direct or indirectly) The quatation listed in refrence.

<div align="right">

Pekanbaru, 21 March 2020

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Pekanbaru,7th September 2020

The Researcher

Gilang Fadryon

ii

# ABSTRACT

**Gilang Fadryon, 2019, The Effect of Whatsapp Towards the Third Year Students Reading Comprehension At SMP IT Aziziyyah Pekanbaru**

**Key Words :** Students Reading Comprehension, Whatsapp, Narrative Text.

The purpose of this research is to find out students reading comprehension in learning reading and to know how Whatsapp social media supports their Reading Skills. The reseacrher expected that the students would be able to understand what they read. By reading, students are expected to be able to answer questions consisting of text and students can understand the meaning in the text as a whole.

This research was an Experimental research. The subject of this research is the third grade students of SMP IT Aziziyyah Pekanbaru, the research was conducted on 6<sup>th</sup> November until 4<sup>th</sup> December 2019. The sample of the research was divided two groups, the first group was an experiment group, it consisted of 25 students. in order to explore the resesarch data, the research applied reading test to the sample in experimental and control group. In this case the reseacrher used reading test : they are pre-test, treatment, and post-test. The researcher analyzed the data by using SPSS to support the data.

The result of the study in pre-test showed that students reading of effort text in experimental class there were 1 students stayed in very low level and there were 7 students in good level. However in post-test of experimental class, there was 14 students can reach good level, 11 students in very good level, and 0 students in low and very low level. From the result above, it can be conclude the students had imprevement in reading comprehension, it was proved by students total score had imprevement after treatment using social media Whatsapp.

# TABLE OF CONTENTS

# LIST OF TABLES

# LIST OF CHART

# LIST OF APPENDICES

# CHAPTER I

# INTRODUCTION

This section included background of study, setting of the problem, identifications of problem, rresearch question, objective of the research, significance of research, idefinition of the key term. Each of the items is discussed clearly as follow:

## 1.1 Background of the study

English is one of some international languages which is used by most people around the world. In a global era, people are expected to master English so that they can communicate with other people who live in other countries. As a tool of an international communication, it should be learned by people who live in a country which uses English as a foreign language, including Indonesia. To support Indonesian people to be able to communicate with other people around the globe, Indonesian government incorporates English into its educational curriculum as one ofits compulsory subjects starting from elementary school level up to university level.

To master English, there are four skills that the language learners have to learn. One of them is reading. It is one of essential skills that can support the learners to improve their language skills. Besides expanding the learners' knowledge about particular topic that they read, the students can also learn about vocabularies and grammar through reading.

The purpose of teaching reading, students can get knowledge and understand the context of what has been explained in the text. By reading, students are expected to be able to answer questions consisting of text and students can understand the meaning in the text as a whole.

Reading is an active process of building meaning of words. Reading aims to help readers direct information towards their goals and focus on their attention. Although the main purpose of reading is to understand the text. Reading is a process of thinking. This allows the reader to use what he might already know, also called prior knowledge. During processing this information, readers use strategies to understand what they are reading, use themes to organize, and use textual instructions to find the meaning of new words. So reading is an activity that involves someone to think about a meaning or content of a reading or text that we are reading

In this current situation the problem that often comes to secondary school students in the face of reading is the lack of motivation to read. According to psychologists Dimyati and Mujdiono, there are 4 factors that influence student learning motivation, namely: student ideals, abilities, physical and psychological conditions and environmental conditions of students. There are also factors that cause a decrease in learning motivation, either because of intrinsic or extrinsic factors, which of course will have a major impact on student performance and academic performance including: poor grades, unwillingness to be involved in the learning process, indifference to academics. activities or even absent from class. The first

thing that can be done to overcome the problem of low learning motivation is to understand what things can reduce and weaken students' motivation to learn. If you know what causes low learning motivation, we can find various solutions to overcome it or even ask for help from people and other parties who understand more about students' problems to solve problems that make student learning motivation low.

Another thing that can help improve student learning is to make connections between subjects and real life every day. By understanding the practical benefits of being able to learn more seriously. If students assess what they learn is important, it will add value to their lives, and students can devote more time and learn more about what they learn in school.

Students get several English textbooks written in English. These textbooks contain a lot of information and functions related to the subjects studied by students. To understand this information, they therefore need a good knowledge of English. Especially, they must have good reading skills, because in their textbook everything is written in English. That is why reading skills are important to master.

However, the researcher found that there were many learners who still had low reading skills.

Based on the 2013 curriculum, Junior High School IT Aziziyyah were taught several texts in the teaching and learning process. including procedures, descriptive,

recount, narration, and reports. They must be able to recognize and distinguish the type of text. students must also be able to comprehend the reading of the type of text.

The students must be able to get general information from the English text in order to understand all the content of the story from the begining until the end. so they must memorize a lot English vocabularies in their memory in order to make them be able to know what the meaning and answer the questions about everything deal with the story.

In this study, The researcher is interested in exploring the reading skill. This study aims to find out the effects of using Whatapp towards the students' reading comprehension. Finally, the title of this thesis is: because the students' basic problem in learning English relate to their reading skill.to the title of the researcher **"_The Effect of Using Whatsapp Towards the Third Year Students' Reading Comprehension At SMP IT Aziziyyah Pekanbaru"_** in completing what students need for this reading skill by using social media as a learning tool. In particular researchers will focus on social media Whatsapp.

## 1.2 Setting of the Problem

Based on the background, the researcher concludes that there are some problems about reading of students of SMP IT Aziziyyah Pekanbaru :

First, it is difficult for the students to find the main idea of the text. This is because they do not know what the text contains, this is due to a lack of vocabulary.

4

for example: "The couple agreed to sacrifice their first son's time that was asked by the voice." from the main idea in this words, many students do not understand the meaning of "sacrifice" because this sentence is unfamiliar for them, because the students have lack of vocabulary.

Second, the students are still confused to define the meaning of the WH questions from the text. Most students often forget the difference between who and how. as an example: How was Kesuma"s personal characteristic? in this question the author asks about how the character of the kusuma is, but most of students answer it with the status of the kusuma, not explaining what the character looks like.

Third, they cannot find the meaning of vocabulary in context. Students have difficulty developing their own thoughts to understand texts because they do not know the meaning of words in the text. for example: "They had married for a long time but they do not have a baby. Every time they pray to the Gods, asking for a child". here, students are usually difficult to understand the meaning of a sentence due to a lack of understanding of the development of vocabulary thinking

## 1.3 Limitation of the Research

Based on the setting of the problems, the problems can be identified as follows : (1) The students are not be able to comprehend the narrative text as a whole. (2) Afraid and lazy to read texts because lack vocabulary and don't understand the text. (3) Lack of will for reading, because English language is a foreign language for

them and they consider English very difficult to learn. (4) there are factors that influence students to read a text or book. So in this research, researcher focused on using whatsapp in reading comprehension.

## 1.4 Formulation of the problem

Based on limitation of the problems above, the researcher formulates the problems as follow: What are the effect of using whatsapp strategy to reading comprehension students Junior High School IT Aziziyyah Pekanbaru ?

## 1.5 Objective of the research

The researcher is to know what are the effect of using whatsapp to improve students reading comprehension at third grade of Junior High School IT Aziziyyah Pekanbaru ?

## 1.6 Significance of the research

The result of this research is to give theoretical and practical valuable significant as follow:

1. Students

It expect that this research can be a guidline or information for English teacher about effect of using social media to improve students reading comprhension.

2. Teacher

The result of this research can enrich the theories of langguage teaching technique in teaching reading.

3. Next Researcher

It expect that it useful as a referance in doing the relevant research.

## 1.7 Definition of key term

The researcher gives some the definition of key term to make clear and to avoid misunderstanding.

1. Reading is a process of thinking. This allows the reader to use what he might already know, also called prior knowledge. During processing this information, readers use strategies to understand what they are reading, use themes to organize, and use textual instructions to find the meaning of new words.

   Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Harmer (2007: 99). So reading in this study focuses on knowing what factors are influence reading of junior high school students.

2. Social media is online media, with users being able to easily connect with each other, share and create content including blogs, social networks, wikis, forums and the virtual world. The positive impact of social media is to enable it to interact with many people, expand relationships, distance and time are no

longer a problem, it is easier to express themselves, information dissemination can occur quickly, at a lower cost. the negative side is children many of which become anti-social where they were lulled by the fun of talking in social media compared to meeting direct face in the real world, other things many are trapped to become lazy and wasteful in order to continue their preoccupation in talking on social media. Varinder Taprial and Priya Kanwar (2012) - Social media is a medium used by individuals to become social, or become social online by sharing content, news, photos and others with others. in this study, researchers want to know the use of social media in junior high school student learning for reading comprehension

3. WhatsApp Messenger is a cross platform messaging application that allows us to exchange messages without SMS fees, because WhatsApp Messenger uses the same internet data package for email, web browsing, and others. The WhatsApp Messenger application uses a 3G, 4G or WiFi internet connection for data communication. in this study, researchers used whatsapp as a tool to find out factors affect junior high school students in reading comprehension.

# CHAPTER II

# REVIEW OF RELATED LITERATURE

## 2.1 Reading

Definitional component of reading skill which is stated by Perfetti (2001) is an individual"s standing on some reading assessment. From the assessment result, the researcher will indicate and categorize the students into some categories. It will guide the researcher to decide what the researcher should do to them.

Reading is a process when readers learn something from what they read and involve it in an academic context as a part of education (Grabe, 2009).

In addition, Harrison (2004) argues that its importance Reading is not only related to the development of knowledge but also this is related to people's thinking skills. This ability will basic development of emotional, moral and verbal intelligence.

Moreover, this development determines what kind of person people are will be.

Harrison believes the development of knowledge is first gained in reading something. both knowledge, information, wiki, and spiritual.

Allah SWT reveals in Surah Al- Alaq verse 1-5 Holy Qur'an in the meaning:

*(1) Read with (mentioning) the name of your Lord who created,*

*(2) He has created humans from a blood clot*

*(3) Read it, and your God is the Most High*

*(4) Who teaches (man) with a pen.*

*(5) He taught people what he did not know.*

The verse above has already been revealed by Allah SWT that if we want to know something, we must read.If we seek information or knowledge, we must read. By reading a lot, it can enlarge our knowledge and we change our own conditions.It is important to know that reading does not only mean reading textbooks but also read the situation and conditions in this world.

### 2.1.1 Reading Skill

Definitional component of reading skill which is stated by Perfetti (2001) is an individual's standing on some reading assessment. From the assessment result, the researcher will indicate and categorize the students into some categories. It will guide the researcher to decide what the researcher should do to them.

According to Harmer (2007) reading is useful for mastering language. Provided that students understand more or less what they are reading, the more they read, the better they get it.

this is very clear what Harmer said, reading can benefit us in mastering language. But with conditions provided they understand and understand more or less what they read.

Grellet (2004) reading is a process of continuous guessing, and what someone brings to the next is often more important than what someone finds in it. In reading, students must be taught to use what they know to understand unknown elements, whether these are simple ideas or words.

different from Harmer according to Grellet reading is the process of guessing words that are not known in the text with words they already know or understand.

Day and Bamford (1998) reading is a construction of meaning from a printed or written message. This means meaning construction involves the reader connecting information from written messages with prior knowledge to arrive at meaning and understanding.

Day and Bamford argue that reading is the development of meaning that was obtained previously with information that was just obtained so that it reaches new understanding.

Cline (2006), states that reading is decoding and understanding written texts. Decoding requires translating the symbols of writing system (including Braille) into the spoken words which they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge.

Based on the opinions of the experts above, it can be concluded that reading is important for understanding the contents of information, messages, or knowledge in the context or text of the author of the text for the reader. and reading can bridge old

11

knowledge to new knowledge. although their opinions are different but their goals and intentions remain the same.

Reading skills are used by readers to anticipate text information, select key information, organize and summarize information, monitor understanding, improve understanding, and match understanding with the goals of the reader. Every reader has their own way of reading to do what is appropriate for them. And every reader has their own comfortable habits in reading.

**2.1.2 Reading Comprehension**

According to Klingner, et al (2007) states that "Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency" Reading comprehension is primarily a matter of developing appropriate, eficient comprehension staractegies. Some strategies are related to bottom-up procedures, and other enchances the top-down processes" (Brown, 2000).

In addition, Snow (2002) defines reading comprehension in slightly different ways. Snow categorizes the component which is interacting and involving in reading comprehension into three components. Those components are the reader, the text and the

activity. Snow includes the capacities, abilities, knowledge, and experiences of the readers as the part of the reader components. Snow explains the text as any printed and electronic text while for

the activity Snow includes the purpose, processes, and results of any attitude in reading.

Meanwhile, according to Wilis (2008): "Goals of Reading Comprehension Strategies to build comprehension are available to increase neural efficiency at each step of the comprehension process". It means the purpose of reading comprehension strategies is that the students can improve efficiency neural of process comprehension the text.

(Goeke, 2009) Reading comprehension is such a process of constructing meaning from the text that will help students develop the knowledge, skills and strategies.

Based on the statement above reading comprehension is a way to understand or understand text that not only includes reading words, world knowledge or fluency, but by reading comprehension we can get extensive information and insights from the text. and with reading comprehension we easily receive new information even though the information is difficult to understand.

### 2.1.3 Factors Affecting Reading Comprehension

Snow (2002, 11) stated that the text, the reader and the activity affect the reading comprehension. The text affects the reading comprehension in the matter of how the text is built by the writer. The readers affect their reading comprehension through information they have in their background knowledge. Every reader has different interpretation of meaning depending on their background knowledge. The

activity of reading will affect reading comprehension in the way of how it leads readers to construct the meaning. It involves the purpose of reading and the reading techniques. Reading factors affecting according to Snow there are 2:

1. How the text is built by the writter
2. Background knowladge
3. Information they have

According to Klingner, Vaughn and Broadman (2007), there are some factors from readers' basic skills which cause difficulties in reading comprehension. Those factors are word reading, fluency, vocabulary mastery, and word knowledge. When the readers have difficulties in decoding or reading words, they feel hard to understand the meaning of the text. If they read slowly and inaccurately, it also becomes interference for their reading comprehension. The knowledge of the words in varied contexts and background knowledge of the topic discussed also affect reading comprehension. Although, the readers have high fluency, it will be difficult to comprehend the text without sufficient knowledge of the words in the context. Klingner stated that the factors that influence reading are 4:

1. Word Reading
2. Fluency
3. Vocabulary Mastery
4. Word Knowladge

Brown (2001) stated that reading comprehension is affected by schema and background knowledge. Both schema and background knowledge belong to the readers in which they involve the life experience about the world. They include knowledge of the world, culture, subject-matter and linguistic knowledge (Pang et al, 2007: 13). Every reader has different schema and background knowledge. Therefore, the interpretation of the text will vary among the readers. Reading factors affecting according to Brown there are 2:

1. Background Knowladge

2. schema

In short, there are several factors that influence reading comprehension. These factors are the words of knowledge, world knowledge, and readers' abilities. These aspects vary among readers so that each reader has various stages of understanding reading each other

## 2.1.4 Indicator in Reading Comprehension

According to Herber in Vacca (1986) and Mamu (2009) reading comprehension is a thinking process. Such as, its dependt on the students basic ability and intellectual skills, students knowladge of experience (vocabulary and ideas) and their langguage skills (knowladge of linguistics).

Indicator of reading comprehension is the instruction to understand the text. Generaly, reading is the related with the text. There are some indicators in reading comprehension,they are:

- Finding the main idea and other concept of reading in the paragraph.

- Analyzing and finding characteristics and structures function of the text.

- Reading appropriate text

- Analyzing and finding aninterpretation of the text

- Recognizing topics.Finding out what the text is about

- Classification of ideas into main topics and details. Categorizing general and specific.

**2.1.5 Narrative Text**

Narrative is the dominant text and is often used for junior high school. Narrative text is text that tells stories. This can be in the form of factual and non-factual narrative texts. Factual narrative text is a type of narrative that relates to a true story, for example: someone's experience, adventure, and history. Meanwhile, non-factual narrative text is a type of story that is not real in our lives. Examples: myths, fables, legends, and fiction. The purpose of this text is to provide information relating to knowledge and entertain the reader. In addition, we can use this kind of text when we want to tell about something interesting that happened or when we want to write an event today on a blog or in our diary. According to (Parera, 1993) most narrative

texts have the characteristics to tell the story of an event or event in the chronological order in which they occur in time.

According to Pradiyono, narrative text is a kind of text to retell the story that past tense. The purpose and social function of the narrative text is to entertain or to amuse the readers or listeners about the story.

**2.1.6 Generic Structure of Narrative**

The generic structure of narrative text consists of Orientation, Complication, Resolution, and Coda (Depdiknas, 2006). Coda is optional, sometimes it exists at the end of the story but sometimes it does not. According to (Nunan, 1991) the generic structure of narrative text consists of Orientation, Complication, and Resolution. Orientation is considered as the beginning of the story. This beginning is usually introduces the main characters, time, and places (Depdiknas, 2006). It means that orientation generally gives the answer of where the action is located, who is (are) involved, and when the story happened. After that the story is going on by series of events which involve the main characters to some sort of problems. It called complication. The events in complication make the story more attractive. Finally, in the end of the story the reader will find resolution of the problem. The resolution that provided in the stoy can be better or worse. Sometimes coda exists after the resolution. It is a change that happened to the character and the leson that can be taken from the story or sometimes we called it as moral value from the story.

As for the characteristics of the narrative text are:

1. past tense

2. adverb of time (one upon a time, one day etc)

3. time conjuction (then, when, suddenly etc)

4. specific character (Cinderella, Snow White, Alibaba etc.

5. action verb (killed, walked, run etc.

## 2.2 Social Media

Varinder Taprial and Priya Kanwar (2012) - Social media is a medium used by individuals to become social, or become social online by sharing content, news, photos and more with others.

Varinder and Kanwar interpret social media as an general and easy to understand. true if social media is a tool to unite individuals to socialize without having to meet.

According to B.K. Lewis (2010) - Social media is a label for digital technology that allows people to connect, interact, produce, and share message content.

Lewis interpreted social media as a tree that united leaves far away with twigs. we who act as leaves are united with twigs which act as social media and trees as the world.

.          Kustandi and Sutjipto (2011) concluded, "learning media is a tool that can help the learning process and serve to clarify the meaning of the message, so as to achieve the learning objectives perfectly." Almost similarly learning media is defined as everything that can convey and deliver the message from the source in a planned manner so as to create a conducive learning environment.

From the statements of experts above it can be concluded that social media functions as a communication tool used to be able to connect even though the distance is very far and as a messenger or news. besides that social media can be made into business land. many people use social media such as endorsement on facebook pages, Lazada, Shopee, Bukalapak, etc.

### 2.2.1 Function of Social Media

Social media has several functions as the follow:

1. Social media is a media that is designed to expand social interaction humans use the internet and web technology.
2. Social media succeeded in transforming communication practices in the direction of broadcast media from one media institution to many audience ("one to many") becomes a practice dialogic communication between many audience ("many to many").
3. Social media supports democratization knowledge and information. Transform humans from users the message becomes the message maker own.

### 2.2.2 Use of social media in the learning process

The learning process is a process of delivering information, science, information that is formally and informally often happens around us. The learning process is a condition regarding the capacity of individuals to know more broadly. Through social media, knowledge and learning processes no longer focus solely on the accumulation of previous individual knowledge. Apart from good or bad, using the media as a medium in the learning process, it is clear that social media applications and devices have succeeded in providing a concept of new challenges in the formation of formal education that already exists today.

The use of social media as a learning media has supported a classical theory of social learning theory. This theory says that the social learning process focuses on how an individual learns by making other people the subject of learning. This learning process has been supported by digital media such as how someone learns to fry eggs by watching videos of other people frying eggs. In addition to learning about a simple behavior regarding one's expertise, social media can also be found on how an individual learns and starts thinking about the consequences that will arise from the behavior carried out by the subject study. Social media in its continuation not only teaches how a communication and information technology has an impact, but also teaches how a communication technology is absorbed and adopted. Utilization Social media now occurs in the process of distance education (e-learning) where the teaching and learning process is no longer limited to classrooms, distance, and time.

## 2.3 Whatsapp Social Media

Based on WikiPedia, WhatsApp was established on February 24, 2009. WhatsApp was founded by Brian Acton and Jan Koum who once worked as Yahoo employees, but whatsapp officially launched on 22 january 2015. Social media WhatsApp or WA is one of the communication media that can be installed on a smartphone and is often used by the public. This social media is used as chat communication by sending text messages, pictures to each other, videocall and even phone calls. This media can be active if the user connects their smartphone with the internet network.

Explanation of WhatsApp as stated by Hartanto, that WhatsApp is a messaging application for smartphones with basics like Black Berry Messenger.

Because in function, the usage is really similar to BlackBerry Messenger. but WA is better and easier to use by the general public because it looks more like a normal telephone, and it looks more formal and suitable for office workers.

WhatsApp Messenger is a messaging application that allows people to exchange messages without SMS fees, because WhatsApp Messenger does not use credit, but uses the same internet data package for email, web browsing, and others. The WhatsApp Messenger application uses a 3G / 4G internet connection or WiFi for communication. By using WhatsApp, we can chat online, videocall, share files, exchange photos, and more .

Based on the information above, it can be concluded that WhatsApp is a messaging application for smartphones with a basic similar to BlackBerry Messenger. but the difference is that if BBM uses a pin to get someone's contact, then WA simply has to enter the telephone number of the person who will be the friend contact within our WA. if we already have the phone number of our friend on HP before the WA application is installed, then their contact will automatically enter our WA, provided they also install this application.

## 2.4 Relevance Studies

There are some researcher who had done research about reading comprehension, But the researcher takes only three previous studies :

1. *IMPROVING STUDENTS' READING SKILLS BY USING THE MIND MAP TECHNIQUE AT SMA N 1 KRETEK IN THE ACADEMIC YEAR OF 2013/2014*

   By Lani Suryani (2015) English Education Department  Faculty Of Languages And Arts State University Of Yogyakarta. in this study, the researchers planned to improve students' reading skills using mind map techniques in the teaching learning process of reading. Because the use of mind maps is filled with images that can attract students to pay attention to the lesson. the use of mind map techniques can improve students' reading skills. In addition, through mind map techniques, students are motivated to be active

in class activities. They are actively involved in the teaching and learning process. This condition stimulates students to work based on their own actual abilities. students get more experience and improve their achievements. The result, this method proved to be able to increase students' interest in learning English, especially reading.

2. *IMPROVING THE READING COMPREHENSION OF THE EIGHTH GRADE STUDENTS OF SMP N 1 WONOSARI BY USING THE VISUALIZATION STRATEGY IN THE ACADEMIC YEAR OF 2012/2013*

By Yuli Susanti Prihastuti (2013) English Education Department Faculty Of Languages And Arts State University Of Yogyakarta. In this study, The researcher research at SMP N 1 Wonosari aims to improve reading comprehension eighth grade students of SMP N I Wonosari in the second semester of academicin 2012/2013 using visualization strategies. in this study using 2 types of data. Qualitative data is obtained when teaching with students in class, and quantitative data is obtained by interviewing English teachers and some students at the school. Quantitative data was obtained through pre-test and post-test in the form of scores.

3. *IMPROVING THE STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT BY USING CONCEPT ORIENTED READING INSTRUCTION AT GRADE VIII PRIVATE ISLAMIC JUNIOR HIGH SCHOOL ALI IMRON MEDAN.*

By Nurainun (2017) Faculty of Tarbiyah and Teachers Training State IslamicUniversity of North Sumatera. In this research aims at improving the students" reading comprehension in narrative text by using Concept Oriented Reading Instruction strategy. The mean of the pre-test was 39,80. The mean of the first cycle was 87,86, it indicated that the scores and the mean in first cycle were better that the pre-test. The percentage of students who ot point 75 or more there was also grew up. In the pre-test, there was 3 students (11%) who passed or got score up to 75. In the post-test of cycle I thestudents who got point 75 or more there was 26 (100%) and the increasing was about 89%. In other words, the students" reading comprehension in narrative text improved and became well in the first meeting to the next meeting.

4. *THE EFFECT OF USING PICTURE SERIES ON READING COMPREHENSION OF THE SECOND YEAR STUDENTS OF SMPN 40 PEKANBARU.*

By Lola NovitaHendra, Dr. Afrianto, M. Ed, Drs. Supriusman, M. A English Study Program Language and Arts Department Faculty of Teacher Training and Education Universitas Riau This study aims at finding the effect
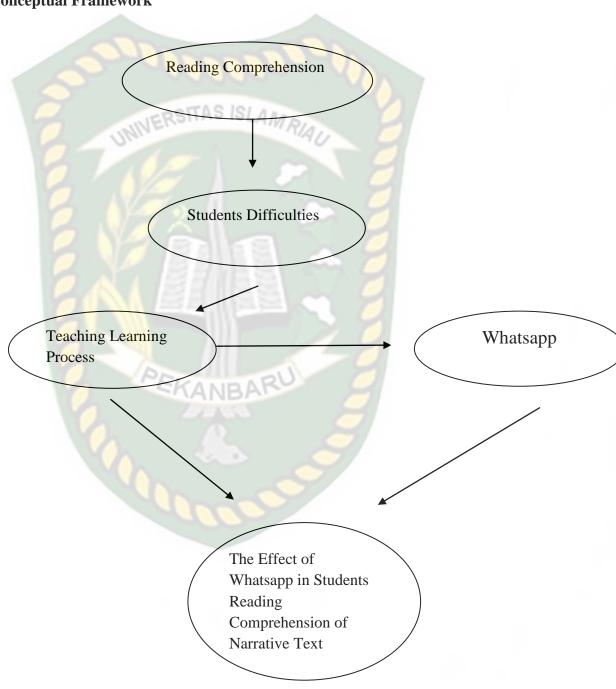
of picture series on reading comprehension of the second year students of SMPN 40 Pekanbaru. The method used in this study was quantitative research and the research design was quasi-experimental study. The researcher used Cluster Random Sampling technique to choose the sample. For 165 students of the population, class VIII B was chosen as the experimental class and VIII D as control class. The instrument of this research was in form of multiple choices test for pre-test and post-test. The test was narrative text and there were 30 multiple choice items for each test. The researcher used formula t-test to analyze the data. The result of this study shows that there was a significant difference on students' reading comprehension of narrative text by using picture series and without using picture series. The mean score for experimental class was 61.5 (pre-test) and 83.8 (post-test). The mean score for control class was 71.8 (pre-test) and 82 (post-test). It can be seen that on the df =81 in the degree of significance 5%, the value of degree significance is 1.98. By comparing the value to and tt the result showed that to is higher than tt (to>tt = 5.44>1.98). The alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. Therefore It can be concluded that there is a significant effect of using picture series on reading comprehension of the second year students of SMPN 40 Pekanbaru.

5. *THE EFFECTS OF TEXT LENGHT AND PICTURE ON READING COMPREHENSION OF IRANIAN EFL STUDENTS.*

By Maryam Jalilehvand (2011) TESL Department, Faculty of Education, University of Malaya.This research examined the effects of text length and picture on reading comprehension. 'Dual Coding Theory' is a powerful rationale behind using pictures and texts together. According to this theory, "information is much easier to retain and retrieve when it is dual-coded because of the availability of two mental representations instead of one." The sample consisted of 79 first grade female students from three high schools in Iran. The participants were of the same level of proficiency. The researcher utilized two texts in this study. In fact, one of these two texts was a shortened version of the original text. Using a between subject design, participants were divided into four groups. Each group read a reading comprehension text under one of four conditions: 1) long text with picture, 2) long text without picture, 3) short text with picture, and 4) short text without picture. The reading comprehension texts were accompanied by 5 multiple-choice items and 10 true-false items. Although the participants performed better on the original text, the results of the analysis of variance (ANOVA) showed that length hadno significant effect on reading comprehension of Iranian high school students. However, subjects performed better on texts with picture. Therefore, picture is a key variable in influencing EFL students' reading comprehension

at high school levels. These findings have pedagogical implication in the EFL and ESL fields.

**2.5 Conceptual Framework**



```
                    ┌─────────────────────────┐
                    │  Reading Comprehension  │
                    └─────────────────────────┘
                                  │
                                  ▼
                    ┌─────────────────────────┐
                    │   Students Difficulties │
                    └─────────────────────────┘
                                  │
                                  ▼
  ┌──────────────────────┐                    ┌─────────────┐
  │  Teaching Learning   │ ─────────────────> │   Whatsapp  │
  │  Process             │                    └─────────────┘
  └──────────────────────┘                           │
              │                                       │
              ▼                                       ▼
              ┌──────────────────────────────────────┐
              │  The Effect of Whatsapp in Students   │
              │  Reading Comprehension of             │
              │  Narrative Text                       │
              └──────────────────────────────────────┘
```

# CHAPTER III

## RESEARCH METHOD

### 3.1 Research Design

This research was experimental which focused on quantitative approach. This research requires at least two groups, they are independent (X) and dependent variable (Y).

Table 3.1

Dsign of pre-test and post-test

| Class | Pre-Test | Treatment | Post-Test |
|---|---|---|---|
| Experiment | $X^1$ | T | $X^2$ |
| Control | $Y^1$ | - | $Y^2$ |

### 3.2 Location and Time if the Research

This research activity conducted at SMP IT Aziziyyah Pekanbaru on Cipta Karya Street, Sidomulyo., Tampan, Kota Pekanbaru, Riau in academic year 2018/2019. The time of the research started from november until december 2019.

### 3.3 The Population

The population of this research will be students class 9 at SMP IT Aziziyyah Pekanbaru 2018/2019.

Table 3.2

Students Population

| CLASS | TOTAL |
| --- | --- |
| 7.1 | 47 Students |
| 7.2 | 41 Students |
| 8.1 | 30 Students |
| 8.2 | 27 Students |
| 8.3 | 29 Students |
| 9.1 | 25 Students |
| 9.2 | 25 Students |
| 9.3 | 30 Students |

**3.4 Sample**

The sample for this study, the researcher used random sampling. Arikunto (1993) that if the population is less than 100 persons, the samples are more than 100 people, the sample is taking 10-15% of them. the population of students is 277 students. so researchers took a sample of 10% (30 students).

**3.5 Research Instrument**

Instrument is the main important tool to collect the data. The instruments used in this research is test and handphone.The test were used in the beginning of the

research proses and the end of research.The researcher used handphone to share learning material with whatsapp and take some pictures of the process of teaching and learning process.

### 3.6 Data Collection Technique

In this research, the collected data were qualitative data. To get the data, the researcher used data collection techniques as follows:

1. Pre-Test

pre test serves to measure the level of understanding of students with the material to be learned. The researcher provides pre-test questions to start the lesson

2. Treatment

The writer taught reading of narrative text in the experimental class.The experimental class using whatsapp while the control class without using whatsapp.

3. Post-Test

The writer gave the post-test to both classes after the lesson finished. this test is held in order to know if there any progress before and after teaching and learning activity by using whtasapp or without whatsapp.

The result of post-test were collected and compare to know the effectiviness of using whatsapp in teaching reading narrative text.

4. Questionaire

The questionnaire is used to obtain data to answer the research questions, that is about how significant of whatsapp for education and factors that affect reading comprehension students.

## 3.7 Data Analysis Technique

To answer research questions, data analysis is needed. it covers the level of student understanding in reading comprehension narrative texts. data were analyzed manually to measure students' ability levels and were put into percentage. To get individual student scores, data analyzed using the formula below:

$$P = \frac{f}{n} x 100\%$$

Where :

P = The percentage which is found

F = The frequency response

N = The number of items or sample

<div align="right">Adopted from Sudjono in Pangaribuan (2013:7)</div>

Table 3.5

The Comprehending Sclaes

| Score | Level |
|---|---|
| 89 - 100 | Very Good |
| 67 - 88 | Good |
| 45 - 66 | Low |
| 22 - 44 | Very Low |

# CHAPTER IV

# RESEARCH FINDINGS

## 4.1 Data Presentation

This chapter presented the research finding dealing with data analyzed interpreted, which have been taken from the pretest and posttest of one class control and class experimental.

## 4.1.1 Class control

Before giving treatments, the researcher had given pre-test to the students, it was to know the students skill of reading comprehension.

## 4.1.2 Class Experimental

Same like class control, experimental class was also given a pre-test to the students with same questions to know the students skill reading comprehension.

**Figure 4.1.1**

**The Result of Pre-Test in Control Class**
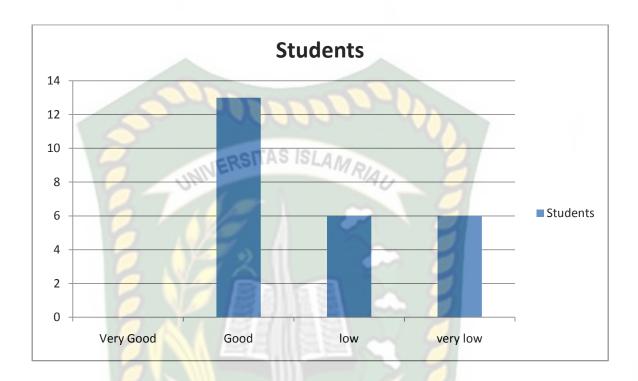


Figure4.1.1 Showed the students score of pre-test in reading comprehension in control class. Based on the data above from 25 students were classified that 6 students were very low level, 6 students were in low level, and 13 students in good and 0 students in very good level. The data showed that most students did not have good skill in reading comprehension. The students were not accustomed to activating their background knowladge about the text before they start reading. And than, problem was dealing with students condition during learning process is low motivation and lck of confident to start reading text.

**Figure 4.1.2**

**The Result of Pre-Test in Experimental class**
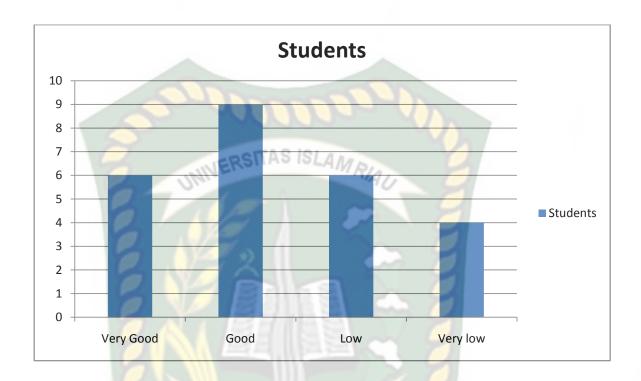


Figure4.1.2 Showed the students score of pre-test in reading comprehension in control class. Based on the data above from 25 students were classified that 4 students were very low level, 6 students were in low level, and 9 students in good and 6 students in very good level. The data showed that most students already a lot of understanding in experimental class because there are 13 student get satisfactory value.and then 10 students still got difficulties in reading comprehension. according to the results of eleven research data students had difficulty with vocabulary mastery, main ideas, and word knowledge. they have difficulty answering questions number
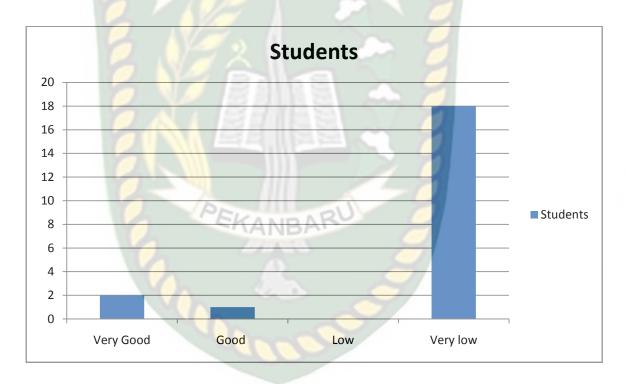
two, five, six, seven, eight, and nine where these questions require understanding difficulty with vocabulary mastery, main ideas, and word knowledge.

**4.1.2 Data Score Class Control in Post-Test**

After doing treatment in control class, a post-test was conducted in the last meeting. the score of post-test in control class could be in the table 4.2.3.1

**Figure 4.1.3**

**The Result of Post-Test in Class Control**



From the table above shows the result of the students reading ability in control group decrease. there were 18 students in very low level,70% worse than the pre-

test.and there were 0 student in low level, and then 1 student in good level, and the last only 2 students in very good level.

### 4.1.3 Data Score Experimental class in Psost-Test

After doing treatment in control class, a post-test was conducted in the last meeting. the score of post-test in control class could be in the table 4.3.4.1

**Figure 4.1.4**

**The Result of Post-Test in Experimental Class**



Figure4.2.4.1 Showed the students score of post-test in reading comprehension in control class. Based on the data above from 25 students were classified that 0 students were very low level, 0 students were in low level, and 14

students in good level and 11 students in very good level. The data showed there was a drastic increase in reading students when using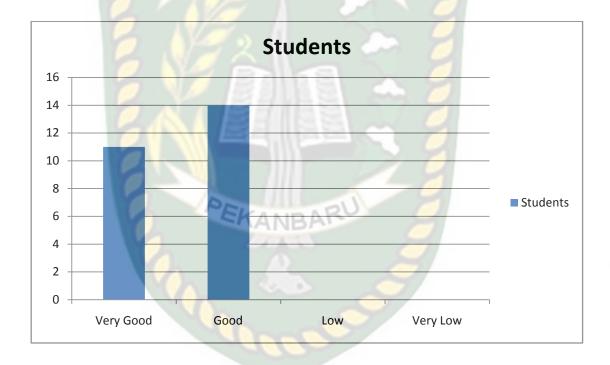 social media whatsapp strategy. according to the results of the research data students have increased understanding after the fifteen questions given, students only answered four questions incorrectly. from this data shows students are a little more able to concentrate on determining main ideas, analyzing and finding characters, vocabulary mastery.

## 4.2 Treatment

The treatment was given after the pre-test. Its function is to get a significant influence on the use of WhatsApp on students' reading comprehension abilities. The researcher provides a clue about reading narrative without telling students what material will be studied. After students think about the material to be studied and they begin to understand, then the researcher enters the material and begins to explain what narrative text is and begins learning as usual..

## 4.2.1 First Meeting

The first meeting was held on November 6, 2019. In the pre teaching, the researcher as the teacher greeted the students and checked the attendance list, the researcher asked about the student's news, his condition, and how to prepare for the exam. Before learning, the researcher asked students several questions about narrative text. After that the researcher gave a pre-test to remind them to learn about narrative. after the pre test is given, the researcher supervises and guides students to keep learning well

### 4.2.2 Second Meeting

The second meeting was held on November 10, 2019. In the pre teaching, the researcher as the teacher greeted the students and checked the attendance list. Before starting the study, the researcher asked about "Snow White" which was previously explained on WhatsApp.

During the process, the researcher asked the students "what kind of story is Snow White?". After that the researcher made a group discussion via WhatsApp and provided material there. After the students were in groups, the researcher tried to remind lessons such as "what is the narrative text?", "What is an example of the narrative text?", After that the researcher gave directions on how the material was handled. Then the researcher tested the narrative text "Legend of Kesodo Ceremony", "The Story of Siti Masyitah" and the last one was "The Old Man and the Durian Tree".

### 4.2.3 Third Meeting

The third meeting was held on the 17th of 2019. The topic was that researchers only discussed material provided last week via WhatsApp. The researcher gave the order to sit down with his group mates and open WhatsApp to discuss together. after that researchers and students discuss and learn about the material that has been distributed.

After the group learning is complete, before the class ends, the researcher gives a post-test via WhatsApp social media with individual responsibility. In the closing section, the researcher asks students about their assessment, and checks whether students understand the learning narrative text on WhatsApp and explain about the next meeting.

### 4.2.4 Fourth Meeting

The fourth meeting was held on December 4, 2019. In pre-teaching the researcher as a teacher greeted students and checked the attendance list. In this meeting the researcher only took the students' post test results. After that the researcher asked them how they felt learning to use WhatsApp, whether it made it easier for students or not and explained the use of social media in supporting learning. There are many positive sides of learning to use social media, for example, we can add knowledge anywhere and anytime. Researchers continue to provide advice to keep adding to the vocabulary even if only a little.

### 4.3 Data Interpretation

In this interpretation was focused on the result of the research and data analysis which was the effect by using social media whatsapp toward student reading comprehension ability by seen by this following table

**Table 4.3.1**

| Paired Samples Statistics | | | | | |
|---|---|---|---|---|---|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | Pre-Test Experiment | 68.80 | 25 | 16.912 | 3.382 |
| | Post-Test Experiment | 84.12 | 25 | 9.176 | 1.835 |
| Pair 2 | Pre-Test Control | 54.00 | 25 | 12.910 | 2.582 |
| | Post-Test Control | 35.44 | 25 | 22.080 | 4.416 |

Table 4.3.1 showed that the difference achievement of mean score in pre-test and post-test both group. In experiment class the mean score in pre-test was 68.80, and the mean score in post-test was 84.12. While in control class the mean score in pre-test was 54.00, and the mean score in post-test was 35.44. It showed thats experimental class score higher than control class.

**Table 4.3.2 paired sample statistic of Pre-Test and Post-Test score on the**

**students reading ability**

| Paired Samples Test | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Paired Difference | | | | | t | df | Sig.2-tailed |
| | | Mean | Std. Deviation | Std.Error Mean | 95% Convidance Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | PRETEST 2-POSTTEST2 | -15.320 | 19.512 | 3.902 | -23.374 | -7266 | -3.926 | 24 | .001 |
| Pair 2 | PRETEST 2 POSTTEST2 | 18.560 | 26.917 | 5.383 | 7.449 | 29.671 | 3.448 | 24 | .002 |

From Table 4.3.2  as the paired sample test. Paired sample test used to know whether any significant effect of using sosial media Whatssapp towards students reading comprehension

# CHAPTER V

# CONCLUSION

## 5.1 Conclusion

Based on explanation in chapter III,IV, This research was conducted to find out the effect of using media sosial Whatsapp strategy on students ability in reading comprehension text at the third year students SMP IT Aziziyyah.

Therefore, these statement supported by the result of the research that showed experiment class score can be seen on calculation by SPSS in pre-test maximum was 90 and minimum 40. while post-test maximum was 100 and minimum was 73. besides the mean score of pre-test 68.80 and mean score of post-test was 84.12. The standard deviation in pre-test was 16.912 and post-test 9.176. The standart error mean in pre-test was 3.382 and post-test 1.835. It means the students had important in reading comprehension, it was proved bystudents total score had improvement after treatment by using Whatsapp strategy.

## 5.2 Suggestion

In this chapter, the researcher would like to give some suggestion,some for the students SMP IT Aziziyyah pekanbaru,

### 5.2.1 For Students

In this research, researcher found that the students at SMP IT Aziziyyah pekanbaru shoud keep improve their reading comprehension through understanding of the content of English reading passage that generally contain finding general idiea of the text, getting general information from the text acquiring specific information explicitly stated in english passage to finding th lexial and contextual meaning of words taken from the English passage. The result of this research were to give a contribution to learning English especially in improve reading.

### 5.2.2  For next researcher

To the next researcher, the reseach finding and suggestion hopefully will be helpful enough in providing some information for others reseacrh.

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# APPENDICES

**Appendix 1**

**Students Score of Pre-Test in Experimental Class**

| NO | STUDENTS | SCORE | LEVEL |
|----|----------|-------|-------|
| 1 | Aditya Dwi Saputra | 90 | Very Good |
| 2 | Aulia Rahma Putri | 90 | Very Good |
| 3 | M.Hafizurrahman | 90 | Very Good |
| 4 | Gilang Misbach | 90 | Very Good |
| 5 | Yasser Alfayed | 90 | Very Good |
| 6 | M.Yahyan | 90 | Very Good |
| 7 | Afadjil Defni | 40 | Very Low |
| 8 | Rizki Rifaldo | 80 | Good |
| 9 | M.Imam Hanafi | 70 | Good |
| 10 | Tiara Eka Putri | 60 | Low |
| 11 | Dini Nabila | 50 | Low |
| 12 | Miftahul Jannah | 70 | Good |
| 13 | Vina Zulfiana | 60 | Low |
| 14 | Putri Nelia | 40 | Very Low |
| 15 | Nurhaliza Rahmi | 60 | Low |
| 16 | Febby Aulia Pratiwi | 60 | Low |
| 17 | T.Ahmad Rivaldi | 70 | Good |
| 81 | Artika Ghifari | 50 | Low |
| 19 | Mutia Salsabila | 50 | Low |
| 20 | Nofrialdo | 60 | Low |
| 21 | Rio Rifaldo | 60 | Low |
| 22 | Aisyah Nurhasanah | 80 | Good |
| 23 | Nindya Handayani | 70 | Good |
| 24 | Raihan Malikiano | 80 | Good |
| 25 | Cindy Amanda | 60 | Low |

**Appendix 2**

**Students Score of Post-Test in Experimental Class**

| NO | STUDENTS | SCORE | LEVEL |
|----|----------|-------|-------|
| 1 | Aditya Dwi Saputra | 73 | Good |
| 2 | Aulia Rahma Putri | 93 | Very Good |
| 3 | M.Hafizurrahman | 73 | Good |
| 4 | Gilang Misbach | 100 | Very Good |
| 5 | Yasser Alfayed | 86 | Very Good |
| 6 | M.Yahyan | 86 | Very Good |
| 7 | Afadjil Defni | 93 | Very Good |
| 8 | Rizki Rifaldo | 73 | Good |
| 9 | M.Imam Hanafi | 73 | Good |
| 10 | Tiara Eka Putri | 86 | Good |
| 11 | Dini Nabila | 73 | Good |
| 12 | Miftahul Jannah | 93 | Very Good |
| 13 | Vina Zulfiana | 93 | Very Good |
| 14 | Putri Nelia | 73 | Good |
| 15 | Nurhaliza Rahmi | 86 | Good |
| 16 | Febby Aulia Pratiwi | 73 | Good |
| 17 | T.Ahmad Rivaldi | 86 | Good |
| 81 | Artika Ghifari | 86 | Good |
| 19 | Mutia Salsabila | 93 | Very Good |
| 20 | Nofrialdo | 93 | Very Good |
| 21 | Rio Rifaldo | 86 | Good |
| 22 | Aisyah Nurhasanah | 93 | Very Good |
| 23 | Nindya Handayani | 73 | Good |
| 24 | Raihan Malikiano | 73 | Good |
| 25 | Cindy Amanda | 93 | Very Good |

**Appendix 3**

**Students Score of Pre-Test in Control Class**

| NO | STUDENTS | SCORE | LEVEL |
|---|---|---|---|
| 1 | Ilham Perdana | 80 | Good |
| 2 | Abiyyu Rifqi | 60 | Low |
| 3 | Jeldira Syaidah | 60 | Low |
| 4 | M.Fauzi | 70 | Good |
| 5 | Martha Eka | 70 | Good |
| 6 | Andika Maulana | 60 | Low |
| 7 | Daffa Nugroho | 60 | Low |
| 8 | Dimas Adi Putra | 60 | Low |
| 9 | Ahmad Samil | 60 | Low |
| 10 | M.Riski Firman | 60 | Low |
| 11 | Bagus Rahmadi | 70 | Good |
| 12 | M.Ilham | 60 | Low |
| 13 | Dani Febrian | 60 | Low |
| 14 | Regia Rehadatul | 50 | Low |
| 15 | Saskia | 50 | Low |
| 16 | Mulya Diffa | 50 | Low |
| 17 | Ummul Azmi | 30 | Very Low |
| 81 | Sarah Agustin | 40 | Very Low |
| 19 | Alya | 40 | Very Low |
| 20 | Azizah Zahra | 40 | Very low |
| 21 | Ahmad Zaki | 30 | Very Low |
| 22 | Edo Pratama | 40 | Very Low |
| 23 | Bima Kurnia | 40 | Very Low |
| 24 | M.Habil Al-Hafiz | 60 | Low |
| 25 | Ade Candra | 50 | Very Low |

**Appendix 4**

**Students Score of Pre-Test in Control Class**

| NO | STUDENTS | SCORE | LEVEL |
|----|----------|-------|-------|
| 1 | Ilham Perdana | 46 | Low |
| 2 | Abiyyu Rifqi | 26 | Very Low |
| 3 | Jeldira Syaidah | 40 | Very Low |
| 4 | M.Fauzi | 46 | Low |
| 5 | Martha Eka | 43 | Very Low |
| 6 | Andika Maulana | 30 | Very Low |
| 7 | Daffa Nugroho | 40 | Very Low |
| 8 | Dimas Adi Putra | 40 | Very Low |
| 9 | Ahmad Samil | 0 | Very Low |
| 10 | M.Riski Firman | 30 | Very Low |
| 11 | Bagus Rahmadi | 13 | Very Low |
| 12 | M.Ilham | 40 | Very Low |
| 13 | Dani Febrian | 26 | Very Low |
| 14 | Regia Rehadatul | 40 | Very Low |
| 15 | Saskia | 26 | Very Low |
| 16 | Mulya Diffa | 86 | Good |
| 17 | Ummul Azmi | 86 | Good |
| 81 | Sarah Agustin | 40 | Very Low |
| 19 | Alya Nurhafizah | 33 | Very Low |
| 20 | Azizah Zahra | 66 | Low |
| 21 | Ahmad Zaki | 0 | Very Low |
| 22 | Edo Pratama | 0 | Very Low |
| 23 | Bima Kurnia | 46 | Low |
| 24 | M.Habil Al-Hafiz | 13 | Very Low |
| 25 | Ade Candra | 30 | Very Low |

**SILABUS**

**Mata Pelajaran        :  BAHASA INGGRIS - WAJIB**

**Kelas                :  IX**

**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 |
| --- | --- | --- | --- | --- | --- |
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52

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|---|---|---|---|---|---|
| 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar<br><br>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan | **Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri**<br><br>*Fungsi sosial*<br><br>Menjalin hubungan dengan guru, teman dan orang lain<br><br>*Ungkapan*<br><br>*My name is... I'm ... I live in ... I have ... I like ....* | **Mengamati**<br><br>• Siswa mendengarkan/ membaca pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya.<br><br>• Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan.<br><br>**Mempertanyakan**<br><br>• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada | **Kriteria penilaian:**<br><br>• Pencapaian fungsi sosial<br><br>• Kelengkapan dan keruntutan struktur teks memaparkan dan menanyakan jati diri<br><br>• Ketepatan unsur kebahasaan : tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan<br><br>• Kesesuaian format penulisan/ penyampaian<br><br>**Unjuk kerja**<br><br>• Melakukan monolog | 2 x 2 JP | • <u>Audio CD/ VCD/DVD</u><br><br>• <u>SUARA GURU</u><br><br>• <u>Koran/ majalah berbahasa Inggris</u><br><br>• <u>www. dailyenglish. com</u><br><br>• <u>http:// americanenglish.state.gov /files/ ae/resource files</u><br><br>• <u>http:// learnenglish. british council.org/en/</u> |

53

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|---|---|---|---|---|---|
| Komunikasi transaksional dengan guru dan teman.<br><br>3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.<br><br>4.1. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon | dan semacamnya<br><br>*Unsur kebahasaan*:<br><br>(1) Kata terkait dengan hubungan kekeluargaan dan kekerabatan, profesi pekerjaan, hobi.<br>(2) Kata kerja dalam simple present tense : *be*, | dalam bahasa Indonesia.<br><br>• Siswa mempertanyakan pengucapan dan isi teks yang memaparkan jati diri<br><br>**Mengeksplorasi**<br><br>• Siswa mencari pemaparan jati diri dari berbagai sumber.<br><br>• Siswa berlatih memaparkan jati diri dengan teman melalui simulasi.<br><br>• Siswa berlatih memaparkan jati diri melalui tulisan<br><br>**Mengasosiasi**<br><br>• Siswa menganalisis ungkapan memaparkan jati diri dengan mengelompokannya berdasarkan penggunaan.<br><br>• Secara berkelompok siswa | yang menyebutkan jati diri didepan kelas<br><br>• Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyebutkan jati diri<br><br>**Pengamatan (observations):**<br><br>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.<br><br>Sasaran penilaian:<br><br>• Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan | | |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|---|---|---|---|---|---|
| pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks. | *have* dalam simple present tense (3) Kata tanya *What? Who? Which?* (4) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi (5) Rujukan kata *Topik* Ketelada | mendiskusikan ungkapan memaparkan jati diri yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam kerja kelompok. **Mengkomunikasikan** • Siswa mendemonstrasikan penggunaan pemaparan jati diri secara lisan dan tertulis di kelas dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan yang benar dan sesuai dengan konteks • Siswa menuliskan | Komunikasi • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan **Portofolio** • Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar berupa rekaman penggunaan ungkapan dan skrip percakapan • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan | | |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|---|---|---|---|---|---|
| | nan tentang perilaku terbuka, menghargai perbedaan, perdamaian. | permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (*learning journal*). | penilaian sejawat, berupa komentar atau cara penilaian lainnya. **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain | | |
| 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasi | **Teks lisan dan tulis untuk memuji bersayap (*extended*) serta responnya** *Fungsi sosial* | **Mengamati** • Siswa mendengarkan/menonton interaksi memuji bersayap. • Siswa mengikuti interaksi memuji bersayap. • Siswa menirukan model interaksi memuji bersayap • Dengan bimbingan dan | **KRITERIA PENILAIAN:** • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks memuji bersayap • Ketepatan unsur | 1 x 2 JP | • Audio CD/ • SUARA GURU • Koran/ majalah ber • www. dailye nglish. com • http:// |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|---|---|---|---|---|---|
| onal yang diwujudkan dalam semangat belajar.<br><br>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.<br><br>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap serta | Menjaga hubungan interpersonal dengan guru, teman dan orang lain.<br><br>*Ungkapan*<br><br>"*Excellent! You really did it well, Tina.*" "*That's nice, Anisa. I really like it.*" "*It was great. I like it, thank you,*"<br><br>*Unsur kebahasaan:*<br><br>Ucapan, tekanan kata, intonasi | arahan guru, siswa mengidentifikasi ciri-ciri interaksi memuji bersayap (fungsi sosial, struktur teks, dan unsur kebahasaan).<br><br>**Mempertanyakan (questioning)**<br><br>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan memuji bersayap dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.<br><br>**Mengeksplorasi**<br><br>Siswa memuji bersayap dengan bahasa Inggris dalam konteks | kebahasaan : tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan<br><br>• Kesesuaian format penulisan/ penyampaian<br><br>**CARA PENILAIAN:**<br><br>**Unjuk kerja**<br><br>• Bermain peran (*role play*) dalam bentuk interaksi yang berisi pernyataan pujian dan responnya.<br><br>• Ketepatan dan kesesuaian menggunakan | | [americanenglish.state.gov /files/ ae/resource _files](#)<br><br>• [http:// learne nglish. british counci l.org/e n/](#) |

57

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|---|---|---|---|---|---|
| responnya, sesuai dengan konteks penggunaannya. 4.2. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. | | *simulasi*, *role-play*, dan kegiatan lain yang terstruktur. **Mengasosiasi** • Siswa membandingkan ungkapan memuji bersayap yang telah dipelajari dengan yang ada di berbagai sumber lain. • Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. **Mengkomunikasikan** • Siswa memuji dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (*learning* | struktur dan unsur kebahasaan dalam menyampaikan pujian serta responnya **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • Upaya menggunakan bahasa Inggris untuk menyatakan pujian dan responnya ketika muncul kesempatan. | | |

58

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|---|---|---|---|---|---|
| | | *journal*). | • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. <br><br> • Kesantunan dan kepedulian dalam melaksanakan Komunikasi | | |
| 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar. | **Teks lisan dan tulis untuk menunjukkan perhatian (*care*)** <br><br> *Fungsi sosial* <br><br> Menjaga hubungan interpersonal dengan guru, | **Mengamati** <br><br> • Siswa mendengarkan/menonton interaksi menunjukkan perhatian. <br><br> • Siswa mengikuti interaksi menunjukkan perhatian. <br><br> • Siswa menirukan model interaksi menunjukkan perhatian. <br><br> • Dengan bimbingan dan arahan guru, siswa mengidentifikasi | **KRITERIA PENILAIAN:** <br><br> • Pencapaian fungsi sosial <br><br> • Kelengkapan dan keruntutan struktur teks menunjukkan perhatian <br><br> • Ketepatan unsur kebahasaan : tata bahasa, kosa kata, ucapan, | 1 x 2 JP | • Audio CD/ <br><br> • SUARA GURU <br><br> • Koran/ majalah ber <br><br> • www. dailyenglish. com <br><br> • http:// americanenglish.state.gov /files/ ae/res ource |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|---|---|---|---|---|---|
| 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.<br><br>3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menunjukkan perhatian (care), serta responnya, sesuai dengan konteks penggun | teman dan orang lain.<br><br>*Ungkapan*<br><br>Ungkapan untuk memberi perhatian dan cara meresponnya: *You look pale . Are you OK? Not, really. I've got a headache.*<br>*Unsur kebahasaan:*<br>Ucapan, tekanan kata, intonasi | ciri-ciri interaksi menunjukkan perhatian. (fungsi sosial, struktur teks, dan unsur kebahasaan).<br><br>**Mempertanyakan (questioning)**<br><br>• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menunjukan perhatian dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.<br><br>**Mengeksplorasi**<br><br>Siswa menunjukan | tekanan kata, intonasi, ejaan, dan tulisan tangan<br>• Kesesuaian format penulisan/ penyampaian<br><br>**CARA PENILAIAN:**<br><br>**Unjuk kerja**<br><br>• Bermain peran (*role play*) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan untuk menunjukkan perhatian<br><br>• Ketepatan dan kesesuaian menggunakan struktur dan unsur |  | _ files<br>• http:// learnenglish. britishcouncil.org/en/ |

60

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|---|---|---|---|---|---|
| aannya.<br>4.3. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (care), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks. | | perhatian dengan bahasa Inggris dalam konteks *simulasi*, *role-play*, dan kegiatan lain yang terstruktur.<br><br>**Mengasosiasi**<br><br>• Siswa membandingkan ungkapan menunjukan perhatian yang telah dipelajari dengan yang ada di berbagai sumber lain.<br><br>• Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.<br><br>**Mengkomunikasikan**<br><br>• Siswa menunjukan perhatian dengan bahasa Inggris, di dalam dan di luar kelas.<br><br>• Siswa menuliskan | kebahasaan dalam menyampaikan ungkapan untuk menunjukkan perhatian<br><br>**Pengamatan (observations):**<br>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:<br><br>• Upaya menggunakan bahasa Inggris untuk menunjukkan perhatian (care) ketika muncul kesempatan. | | |

61

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|---|---|---|---|---|---|
| | | permasalahan dalam menggunakan bahasa Inggris untuk menunjukan perhatian dalam jurnal belajar (*learning journal*). | • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.<br><br>• Kesantunan dan kepedulian dalam melaksanakan Komunikasi | | |
| 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan | **Teks lisan dan tulis pernyataan dan pertanyaan tentang niat melakukan sesuatu**<br>*Fungsi Sosial*<br><br>Menyatakan rencana<br>*Struktur Teks*<br>'I'd like | **Mengamati**<br><br>• Siswa mendengarkan dan membaca banyak kalimat menyatakan dan menanyakan tentang niat melakukan sesuatu dalam berbagai konteks<br><br>• Siswa mengikuti interaksi tentang pernyataan dan pertanyaan | **Kriteria penilaian**:<br><br>• Pencapaian fungsi sosial<br>• Kelengkapan dan keruntutan struktur teks pernyataan dan pertanyaan tentang niat melakukan sesuatu<br><br>• Ketepatan unsur | 2 x 2 JP | • Audio CD/ VCD/D VD<br><br>• SUAR A GURU<br><br>• Koran/ majala h berba hasa Inggris<br><br>• www. dailye nglish. com<br><br>• http:// americ |

62

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|---|---|---|---|---|---|
| dalam semangat belajar<br><br>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.<br><br>3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan | to tell my name,' I will tell him about my job, I'm going to introduce my friend<br><br>*Unsur Kebahasaan*<br><br>Kata kerja *I'd like to .., I will .., I'm going to* ...; tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas | tentang menyatakan dan menanyakan tentang niat melakukan sesuatu dengan bimbingan guru<br><br>• Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu<br><br>• Dengan bimbingan dan arahan guru siswa mengidentifikasi ciri kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu<br><br>**Mempertanyakan**<br><br>Dengan bimbingan dan arahan guru, | kebahasaan : tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan<br><br>• Kesesuaian format penulisan/ penyampaian<br><br>**Cara Penilaian: Pengamatan (observasi)**<br>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.<br><br>• Upaya menggunakan Bahasa Inggris untuk menyatakan dan menanyaka | | anenglish.state.gov/files/ae/resource_files<br><br>• http://learnenglish.britishcouncil.org/en/ |

63

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|---|---|---|---|---|---|
| tentang niat melakukan sesuatu, sesuai dengan konteks penggunaannya<br><br>4.4. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai | dan rapi. | siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain dsb.<br>**Mengekslorasi**<br>• Siswa menyatakan dan menanyakan tentang niat melakukan sesuatu dalam konteks simulasi, role-play dan kegiatan lain yang terstuktur<br>• Siswa berusaha menyatakan dan bertanya tentang niat melakukan | n tentang niat melakukan sesuatu ketika muncul kesempatan.<br><br>• Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan<br><br>• Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi | | |

64

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|---|---|---|---|---|---|
| konteks | | sesuatu | | | |
| | | **Mengasosiasi** | | | |
| | | • Siswa membandingkan antara ungkapan niat melakukan sesuatu dalam bahasa Inggris yang telah dipelajari dengan yang ada dari berbagai sumber lain. | | | |
| | | • Siswa membandingkan ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa inggris dan dalam bahasa Indonesia | | | |
| | | **Mengkomunikasikan** | | | |
| | | • Setiap menyatakan dan menanyakan ungkapan tentang niat melakukan sesuatu dalam bahasa Inggris di dalam dan di luar | | | |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|---|---|---|---|---|---|
| | | • kelas<br>• Siswa menuliskan permasalahan dalam jurnal belajar (*learning journal*) | | | |
| 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar<br><br>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan | **Teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended)**<br>*Fungsi Sosial*<br>Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.<br><br>*Struktur text*<br>Ungkapa | **Mengamati**<br>• Siswa memperhatikan beberapa pesan yang berisi ucapan selamat dari berbagai sumber (a.l. film, tape, surat kabar, majalah).<br>• Siswa membacakan contoh-contoh teks pesan berisi ucapan selamat tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar.<br>• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri pesan yang berisi ucapan selamat (fungsi sosial, | Kriteria penilaian:<br>• Pencapaian fungsi sosial<br>• Kelengkapan dan keruntutan struktur teks ucapan selamat bersayap<br>• Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan<br>• Kesesuaian format penulisan/penyampaian | 2 x 2 JP | • Audio CD/VCD/DVD<br>• SUARA GURU<br>• Koran/majalah berbahasa Inggris<br>• www.dailyenglish.com<br>• http://americanenglish.state.gov/files/ae/resource_files<br>• http://learnenglish. |

66

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|---|---|---|---|---|---|
| cinta damai, dalam melaksanakan Komunikasi fungsional<br><br>3.5. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap, sesuai dengan konteks penggunaannya.<br><br>4.5. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan | n baku dari sumber-sumber otentik.<br><br>*Unsur kebahasaan*<br><br>(1) Kata dan tata bahasa baku<br>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.<br>(3) Ucapan, tekanan kata, intonasi, ketika mem prese | struktur teks, dan unsur kebahasaan).<br><br>**Mempertanyakan (questioning)**<br><br>• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pesan yang berisi ucapan selamat dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.<br><br>**Mengeksplorasi**<br><br>• Siswa secara mandiri dan dalam kelompok | **Cara Penilaian**:<br><br>**Unjuk kerja**<br><br>• Melakukan *role-play* (bermain peran) menggunakan ungkapan berbentuk pesan berisi ucapan selamat serta responnya dalam situasi nyata<br><br>• Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ucapan selamat | | [british council.org/en/](british council.org/en/) |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|---|---|---|---|---|---|
| selamat bersayap (extended), dengan memperhatikan tujuan, struktur teks, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks. | ntasikan secara lisan *Topik* Keteladanan tentang perilaku peduli dan cinta damai. | mencari ucapan selamat yang lain dari berbagai sumber • Siswa bergantian membacakan ucapan selamat dengan unsur kebahasaan yang tepat • Siswa mengucapkan dan merespon ucapan selamat yang disampaikan teman dan guru. **Mengasosiasi** • Siswa membandingkan berbagai ucapan selamat terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya. | bersayap serta responnya **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi ucapan | | |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|---|---|---|---|---|---|
| | | • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalamkerja kelompok. **Mengkomunikasikan** • Siswa berkreasi membuat teks-teks ucapan selamat dan menyampaikannya di depan guru dan teman untuk mendapat feedback. • Siswa membuat kartu ucapan selamat • Siswa memperoleh feedback dari guru dan teman sejawat | selamat • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog. • Kumpulan karya siswa yang mendukung proses penulisan teks ucapan selamat berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes | | |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|---|---|---|---|---|---|
| | | | dan latihan. | | |
| | | | • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya | | |

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

(Pertemuan Pertama)

Nama Sekolah : SMP IT Aziziyyah

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : XI/2

Alokasi Waktu : 2x 45 Menit (1x pertemuan)

Topik Pembelajaran : Narrative Text

Ketrampilan : Reading

**A. Standar Kompetensi**

**Membaca**

11 Memahami makna teks fungsional pendek dan esei berbentuk   *narrative, spoof*  dan *hortatory exposition* dalam konteks kehidupan sehari-hari  dan untuk mengakses ilmu pengetahuan

**Menulis**

12 Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative, spoof*  dan *hortatory exposition* dalam konteks kehidupan sehari-hari

**B. Kompetensi Dasar**

11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative, spoof,* dan *hortatory exposition*

12.2 Mengungkap-kan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative, spoof,* dan *hortatory exposition*

**C. Indikator**

| Indikatoor Pencapaian Kompetensi | Nilai Budaya Dan Karakter Bangsa |
|---|---|
| Merespon wacana monolog text : Narative Mengidentifikasi makna yang ada dalam teks narative yang dibaca Mengidentifikasi langkah-langkah retorika dari teks Menggunakan kalimat past | Senang membaca, Komunikatif, Teliti, Kreative, Kerja keras, Mandiri. |

**D. Tujuan Pembelajaran**

- Siswa mampu mengidentifikasi berbagai aspek dari teks seperti isi, struktur teks.
- Siswa dapat mengidentifikasi makna yang ada dalam teks yang dibaca

72

- Siswa dapat mengidentifikasi langkah-langkah retorika dari teks

**E. Materi Pokok**

1. Narrative Text

Narrative text is a kind of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story

**The generic structure of Narrative text:**

1. Orientation: It set the scene and introduce the participants (it answers the question: who, when, what, and where).

2. Complication: Tells the problems of the story and how the main characters solve them.

3. Resolution: The crisis is revolved, for better or worse.

4. Re-orientation: The ending of the story.

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

73

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?"

Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story.

The dwarfs said, "If you want, you may live here with us."

Snow White answered, "Oh, could I? Thank you."

Finally, Snow White and the seven dwarfs lived happily ever after.

### The Legend of the Kesodo Ceremony

Once upon a time on Mount Bromo, East Java, there was a couple living there. The new couple wanted to have a child. They had married for a long time but they hadn't got a baby. Every time they prayed to the Gods, asking for a child.

One day, there was a loud voice in the sky when they were praying.

"You are going to born a baby, and later you will birth too many children. But I have a requirement for you to obey, if you really want to have children", said the voice.

"Whatever you ask, my Lord", the couple answered, "We will do it",

74

"You must sacrifice your first son for the gods".

The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and gave birth to a son. The baby grew up into a handsome, taught man. He was named Kesuma. The couple loved Kesuma very much. The wife gave birth to eleven more children after Kesuma. And, they forget their promise to sacrifice their first son to the god.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about their promise. The couple was very afraid, but they just couldn't sacrifice their beloved son, Kesuma. However, because the earthquakes and the thunders were becoming more and more horrifying, Kesuma couldn't let his family and all the people in the village die.

Kesuma knew the situation. Then he said to his parents. "I would sacrifice myself in order that our family and all the people in our village will live in peace. For the next times, you all have to sacrifice animals and crops to the gods." Then he jumped onto the crater of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

**F. Metode Pembelajaran / teknik**:

Cooperative Teaching and Learning

**G. Strategi Pembelajaran**

| Tatap Muka | Terstruktur | Mandiri |
|---|---|---|
| • Siswa mampu | • Siswa mampu | • Siswa mencari |

| | | |
|---|---|---|
| mengidentifikasi makna yang ada dalam text narrative yang dibaca<br>• Membahas unsur dan langkah retorika dalam teks narrative<br>• Membahas ciri-ciri leksikogramatika dalam teks. | menganalisa berbagai aspek dari teks seperti isi, struktur teks, dalam kelompok.<br>• Siswa membaca sebuah teks narrative yang diberikan oleh guru dan menjawab pertanyaan-pertanyaan yang berhubungan dengan teks tersebut , dalam kelompok. | teks-teks narrative pendek (*how to make, how to use*, dan *how to do something*) berbahasa Inggris tertulis yang lain dari surat kabar, majalah dan dari internet, serta mempelajarinya dari segi tujuan komunikatif, *generic structure*, dan *language features*, serta *content*-nya |

**Langkah langkah Kegiatan Pembelajaran**

**Kegiatan Pendahuluan (5 menit)**

1. Mengucapkan salam dengan ramah ketika masuk ruang kelas
2. Mengecek kehadiran siswa
3. Apersepsi
4. Memotivasi siswa
5. Menyampaikan tujuan pembelajaran
6. Menyampaikan cakupan materi dan uraian kegiatan

76

**Kegiatan Inti (80 menit)**

Eksplorasi (15 menit)

➢ Siswa membaca contoh teks narrative yang ditampilkan, dibagi, atau dari buku.
➢ Siswa dan guru mendiskusikan materi mengenai teks narative
➢ Guru menjelaskan unsur dan langkah retorika dan ciri lexico grammatica dalam teks narrative
➢ Guru menjelaskan langkah pembuatan teks narrative.

Elaborasi (50 menit)

➢ Guru membuat kelompok dan membagi teks narrative sejumlah kelompok
➢ Siswa bekerja dalam kelompok untuk membahas generic structure dan isi teks berupa topik teks, gagasan utama suatu paragraf dalam teks tersebut, informasi rinci, informasi tertentu, dan makna kata-kata tertentu.
➢ Menjawab soal-soal tentang text yang dibahas

Konfirmasi (15 menit)

➢ Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas
➢ Guru menjadi narasumber dan fasilitator menjawab pertanyaan peserta didik dalam memahami teks dan penggunaan struktur text narrative serta menggunakan Simple Past tense dalam text narrative.
➢ Guru meminta siswa untuk membuat teks narrative sebagai tugas diluar kelas.

➤ Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.

**Kegiatan Penutup (5 menit)**

1. Membuat kesimpulan tentang materi yang sudah dipelajari hari itu.

2. Guru meminta siswa untuk membuat teks narrative sebagai tugas rumah

3. Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.

4. Guru menyampaikan rencana pembelajaran yang akan datang.

**H. Sumber/Bahan/Alat**

- Kamus
- Bahan Internet
- Buku Interlangguage

**I. Penilaian**

I. Indikator        :- Merespon wacana text

                       - Mempraktikkan pembuatan teks narrative

Teknik        : Tes tertulis

Bentuk : Pertanyaan pilihan ganda, tugas essay pembuatan narrative text.

II. Instrument:

The Story of Siti Masyitoh

On Prophet Muhammad''s journey in al-Isra'' and al-Mi''raj, the Prophet smelled a very nice odor. He asked *Jibril* about this pleasant scent and *Jilbril* informed him this good smell was coming from the grave of the woman whose duty used to be to comb Pharaoh''s daughter''s hair. This woman was a good pious believer. One day, as she was combing Pharaoh''s daughter''s hair, the comb fell from her hand. At this she said, *"Bismillah"* Pharaoh''s daughter asked her, "Do you have a God other than my father?" The woman said, "Yes, My Lord and the Lord of your father is Allah."

Pharaoh''s daughter told her father what had happened. Pharaoh demanded this woman blaspheme and leave *Islam,* but she refused. At that, pharaoh threatened to kill her children. He brought a great pot of water and built a great fire under it. When the water boiled, Pharaoh brought her children and started to drop them into that pot one after the other. Throughout all this, the woman remained steadfast to *Islam,* even when Pharaoh reached her youngest child a little boy still breast feeding, but she felt pity for him. At that, *Allah* enabled this child to speak. He said to his mother," Oh Mother, be patient. The torture of the hereafter is far more severe than the torture of this life, and do not be reluctant, because you are right".

At this the woman requested Pharaoh collect her bones and the bones of her children and bury them in the same grave. Pharaoh promised her that then dropped her into that boiling water. She died as a martyr (Shaheedah). The good odor the Prophet smelled coming from her grave is an indication of her high status. May Allah accept

79

our good deeds. May Allah make us among the pious on the Day of Judgment. And May Allah strengthen our Iman and make us stronger in defending the Religion of Islam. Allah knows best.

III. Pedoman Penilaian:

Pedoman penskoraan: masing-masing soal jika di jawab benar dengan proses yang benar mendapat skor 2.

Perhitungan nilai akhir

dalam skala 0 – 100 sebagai berikut :

Skor Perolehan

Nilai Akhir:    --------------------- X 100

Skor maksimal

Untuk pensekoran tugas pembuatan narrative text, perhitungannya sebagai berikut:

- 90  :Jika penggunaan kalimat benar, tanda baca benar, tulisan benar, penggunaan ungkapan waktu benar, dan coheren.
- 80 :Jika penggunaan kalimat benar, tanda baca benar, tulisan benar, penggunaan ungkapan kurang tepat, kuarang coheren.
- 70 : Jika penggunaan kalimat kuarng tepat, tanda baca kurang tepat, tulisan kurang tepat, penggunaan ungkapan waktu kurang tepat, kuarang coheren.

Pekanbaru,November 2019

Guru Pamong                              Praktikan

Riska Lisa, M.Pd                         Gilang Fadryon

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Mengatahui

Kepala SMP IT Aziziyyah

Drs.H.S.Purnomo,MM

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

(Pertemuan Kedua)

Nama Sekolah         : SMP IT Aziziyyah

Mata Pelajaran       : Bahasa Inggris

Kelas/ Semester      : XI/2

Alokasi Waktu       : 2x 45 Menit (1x pertemuan)

Topik Pembelajaran  : Narrative Text

Ketrampilan          : Reading

**J.  Standar Kompetensi**

**Membaca**

11  Memahami makna teks fungsional pendek dan esei berbentuk   *narrative,*
      *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari  dan
      untuk mengakses ilmu pengetahuan

**Menulis**

12  Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk
      *narrative, spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-
      hari

## K. Kompetensi Dasar

11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative, spoof,* dan *hortatory exposition*

12.2 Mengungkap-kan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative, spoof,* dan *hortatory exposition*

## L. Indikator

| Indikatoor Pencapaian Kompetensi | Nilai Budaya Dan Karakter Bangsa |
|---|---|
| Merespon wacana monolog text : Narative Mengidentifikasi makna yang ada dalam teks narative yang dibaca Mengidentifikasi langkah-langkah retorika dari teks Menggunakan kalimat past | Senang membaca, Komunikatif, Teliti, Kreative, Kerja keras, Mandiri. |

## M. Tujuan Pembelajaran

- Siswa mampu mengidentifikasi berbagai aspek dari teks seperti isi, struktur teks.

- Siswa dapat mengidentifikasi makna yang ada dalam teks yang dibaca

83

- Siswa dapat mengidentifikasi langkah-langkah retorika dari teks

**N. Materi Pokok**

1. Narrative Text

Narrative text is a kind of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story

**The generic structure of Narrative text:**

1. Orientation: It set the scene and introduce the participants (it answers the question: who, when, what, and where).

2. Complication: Tells the problems of the story and how the main characters solve them.

3. Resolution: The crisis is revolved, for better or worse.

4. Re-orientation: The ending of the story.

The Old Man and The Durian Tree

A long time ago lived an old man whose age was over 80 years old. The was planting a durian tree when he was observed by a neighbour. ( A durian is a thorny fruit with a very pungent smell. It is known as the King of Fruits and is very popular inSouth-eastAsia.)

The neighbour asked the old man,"Do you expect to eat durian from that tree? The durian tree will take about 8 to 10 years to bear fruit."

The old man rested smilingly on his spade. He said,"No, at my age I know, I won't. All my life, I have been enjoying durians, but never from a tree whichI have planted before. I wouldn't have had durians if other men have not done like what I am doing now. I am just trying to pay the other men who have planted durians for me." No wonder,he looked so happy.

We should be givers first and getters second in everything we do. We will not only get what we want but we will be really happy in the end. Because we need to sow first before we can reap.

**O. Metode Pembelajaran / teknik**:

Cooperative Teaching and Learning

**P. Strategi Pembelajaran**

| Tatap Muka | Terstruktur | Mandiri |
|---|---|---|
| • Siswa mampu mengidentifik asi makna yang ada dalam text narrative yang dibaca | • Siswa mampu menganalisa berbagai aspek dari teks seperti isi, struktur teks, dalam kelompok. <br> • Siswa membaca | • Siswa mencari teks-teks narrative pendek (*how to make, how to use*, dan *how to do something*) |

| | | |
|---|---|---|
| • Membahas unsur dan langkah retorika dalam teks narrative<br>• Membahas ciri-ciri leksikogramat ika dalam teks. | sebuah teks narrative yang diberikan oleh guru dan menjawab pertanyaan-pertanyaan yang berhubungan dengan teks tersebut , dalam kelompok. | berbahasa Inggris tertulis yang lain dari surat kabar, majalah dan dari internet, serta mempelajarinya dari segi tujuan komunikatif, *generic structure*, dan *language features*, serta *content*-nya |

**Langkah langkah Kegiatan Pembelajaran**

**Kegiatan Pendahuluan (5 menit)**

7. Mengucapkan salam dengan ramah ketika masuk ruang kelas
8. Mengecek kehadiran siswa
9. Apersepsi
10. Memotivasi siswa
11. Menyampaikan tujuan pembelajaran
12. Menyampaikan cakupan materi dan uraian kegiatan

**Kegiatan Inti (80 menit)**

Eksplorasi (15 menit)

➢ Siswa membaca contoh teks narrative yang ditampilkan, dibagi, atau dari buku.

➢ Siswa dan guru mendiskusikan materi mengenai teks narative

➢ Guru menjelaskan unsur dan langkah retorika dan ciri lexico grammatica dalam teks narrative

➢ Guru menjelaskan langkah pembuatan teks narrative.

Elaborasi (50 menit)

➢ Guru membuat kelompok dan membagi teks narrative sejumlah kelompok

➢ Siswa bekerja dalam kelompok untuk membahas generic structure dan isi teks berupa topik teks, gagasan utama suatu paragraf dalam teks tersebut, informasi rinci, informasi tertentu, dan makna kata-kata tertentu.

➢ Menjawab soal-soal tentang text yang dibahas

Konfirmasi (15 menit)

➢ Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas

➢ Guru menjadi narasumber dan fasilitator menjawab pertanyaan peserta didik dalam memahami teks dan penggunaan struktur text narrative serta menggunakan Simple Past tense dalam text narrative.

➢ Guru meminta siswa untuk membuat teks narrative sebagai tugas diluar kelas.

➢ Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.

**Kegiatan Penutup (5 menit)**

87

1. Membuat kesimpulan tentang materi yang sudah dipelajari hari itu.

2. Guru meminta siswa untuk membuat teks narrative sebagai tugas rumah

3. Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.

4. Guru menyampaikan rencana pembelajaran yang akan datang.

**Q. Sumber/Bahan/Alat**

- Kamus
- Bahan Internet
- Buku Interlangguage

**R. Penilaian**

I. Indikator      :- Merespon wacana text

           - Mempraktikkan pembuatan teks narrative

Teknik        : Tes tertulis

Bentuk : Pertanyaan pilihan ganda, tugas essay pembuatan narrative text.

III. Pedoman Penilaian:

Pedoman penskoraan: masing-masing soal jika di jawab benar dengan proses yang benar mendapat skor 2.

Perhitungan nilai akhir

dalam skala 0 – 100 sebagai berikut :

Skor Perolehan

Nilai Akhir:        --------------------- X 100

Skor maksimal

Untuk pensekoran tugas pembuatan narrative text, perhitungannya sebagai berikut:

91   :Jika penggunaan kalimat benar, tanda baca benar, tulisan benar, penggunaan ungkapan waktu benar, dan coheren.

80 :Jika penggunaan kalimat benar, tanda baca benar, tulisan benar, penggunaan ungkapan kurang tepat, kuarang coheren.

71 : Jika penggunaan kalimat kuarng tepat, tanda baca kurang tepat, tulisan kurang tepat, penggunaan ungkapan waktu kurang tepat, kuarang coheren.

Pekanbaru,November 2019

Guru Pamong                                    Praktikan

Riska Lisa, M.Pd                               Gilang Fadryon

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# RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

## (Pertemuan Ketiga)

Nama Sekolah        : SMP IT Aziziyyah

Mata Pelajaran       : Bahasa Inggris

Kelas/ Semester      : XI/2

Alokasi Waktu       : 2x 45 Menit (1x pertemuan)

Topik Pembelajaran  : Narrative Text

Ketrampilan          : Reading

**S. Standar Kompetensi**

**Membaca**

11 Memahami makna teks fungsional pendek dan esei berbentuk *narrative, spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

**Menulis**

12 Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative, spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari

**T. Kompetensi Dasar**

11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative, spoof,* dan *hortatory exposition*

12.2 Mengungkap-kan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative, spoof,* dan *hortatory exposition*

**U. Indikator**

| Indikatoor Pencapaian Kompetensi | Nilai Budaya Dan Karakter Bangsa |
|---|---|
| Merespon wacana monolog text : Narative<br><br>Mengidentifikasi makna yang ada dalam teks narative yang dibaca<br><br>Mengidentifikasi langkah-langkah retorika dari teks<br><br>Menggunakan kalimat past | Senang membaca, Komunikatif, Teliti, Kreative, Kerja keras, Mandiri. |

**V. Tujuan Pembelajaran**

- Siswa mampu mengidentifikasi berbagai aspek dari teks seperti isi, struktur teks.

- Siswa dapat mengidentifikasi makna yang ada dalam teks yang dibaca

91

- Siswa dapat mengidentifikasi langkah-langkah retorika dari teks

**W. Materi Pokok**

1. Narrative Text

Narrative text is a kind of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story

**The generic structure of Narrative text:**

1. Orientation: It set the scene and introduce the participants (it answers the question: who, when, what, and where).

2. Complication: Tells the problems of the story and how the main characters solve them.

3. Resolution: The crisis is revolved, for better or worse.

4. Re-orientation: The ending of the story.

**An Ugly Chick**

One day, at the farm there was a hen with her 7 eggs. The one of those eggs was too big for the usual hen's egg. The hen did not understand how she had that egg but she still took care of it.

At one morning, all of those eggs cracked. There were six cute yellow chicks and one big black and ugly chick. The mother did not understand why one of his chicks was too big and black and ugly. That ugly chick also grew too fast than the other six chicks. All chicken at that farm laughed at that ugly chick and every day they mocked him.That ugly chick was so sad. He felt different and ugly and he was so shy of his appearance.

One day, the ugly chick decided to run away from the farm. He asked the other bird about his kind but there was no bird knew about him. He was more and more sad and lonely. He walked slowly near the river to get food. He saw his appearance at the river and it was true that he was so ugly and different from the other chicks.When the ugly chick went alone, a man come and caught him. The man took it home and kept it in a stall. Every day that man gave some food and water for that ugly chick. He was saved actually but he felt alone inside that stall.

He can see the other chicken outside the stall. He did not understand why that man did not release him outside the stall. The chick grew bigger and he did not know

how long he had been in the stall so far. He did not know yet how he looked like after he grew bigger. What he knew was that all chickens on that farm were afraid of him. That made him became more and more sad and felt ugly.

One day, the man released him outside that stall because its stall was not enough for his size. He can feel a little bit happier because finally he could walk around. He saw a big and beautiful bird came close to him. That bird was as big as him and has so very beautiful feather. He was afraid and the he run away. Near the pool at that farm, finally he can see his appearance. He was the same with the big bird he had seen before. Then he understood that he was not a chicken but a bird. Then he came to that bird and asked about his kind. He told all of his sad stories to that bird.

Finally, he knew that he was a peacock and he was happy because he was not alone and ugly anymore. He was a beautiful peacock with his new family.

**X. Metode Pembelajaran / teknik**:

Cooperative Teaching and Learning

**Y. Strategi Pembelajaran**

| Tatap Muka | Terstruktur | Mandiri |
|---|---|---|
| • Siswa mampu mengidentifikasi makna yang ada dalam text narrative yang | • Siswa mampu menganalisa berbagai aspek dari teks seperti isi, struktur teks, dalam kelompok. | • Siswa mencari teks-teks narrative pendek (*how to make, how to use*, dan *how to do* |

94

| dibaca | • Siswa membaca | *something*) |
| • Membahas | sebuah teks | berbahasa Inggris |
| unsur dan | narrative yang | tertulis yang lain |
| langkah | diberikan oleh | dari surat kabar, |
| retorika dalam | guru dan | majalah dan dari |
| teks narrative | menjawab | internet, serta |
| • Membahas | pertanyaan- | mempelajarinya |
| ciri-ciri | pertanyaan yang | dari segi tujuan |
| leksikogramat | berhubungan | komunikatif, |
| ika dalam | dengan teks | *generic structure*, |
| teks. | tersebut , dalam | dan *language* |
| | kelompok. | *features*, serta |
| | | *content*-nya |

**Langkah langkah Kegiatan Pembelajaran**

**Kegiatan Pendahuluan (5 menit)**

13. Mengucapkan salam dengan ramah ketika masuk ruang kelas

14. Mengecek kehadiran siswa

15. Apersepsi

16. Memotivasi siswa

17. Menyampaikan tujuan pembelajaran

18. Menyampaikan cakupan materi dan uraian kegiatan

**Kegiatan Inti (80 menit)**

Eksplorasi (15 menit)

95

➢ Siswa membaca contoh teks narrative yang ditampilkan, dibagi, atau dari buku.

➢ Siswa dan guru mendiskusikan materi mengenai teks narative

➢ Guru menjelaskan unsur dan langkah retorika dan ciri lexico grammatica dalam teks narrative

➢ Guru menjelaskan langkah pembuatan teks narrative.

Elaborasi (50 menit)

➢ Guru membuat kelompok dan membagi teks narrative sejumlah kelompok

➢ Siswa bekerja dalam kelompok untuk membahas generic structure dan isi teks berupa topik teks, gagasan utama suatu paragraf dalam teks tersebut, informasi rinci, informasi tertentu, dan makna kata-kata tertentu.

➢ Menjawab soal-soal tentang text yang dibahas

Konfirmasi (15 menit)

➢ Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas

➢ Guru menjadi narasumber dan fasilitator menjawab pertanyaan peserta didik dalam memahami teks dan penggunaan struktur text narrative serta menggunakan Simple Past tense dalam text narrative.

➢ Guru meminta siswa untuk membuat teks narrative sebagai tugas diluar kelas.

➢ Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.


**Kegiatan Penutup (5 menit)**

96

1. Membuat kesimpulan tentang materi yang sudah dipelajari hari itu.

2. Guru meminta siswa untuk membuat teks narrative sebagai tugas rumah

3. Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.

4. Guru menyampaikan rencana pembelajaran yang akan datang.

**Z. Sumber/Bahan/Alat**

- Kamus
- Bahan Internet
- Buku Interlangguage

**Å. Penilaian**

I. Indikator        :- Merespon wacana text

                - Mempraktikkan pembuatan teks narrative

Teknik        : Tes tertulis

Bentuk : Pertanyaan pilihan ganda, tugas essay pembuatan narrative text.

III. Pedoman Penilaian:

Pedoman penskoraan: masing-masing soal jika di jawab benar dengan proses yang benar mendapat skor 2.

Perhitungan nilai akhir

dalam skala 0 – 100 sebagai berikut :

Skor Perolehan

Nilai Akhir:        --------------------- X 100

Skor maksimal

Untuk pensekoran tugas pembuatan narrative text, perhitungannya sebagai berikut:

92 : Jika penggunaan kalimat benar, tanda baca benar, tulisan benar, penggunaan ungkapan waktu benar, dan coheren.

80 : Jika penggunaan kalimat benar, tanda baca benar, tulisan benar, penggunaan ungkapan kurang tepat, kuarang coheren.

72 : Jika penggunaan kalimat kuarng tepat, tanda baca kurang tepat, tulisan kurang tepat, penggunaan ungkapan waktu kurang tepat, kuarang coheren.

Pekanbaru,November 2019

Guru Pamong                          Praktikan

Riska Lisa, M.Pd                     Gilang Fadryon

Mengatahui

Kepala SMP IT Aziziyyah

Drs.H.S.Purnomo,MM

**READING TEST (POST-TEST)**

<u>Snow White</u>

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?"

Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story.

The dwarfs said, "If you want, you may live here with us."

Snow White answered, "Oh, could I? Thank you."

Finally, Snow White and the seven dwarfs lived happily ever after.

1. What type of the text is used by the writer?

**A. narrative**

B. report

C. anecdote

D. comparative

2. To tell the plot, the writers uses…

A. a rhetorical question and an exclamation

B. time sequences

C. contrastive evidences

**D. past tense**

3. Why Snow White ran away to the woods?

A. Her parents passed away

B. Her uncle was angry with her

**C. Her uncle and aunt would go to America**

D. Snow White was happy to run away

4. When did Snow White run away to the woods?

A. In the afternoon

**B. In the morning**

C. In the evening

D. In the full moon

5. Where did Snow White live after she ran away to the woods?

A. She lived in the cave

B. She lived in the lion nest

C. She lived everywhere in the woods

**D. She lived in the dwarfs' cottage**

6. According to the text, before she ran away into the woods, why did Snow White

live with her uncle and aunt?

A. because she loved them very much

B. as a result of forcing attitude from them

**C. because her parents were dead**

D. because she were afraid of the dwarfs

7. The communicative purpose of this text is…..

A. to inform the readers about important and newsworthy events

**B.** **to entertain readers with fairy tale**

C. to share an account of an unusual event

D. to persuade readers to accept his/her opinions

## The legend of the Kesodo Ceremony

Once upon a time on Mount Bromo, East Java, there were a couple living there. The new couple wanted to have a child. They had married for a long time but they do not have a Baby. Every time they prayed to the Gods, asking for a child.

Once day, there was a loud voice in the sky when they were praying."You are going to born baby, and later you will give birth to many children. But I have a requirement for you to obey, if you really want to have children", said the voice.

"Whatever you ask, my Lord", the couple answered,"We will do it", "You must sacrifice your first so for the goals".

The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and give birth to a son. The baby grew up into a handsome, taught man. He was named Kesuma. The couple loved Kusuma very much. The wife gave birth to eleven more children after Kesuma. And, they forget their promise to sacrifice their first son to the God.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about chair promise. The couple was very afraid, but they just couldn"t sacrifice their

beloved son, Kesuma. However, because the earthquakes and the thunders were becoming more and more horrifying. Kesuma couldn't let his family and all the people in the village die.

Kesuma knew the situation. Then he said to his parents. "I would sacrifice myself in order that our family and all the people in our village will live in peace. For the next times, you all have to sacrifice animals and crops to the gods". Then he jumped onto the crated of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

8. What does the first paragraph talk about?

a. The earthquakes and thunders in the sky

b. The condition of the volcano on one day

c. The condition of Kesuma's family

d. The voice in the sky

9. How was Kesuma's personal characteristic?

a. Melancholic          c. Tragic

b. Heroic                d. Fearful

10. What problem was faced by Kesuma's parents?

a. They had to give sacrifice for the Gods

b. They couldn't get a baby after getting married for a long time

c. They couldn't bring their children to the Gods to be scarified

d. Thevillagers would force to sacrifice themselves

READING TEST (POST-TEST)

## Young wife and the wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat

my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew. They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

31. How could the wolves catch Ah Tim ?

A. He was afraid

**B. He was stumbled by a stone**

C. He ran slowly

D. The woman cried

32. The woman gave her son to the wolves because

A. She loved her nephew than her son.

**B. She thought about how her brother would be**

C. She wanted her son was eaten by the wolves

D. She was crazy

33. What did the villagers bring sticks for ?

**A. For the weapon to beat the wolves**

B. To bring the woman's nephew

C. For the fire woods.

D. For play

34. " all men in the village fetched thick stick … " The word " fetched" has a similar

meaning to :

A. Received

B. Caught

**C. Got**

D. Hit

35. From the passage we learn that the villages were ….

A. Located in one huge area

B. Situated in a large district

**C. Separated by untamed jungles.**

D. Wild and unsafe

36. The brother let her son go with his aunt as she left home because ….

A. Ah Tim wanted to see the wolves

**B. Ah Tim would be a guardian for them**

C. Ah Tim was bored to live with his parents

D. The baby was too cute to be alone

37. What is the purpose of the writer by writing the story above ?

A. To describe the danger of the villages

**B. To entertain the readers of the story**

C. To tell the villagers' relationship

D. To explain how important a relative is

**An Ugly Chick (day 2 group study)**

One day, at the farm there was a hen with her 7 eggs. The one of those eggs was too big for the usual hen's egg. The hen did not understand how she had that egg but she still took care of it.

At one morning, all of those eggs cracked. There were six cute yellow chicks and one big black and ugly chick. The mother did not understand why one of his chicks was too big and black and ugly. That ugly chick also grew too fast than the other six chicks. All chicken at that farm laughed at that ugly chick and every day

they mocked him.That ugly chick was so sad. He felt different and ugly and he was so shy of his appearance.

One day, the ugly chick decided to run away from the farm. He asked the other bird about his kind but there was no bird knew about him. He was more and more sad and lonely. He walked slowly near the river to get food. He saw his appearance at the river and it was true that he was so ugly and different from the other chicks.When the ugly chick went alone, a man come and caught him. The man took it home and kept it in a stall. Every day that man gave some food and water for that ugly chick. He was saved actually but he felt alone inside that stall.

He can see the other chicken outside the stall. He did not understand why that man did not release him outside the stall. The chick grew bigger and he did not know how long he had been in the stall so far. He did not know yet how he looked like after he grew bigger. What he knew was that all chickens on that farm were afraid of him. That made him became more and more sad and felt ugly.

One day, the man released him outside that stall because its stall was not enough for his size. He can feel a little bit happier because finally he could walk around. He saw a big and beautiful bird came close to him. That bird was as big as him and has so very beautiful feather. He was afraid and the he run away. Near the pool at that farm, finally he can see his appearance. He was the same with the big bird

he had seen before. Then he understood that he was not a chicken but a bird. Then he came to that bird and asked about his kind. He told all of his sad stories to that bird.

Finally, he knew that he was a peacock and he was happy because he was not alone and ugly anymore. He was a beautiful peacock with his new family.

Questions !

38. What is the meaning by the first paragraph?

39. How many chicken eggs are there in a chicken farm?

40. What was the response of all the chickens on the farm when the ugly chick was born?

41. what makes chicks so sad?

42. What kind of ugly chicks actually are?

43. Who catches chicks when going alone?

44. "When the ugly chick went alone" what are the synonyms of the underlined word?

45.  What is the end of the story? sad or happy, explain your opinion!

111

# UNIVERSITAS ISLAM RIAU
## FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
## PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat: Jln. Kaharudin Nasution No.113 Perhentian Marpoyan Pekanbaru – Provinsi Riau, Kode Pos: 28284

Nomor            :

| Registrasi Pendaftaran Proposal/Skripsi di Prodi |
|---|
| C.136/PPS/PBING/V/2018 |

Perihal           : Penunjukan Dosen Pembimbing Utama/Pembimbing Pendamping Proposal/Skripsi Mahasiswa.

**Kepada Yth.**
**Bapak/Ibu Pembimbing Utama/Pembimbing Pendamping**
**Di Tempat**

*Assalamualaikum wr.wb.*

Dengan Hormat, bersama ini Ketua Program Studi Pendidikan Bahasa Inggris menetapkan pembimbing utama dan pembimbing pendamping mahasiswa atas nama:

| Nama | : GILANG FADRYON |
|---|---|
| NPM | : 156310907 |
| Fakultas | : Keguruan dan Ilmu Pendidikan |
| Program Studi | : Pendidikan Bahasa Inggris |
| No.HP | : |

Dengan pembimbing Proposal/Skripsi sebagai berikut:

| Dosen Pembimbing Utama | Dra. Hj. Syofianis, M.Ed |
|---|---|
| Dosen Pembimbing Pendamping | |

Dengan Judul:

A study on factor Affected Students reading comprehension by Using social media as a tools at smp IT Aziziyyah Pekanbaru

Demikian surat ini disampaikan, atas perhatian diucapkan terima kasih.

Pekanbaru, 28/5/ 2018

Mengetahui,
Wakil Dekan Bidang Akademik

Wassalam,
Ketua Program Studi

**Dr. Sri Amnah, M.Si**
NIP. 197010071998032002
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NIDN. 0007107005

**Miranti Eka Putri, S.Pd.,M.Ed**
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NIDN. 1005068201

Form 2

# UNIVERSITAS ISLAM RIAU
## FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
## PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Kaharuddin Nasition No. 113 Perhentian Marpoyan Pekanbaru 28284 Provinsi Riau

## BERITA ACARA SEMINAR PROPOSAL

| Nama Mahasiswa | : | Gilang Fadryon |
|---|---|---|
| NIM | : | 15 631 0294 |
| Hari Tanggal Seminar | : | Kamis/ 8 Agustus 2019 |
| Pembimbing Utama | : | Dra. Hj. Syofianis Ismail, M.Ed. |
| Pembimbing Pendamping | : | . |

**Judul Proposal Penelitian**

A Study on Factor Affected Students Reading  Comprehension by Using Social Media as a Tools at SMPIT Aziziah Pekanbaru

## REKOMENDASI HASIL SEMINAR

| 1. Judul yang diterima | : | ~~Disetujui/Direvisi~~/ dirubah judul baru |
|---|---|---|

the Effect of whatsapp Towards the second year students Reading Comprehension At SMP IT Aziziyyah Pekanbaru.

| 2. Identifikasi Masalah | : | ~~Jelas~~/ Kurang Jelas/ ~~Dirubah~~ |
|---|---|---|
| 3. Perumusan Masalah | : | ~~Jelas~~/ Kurang Jelas/ ~~Dirubah~~ |
| 4. Tujuan Penelitian | : | ~~Jelas~~/ ~~Kurang Jelas~~/ Dirubah |
| 5. Teori Utama dan Teori Pendukung | : | ~~Jelas~~/ Kurang Jelas/ ~~Dirubah~~ |
| 6. Hipotesis Penelitian ( jika ada ) | : | Jelas/ Kurang Jelas/ Dirubah |
| 7. Populasi dan Sampel/ Subjek Penelitian | : | ~~Jelas~~/ Kurang Jelas/ ~~Dirubah~~ |
| 8. Metode dan Disain Penelitian | : | ~~Jelas~~/ ~~Kurang Jelas~~/ Dirubah |
| 9. Variabel Penelitian | : | ~~Jelas~~/ Kurang Jelas/ ~~Dirubah~~ |
| 10. Instrumen Penelitian | : | ~~Jelas~~/ Kurang Jelas/ ~~Dirubah~~ |
| 11. Prosedur Penelitian | : | ~~Jelas~~/ Kurang Jelas/ ~~Dirubah~~ |
| 12. Teknik Pengambilan Data | : | ~~Jelas~~/ ~~Kurang Jelas~~/ Dirubah |
| 13. Teknik Pengolahan Data | : | ~~Jelas~~/ ~~Kurang Jelas~~/ Dirubah |
| 14. Teknik Analisis Data | : | ~~Jelas~~/ ~~Kurang Jelas~~/ Dirubah |
| 15. Daftar Rujukan / Pustaka | : | ~~Relevan~~/ ~~Kurang Relevan~~/ Perlu Ditambah |

**Tim Dosen Pemrasaran Seminar Proposal**

| Dosen Pemrasaran | Jabatan Dalam Seminar | Tanda Tangan |
|---|---|---|
| Dra. Hk. Syofianis Ismail, M.Ed. | Ketua/ Pembimbing Utama | 1. |
| Johari Afrizal, S.Pd., M.Ed. | Anggota | 2. |
| Sitti Hadijah, S.Pd., M.Pd. | Anggota | 3. |

Pekanbaru, ..................... 2019

Ketua Program Studi

Diketahui Oleh Wakil Dekan Bidang Akademik

**Miranti Eka Putri, S.Pd., M.Ed.**
NPK. 091102367
NIDN. 1005068201
Penata / III C/ Lektor

**Dr. Sri Amnah. S.Pd., M.Si**
NIP 1970 10071 998 0320
NIDN. 0007 107 005
Sertifikat Pendidik : 13110100601134
Penata. IIIc / Lektor

# UNIVERSITAS ISLAM RIAU
## FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

الجامِعَةُ الإسلامِيَّةُ الرِّيوِيَّة

**Alamat:** Jalan Kaharuddin Nasution No. 113, Marpoyan, Pekanbaru, Riau, Indonesia - 28284
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*Pekanbaru, 08 Oktober 2019*

Nomor : 1828 /E-UIR/27-FKIP/2019
Hal : *Izin riset*

Kepada Yth Bapak Gubernur Riau
C/q Bapak Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau
Di –
      Pekanbaru

Assalamu'alaikum Wr, Wbr.

Bersama ini datang menghadap Bapak/Ibu mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau:

Nama : Gilang Fadryon

Nomor Pokok Mhs : 156310907

Fakultas : Keguruan dan Ilmu Pendidikan

Program Studi : Pendidikan Bahasa Inggris

Untuk meminta izin melakukan penelitian dengan judul **"The Effect of Whatsapp Towards The Second Year Students Reading Comprehension at SMP IT Aziziyyah Pekanbaru"**. Untuk kepentingan itu, kami berharap agar Bapak/Ibu berkenan memberikan rekomendasi izin kepada mahasiswa yang bersangkutan.

Atas perhatian Bapak/Ibu kami mengucapkan terima kasih.

Wassalam
Dekan.

**Drs. Alzaber, M.Si**
NIP/NPK : 19591204 198910 1001
Sertifikasi. 11110100600810
NIDN 0004125903

# SURAT KEPUTUSAN
# DEKAN FKIP UNIVERSITAS ISLAM RIAU

NOMOR : 1780 /FKIP-UIR/Kpts/2019

**Tentang : Penunjukan Pembimbing I Dan Pembimbing II Penulisan Skripsi Mahasiswa FKIP**
**UNIVERSITAS ISLAM RIAU**

**Menimbang** : 1. Bahwa untuk membantu mahasiswa dalam penyusunan skripsi, maka perlu ditunjuk Pembimbing I dan II yang akan memberikan bimbingan sepenuhnya terhadap mahasiswa tersebut.
2. Bahwa saudara-saudara yang namanya tersebut tercantum dalam Surat Keputusan ini dipandang mampu dan memenuhi syarat untuk membimbing skripsi mahasiswa, maka untuk itu perlu ditetapkan dengan Surat Keputusan Dekan.

**Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.
2. Undang-undang Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi.
3. Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan Tinggi.
4. Surat Keputusan Menteri Pendidikan Nasional :
   a. Nomor 339/U/1994 Tentang Ketentuan Pokok Penyelenggaraan Perguruan Tinggi.
   b. Nomor 224/U/1995 Tentang Badan Akreditasi Nasional Perguruan Tinggi.
   c. Nomor 232/U/2000 Tentang Pedoman Kurikulum Pendidikan Tinggi dan Penilaian Hasil Belajar Mahasiswa.
   d. Nomor 124/U/2001 Tentang Pedoman Pengawasan, Pengendalian dan Pembinaan Program Studi Perguruan Tinggi.
   e. Nomor 045/U/2002 Tentang Kurikulum Inti Pendidikan Tinggi.
5. Surat Keputusan Pimpinan YLPI Riau Nomor 66/Kep/YLPI-II/1976 Tentang Peraturan Dasar Universitas Islam Riau.
6. Surat Keputusan Rektor Universitas Islam Riau Nomor. 112/UIR/Kpts/2016 Tentang Pengangkatan Dekan FKIP Universitas Islam Riau Tanggal.31 Maret 2016.

## MEMUTUSKAN

**Menetapkan** : 1. Menunjuk nama-nama tersebut dibawah ini sebagai Pembimbing skripsi

| No. | Nama | Pangkat/Golongan | Pembimbing |
|---|---|---|---|
| 1. | Dra. Hj. Syofianis Ismail, M.Ed. | Lektor Kepala - Pembina/ IV/a | Pembimbing Utama |
| | | | |

| | |
|---|---|
| Nama Mahasiswa | Gilang Fadryon |
| NPM | 156310294 |
| Program Study | Pendidikan Bahasa Inggris |
| Judul Skripsi | The Effect of Whatsapp Towards The Second Year Students Reading Comprehension at SMP IT Aziziyyah Pekanbaru. |

2. Tugas-tugas Pembimbing berpedoman kepada ketentuan yang berlaku.
3. Dalam melaksanakan bimbingan, pembimbing supaya memperhatikan usul dan saran seminar proposal
4. Kepada Saudara yang namanya tercantum dalam lampiran Surat Keputusan ini diberi honorarium sesuai dengan ketentuan yang berlaku diUniversitas Islam Riau.
5. Surat Keputusan ini mulai berlaku sejak surat keputusan ini diterbitkan, dengan ketentuan apabila terdapat kekeliruan akan diadakan perbaikan sebagaimana mestinya.

**Kutipan** : Disampaikan pada yang bersangkutan untuk dapat dilaksanakan sebaik-baiknya.

Ditetapkan : di Pekanbaru
Tanggal : 08 Oktober 2019
Dekan,

**Drs. Alzaber, M.Si.**
NIP. 19591204 198610 1001

Tembusan disampaikan kepada :
1. Yth.Rektor UIR Pekanbaru
2. Yth.Kepala Biro Keuangan UIR Pekanbaru
3. Yth.Ketua Program Study **Pendidikan Bahasa Inggris** FKIP UIR Pekanbaru
4. Pertinggal..

# PEMERINTAH KOTA PEKANBARU
# BADAN KESATUAN BANGSA DAN POLITIK
### JL.ARIFIN AHMAD NO 39 TELP. – FAX : (0761) 39399 PEKANBARU

## REKOMENDASI PENELITIAN
### Nomor : 071/BKBP-REKOM/2019/3009

232018

a. Dasar : Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian.

b. Menimbang : Rekomendasi dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, nomor 503/DPMPTSP/NON IZIN-RISET/26592 tanggal 14 Oktober 2019, perihal pelaksanaan kegiatan Penelitian Riset/Pra Riset dan pengumpulan data untuk bahan Skripsi.

Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru memberikan Rekomendasi kepada :

1. Nama : **GILANG FADRYON**
2. NIM : 156310907
3. Fakultas : FKIP UNIVERSITAS ISLAM RIAU
4. Jurusan : PENDIDIKAN BAHASA INGGRIS
5. Jenjang : S1
6. Alamat : DESA PAMAK KEC. TEBING KAB. KARIMUN-KEPULAUAN RIAU
7. Judul Penelitian : **THE EFFECT OF WHATSAPP TOWARDS THE SECOND YEAR STUDENTS READING COMPREHENSION AT SMP IT AZIZIYYAH PEKANBARU**
8. Lokasi Penelitian : DINAS PENDIDIKAN KOTA PEKANBARU

Dengan ketentuan sebagai berikut :

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan Riset/Pra Riset/Penelitian dan pengumpulan data ini.
2. Pelaksanaan kegiatan Riset ini berlangsung selama 2 (dua) bulan terhitung mulai tanggal Rekomendasi ini dibuat.
3. Berpakaian sopan, mematuhi etika kantor/lokasi penelitian, bersedia meninggalkan fhoto copy Kartu Tanda Pengenal.
4. Menyampaikan hasil Riset 1 (satu) rangkap kepada Badan Kesatuan Bangsa dan Politik Kota Pekanbaru sesuai pasal 23 PERMENDAGRI No.64 Tahun 2011.

Demikian Rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Pekanbaru, 14 Oktober 2019

a.n. Kepala Badan Kesatuan Bangsa dan Politik
Kota Pekanbaru
**Kabid Politik dan Hubungan Antar Lembaga**

**Drs. H. ZULNAWIRAWAN, M.Si**
NIP. 19690701 198909 1 001

<u>Tembusan</u>
Yth : 1. Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau di Pekanbaru.
2. Yang Bersangkutan.

# PEMERINTAH KOTA PEKANBARU
# DINAS PENDIDIKAN

JALAN PATTIMURA NO. 40 A TELP. (0761) 42788, 855287 FAX. (0761) 47204

P E K A N B A R U

website : www.disdikpku.org email : disdikpku@yahoo.com

Pekanbaru, 24 Oktober 2019

Nomor : 800/Disdik.Sekretaris.1/ 0624 /2019
Lampiran : -
Perihal : Izin Melaksanakan
Riset / Penelitian

Kepada Yth,
Sdr. Kepala SMP IT Aziziyyah
Kota Pekanbaru
di –
Pekanbaru

Berdasarkan surat dari Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru nomor : 071 / BKBP – REKOM / 2019 / 3009 tanggal 14 Oktober 2019 perihal Izin Riset/Penelitian, atas nama :

N a m a : GILANG FADRYON
N I M : 156310907
Mahasiswa : FKIP UIR
Judul Penelitian : The Effect of Whatsapp Towards The Second Year Students Reading Comprehension at SMP IT AziziyYAH Pekanbaru.

Pada prinsipnya kami dapat menyetujui yang bersangkutan melaksanakan riset pada SMP IT Aziziyyah Kota Pekanbaru, sehubungan dengan itu diharapkan agar saudara dapat membantu kelancaran tugas yang bersangkutan.

Demikian disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
KOTA PEKANBARU
Sekretaris

H. MUZAILIS, S.Pd, MM
Pembina Tk. I ( IV / b )
NIP 19650921 198902 1 001

**SEKOLAH MENENGAH PERTAMA ISLAM TERPADU
AZIZIYYAH PEKANBARU**

Jl. CiptaKarya, Panam – Pekanbaru, HP. 0821 698 34225
*IZIN PENDIRIAN DINAS PENDIDIKAN KOTA PEKANBARU*
Tanggal8 Oktober 2013Nomor :420/Bid.SM.1/X/2013/9864
NSS : 20.4.09.60.01.114    NIS : 201140    NPSN : 69786764
**AKREDITASI : B**

**SURAT KETERANGAN**

Nomor : 069/423.4/SMP.IT-AZ.PKU/XII /2019

Yang bertanda tangan dibawah ini Kepala SMP IT Aziziyyah Pekanbaru menerangkan :

Nama                                 : Drs. H. S. Purnomo, MM

NIP                                  : -

Perangkat / Gol Ruang                : IV. c

Jabatan                              : Kepala Sekolah SMP IT Aziziyyah Pekanbaru

Menerangkan Bahwa :

Nama                                 : GILANG FADRYON

NIM                                  : 156310907

Mahasiswa                            : FKIP Universitas Islam Riau

Judul Penelitian                     : **The Effect Of Whatsapp Towards The Second Year Students Reading Comprehension At SMP IT Aziziyyah Pekanbaru.**

Bahwa Nama tersebut diatas telah selesai melaksanakan Riset / Penelitian pada tanggal 04 Desember 2019.

Demikianlah surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 10 Desember 2019
Kepala SMP IT Aziziyyah

**Drs. H. S. Purnomo, MM**

**Tembusan:**

1. *Arsip*

# UNIVERSITAS ISLAM RIAU
## FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

الجامعة الإسلامية الرياوية

## BERITA ACARA MEJA HIJAU / SKRIPSI DAN YUDICIUM

Berdasarkan Surat Keputusan Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau Tanggal 7 bulan September Tahun 2020 Nomor : 1402 /Kpts/2020 , maka pada hari Senin Tanggal 7 bulan September tahun 2020 telah diselenggarakan Ujian Skripsi dan Yudicium atas nama mahasiswa berikut ini:

1. Nama : Gilang Fadryon
2. Nomor Pokok Mhs : 15 631 0907
3. Program Study : Pendidikan Bahasa Inggris
4. Judul Skripsi : The Effect of Whatsapp towards The Third Year Students Reading Comprehension at SMP IT Azizyah Pekanbaru

5. Tanggal Ujian : 7 September 2020
6. Tempat Ujian : Ruang Sidang FKIP – UIR
7. Nilai Ujian Skripsi :
8. Prediket Kelulusan : 75.05 (B)

Keterangan Lain : Ujian berjalan aman dan tertib

Ketua

( Dra. Hj. Syofianis Ismail, M.Ed. )

Dosen Penguji :

1. Dra. Hj. Syofianis Ismail, M.Ed. ( )
2. Johari Afrizal, S.Pd., M.Ed. ( )
3. Sitti Hadijah, S.Pd., M.Pd. ( )

Pekanbaru, 7 September 2020
Dekan

Dr. Hj. Sri Amnah, S.Pd., M.Si.
NIP. 1970 10071998 032002
NIDN. 0007107005
Sertifikasi : 13110100601134

بسم الله الرحمن الرحيم

# UNIVERSITAS ISLAM RIAU

Jl. kaharuddin Nasution No. 113 Perhentian Marpoyan Telp (0761) 72126 - 674884. Fax (0761) 674834 Pekanbaru - Riau. 28284

## DAFTAR PRESTASI AKADEMIK MAHASISWA

Nama : GILANG FADRYON
Tempat/Tgl.Lahir : PEKANBARU / 04 Januari 1997
NPM : 156310907
Fakultas : Fakultas Keguruan Dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris
Jenjang Pendidikan : Strata Satu (S.1)

| KODE MK | MATA KULIAH | NILAI | AM | K | KM |
|---|---|---|---|---|---|
| BS12005 | BAHASA INDONESIA / INDONESIAN LANGUAGE | C+ | 2.33 | 2 | 4.66 |
| IG13002 | BASIC ENGLISH GRAMMAR / BASIC ENGLISH GRAMMAR | C | 2 | 3 | 6 |
| IG3004 | BASIC READING / BASIC READING | A | 4 | 3 | 12 |
| IG13005 | INTERPRETATIVE LISTENING / INTERPRETATIVE LISTENING | A- | 3.67 | 3 | 11.01 |
| FK12001 | LANDASAN PENDIDIKAN / INTRODUCTION OF EDUCATION | B- | 2.67 | 2 | 5.34 |
| BS12001 | PENDIDIKAN AGAMA ISLAM / ISLAMIC EDUCATION | B- | 2.67 | 2 | 5.34 |
| MKU601102B | PENDIDIKAN PANCASILA / PANCASILA EDUCATION | B+ | 3.33 | 2 | 6.66 |
| IG13001 | PRONOUNCIATION PRACTICE / PRONUNCIATION PRACTICE | B+ | 3.33 | 3 | 9.99 |
| IG13003 | SPEAKING FOR EVERYDAY COMMUNICATION / SPEAKING FOR EVERYDAY COMMUNICATION | B+ | 3.33 | 3 | 9.99 |
| IG23010 | ACADEMIC LISTENING / ACADEMIC LISTENING | B- | 2.67 | 3 | 8.01 |
| BS22002 | AL ISLAM 1 (FIKIH IBADAH) / AL ISLAM 1 (FIQIH IBADAH) | A- | 3.67 | 2 | 7.34 |
| IG23012 | BELAJAR DAN PEMBELAJARAN / TEACHING AND LEARNING ENGLISH | B | 3 | 3 | 9 |
| IG22009 | EXTENSIVE READING / EXTENSIVE READING | B+ | 3.33 | 2 | 6.66 |
| BS22004 | ILMU KEALAMAN / NATURAL SCIENCES | B+ | 3.33 | 2 | 6.66 |
| IG23007 | INTERMEDIATE GRAMMAR / INTERMEDIATE GRAMMAR | B | 3 | 3 | 9 |
| IG23006 | PARAGRAPH WRITING / PARAGRAPH WRITING | B+ | 3.33 | 3 | 9.99 |
| BS12008 | PENDIDIKAN KEWARGANEGARAAN / CITIZENSHIP | B+ | 3.33 | 2 | 6.66 |
| IG22008 | SPEAKING FOR GROUP ACTIVITIES / SPEAKING FOR GROUP ACTIVITIES | B+ | 3.5 | 2 | 7 |
| IG22011 | VOCABULARY IN CONTEXT / VOCABULARY IN CONTEXT | C+ | 2.33 | 2 | 4.66 |
| IG33016 | ACADEMIC READING / ACADEMIC READING | A | 4 | 3 | 12 |
| IG33013 | ADVANCED GRAMMAR / ADVANCED GRAMMAR | B- | 2.67 | 3 | 8.01 |
| BS32005 | AL ISLAM 2 (FIKIH MU`AMALAT) / AL ISLAM 2 (FIKIH MU'AMALAT) | B | 3 | 2 | 6 |
| IG32018 | ENGLISH PHONETICS AND PHONOLOGY / ENGLISH PHONETICS AND PHONOLOGY | A- | 3.67 | 2 | 7.34 |
| IG23012 | ESSAY WRITTING / ESSAY WRITTING | C | 2 | 3 | 6 |
| IG32018 | INTRODUCTION TO JOURNALISM / INTRODUCTION TO JOURNALISM | B+ | 3.33 | 2 | 6.66 |
| IG32017 | INTRODUCTION TO LINGUISTICS / INTRODUCTION TO LINGUISTICS | B- | 2.67 | 2 | 5.34 |
| BS32006 | KURIKULUM DAN PEMBELAJARAN / CURRICULUM AND LEARNING | A | 4 | 2 | 8 |
| IG32019 | SECOND LANGUAGE ACQUISTION / SECOND LANGUAGE ACQUISTION | B+ | 3.33 | 2 | 6.66 |
| IG33014 | SPEAKING FOR FORMAL SETTING / SPEAKING FOR FORMAL SETTING | B | 3 | 3 | 9 |
| IG43023 | ACADEMIC WRITING / ACADEMIC WRITING | B+ | 3.33 | 3 | 9.99 |
| BS42007 | AL ISLAM 3 (ULUM AL-QUR`AN DAN HADIST) / AL ISLAM 3 (ULUM AL-QUR'AN DAN HADIST) | B | 3 | 2 | 6 |
| IG42027 | ASSESMENT IN ENGLISH LANGUAGE TEACHING / ASSESMENT IN ENGLISH LANGUAGE TEACHING | B+ | 3.33 | 2 | 6.66 |
| IG42031 | BUSINESS CORRESPONDENCE / BUSINESS CORRESPONDENCE | C | 2 | 2 | 4 |

| IG42025 | CROSS CULTURAL UNDERSTANDING / CROSS CULTURAL UNDERSTANDING | B+ | 3.33 | 2 | 6.66 |
|---|---|---|---|---|---|
| IG42024 | ENGLISH MORPHOLOGY / ENGLISH MORPHOLOGY | B+ | 3.33 | 2 | 6.66 |
| IG42026 | ENGLISH SYNTAX / ENGLISH SYNTAX | B- | 2.67 | 2 | 5.34 |
| BS42010 | ETIKA DAN PROFESI PENDIDIKAN / ETIC AND EDUCATIONAL PROFESSION | B | 3 | 2 | 6 |
| IG42028 | NEWS AND REPORT WRITING / NEWS AND REPORT WRITING | B | 3 | 2 | 6 |
| BS42009 | PENGELOLAAN PENDIDIKAN / MANAGEMENT OF EDUCATION | B | 3 | 2 | 6 |
| FK42008 | PSIKOLOGI PENDIDIKAN / EDUCATIONAL PSYCHOLOGY | C- | 1.67 | 2 | 3.34 |
| IG52035 | DISCOURSE ANALYSIS / DISCOURSE ANALYSIS | B+ | 3.33 | 2 | 6.66 |
| IG52037 | EDITING / EDITING | B+ | 3.33 | 2 | 6.66 |
| IG52033 | ENGL.FOR YOUNG LEARNERS / ENGL.FOR YOUNG LEARNERS | B+ | 3.33 | 2 | 6.66 |
| IG52040 | ENGLISH FOR OFFICE / ENGLISH FOR OFFICE | A | 4 | 2 | 8 |
| IG53043 | EVALUASI DAN TEKNIK PENCAPAIAN HASIL BELAJAR SISWA PEND. BHS. INGG / EVALUATION AND LEARNING ACHIEVEMENT | B | 3 | 3 | 9 |
| BS52011 | FILSAFAT PENDIDIKAN ISLAM / PHILOSOPHY OF ISLAMIC EDUCATION | C | 2 | 2 | 4 |
| IG52032 | INTRODUCTION TO LITERATURE / INTRODUCTION TO LITERATURE | A- | 3.67 | 2 | 7.34 |
| IG52036 | LINGUISTICS AND LITERARY RESEARCH / LINGUISTICS AND LITERARY RESEARCH | C | 2 | 2 | 4 |
| IG52041 | MEDIA PEMB. DAN TIK PEND. BHS. INGG / TECHNOLOGY AND INSTRUCTIONAL MEDIA IN ENGLISH EDUCATION | B | 3 | 2 | 6 |
| IG52034 | SEMANTICS / SEMANTICS | B | 3 | 2 | 6 |
| IG53042 | TELAAH KURIKULUM DAN PERENCANAAN PENGEMBANGAN PEMB. PEND. BHS. INGG / STUDY ON CURRICULUM AND THEACHING DEVELOPMENT ENGLISH | B | 3 | 3 | 9 |
| BS62014 | BIMBINGAN DAN KONSELING / GUIDANCE AND COUNSELING | B+ | 3.33 | 2 | 6.66 |
| IG62045 | ENGLISH FOR SPECIFIC PURPOSE / ENGLISH FOR SPECIFIC PURPOSE | B | 3 | 2 | 6 |
| BS62013 | KEWIRAUSAHAAN DI BIDANG PENDIDIKAN / ENTREPRENEURSHIP EDUCATION | B- | 2.67 | 2 | 5.34 |
| IG63049 | PENELITIAN PENDIDIKAN BAHASA INGGRIS / RESEARCH ON LANGUAGE TEACHING | B- | 2.67 | 3 | 8.01 |
| IG62046 | PSYCHOLINGUISTICS / PSYCHOLINGUISTICS | B+ | 3.33 | 2 | 6.66 |
| IG62048 | SOCIOLINGNISTICS / SOCIOLINGUISTICS | A- | 3.67 | 2 | 7.34 |
| FK63012 | STATISTIK PENDIDIKAN / EDUCATIONAL STATISTICS | B | 3 | 3 | 9 |
| IG62044 | TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL) / TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL) | B | 3 | 2 | 6 |
| IG63050 | TEORI DAN PRAKTEK PENGAJARAN MIKRO PENDIDIKAN BAHASA INGGRIS / THEORY AND PRACTICE MICRO TEACHING OF EDUCATION | A- | 3.67 | 3 | 11.01 |
| IG63047 | TRANSLATION / TRANSLATION | B | 3 | 3 | 9 |
| BS74015 | KULIAH PRAKTEK LAPANGAN PENDIDIKAN (KPLP) / EDUCATION FIELD AND PRACTICE | A | 4 | 4 | 16 |
| IG72051 | SEMINAR PENDIDIKAN BIDANG STUDI PENDIDIKAN BAHASA INGGRIS / SEMINAR OF ENGLISH EDUCATION | A- | 3.67 | 2 | 7.34 |
| BS86016 | THESIS / THESIS | B | 3 | 6 | 18 |
| | Jumlah | | | 154 | 477.31 |
| | IPK | | 3.1 | | |

Pekanbaru, 23 Oktober 2020
Kepala BAAK,

DR. Kurnia Hastuti, S.T., M.T