

**TEACHING READING COMPREHENSION STRATEGIES IN
DESCRIPTIVE TEXT AT THE TENTH GRADE OF SMKN 1
KOTABUNAN BOLAANG MONGONDOW TIMUR**

THESIS

Submitted as Partial Requirement for the Degree of Education (S.Pd) In English
Education Study Program

Astried Herawati Basala
NIM :17.2.6.003



**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
MANADO STATE INSTITUTE OF ISLAMIC STUDIES**

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THESIS RATIFICATION

This thesis titled "Teaching Reading Comprehension Strategies In Descriptive Text At The Tenth Grade of SMKN 1 Kotabunan Bolaang Mongondow Timur" compiled by Astried Herawati Basala with student registration number 17.2.6.003 a student of English Education Study Program, has been examined and defended in the Munaqasyah session held on August 19th 2021 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvements.

BOARD OF EXAMINERS

The Chairperson : Nur Halimah., M.Hum



The Secretary : Fadhlan Saini., M.Pd



Munaqisy I : Ahmad Mustamir Waris., M.Pd



Munaqisy II : Nikmala Nemin Kaharuddin., M.Hum



Advisor I : Nur Halimah., M.Hum



Advisor II : Fadhlan Saini., M.Pd



Approved by:

The Dean of Tarbiyah and Teacher
Training Faculty IAIN Manado




Dr. Ardianto., M.Pd

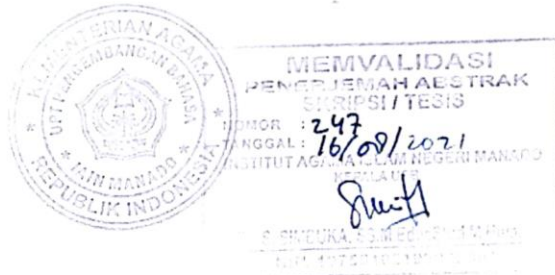
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ABSTRACT

Astried Herawati Basala. (2021). *Teaching Reading Comprehension Strategies In Descriptive Text at The Tenth Grade of SMKN 1 Kotabunan Bolaang Mongondow Timur*. A thesis, English Education Study Program, Faculty of Tarbiyah and Teacher Training, Manado State Institute of Islamic Studies.

This research aimed to find out the strategies of English teacher in teaching reading comprehension in descriptive text and to reveal the implementation of the strategies in teaching reading comprehension in descriptive text. In this research, the researcher utilized case study method by using observation, interview and documentation to collect the data. To analyze the data, the researcher utilized three steps of actions. The first action was to observe students and teacher's activities during learning of reading comprehension in descriptive text, the second action was interview the English teacher and students and the last action was done by taking documentation. The respondents of this research were one English teacher and tenth grade students which consisted of 11 students in SMKN 1 Kotabunan Bolaang mongondow Timur. The results of this research indicate that English teacher employed two teaching strategies, namely reading guide and question guide. The first strategy like reading guide strategy made easier for students to understand descriptive text. Meanwhile, the second strategy like question guide strategy was used to determine students' abilities through questions about descriptive text.

Key Words: teaching strategies, reading comprehension, descriptive text.



ABSTRAK

Astried Herawati Basala. (2021). Strategi Pengajaran Pemahaman Bacaan dalam Teks Deskriptif pada Kelas Sepuluh di SMKN 1 Kotabunan Bolaang Mongondow Timur. Sebuah tesis Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Pelatihan Guru, Institut Agama Islam Negeri Manado.

Penelitian ini bertujuan untuk mengetahui strategi dari guru bahasa Inggris dalam mengajar pemahaman bacaan dalam teks deskriptif dan untuk memperlihatkan penerapan strategi mengajar reading comprehension dalam teks deskriptif. Pada penelitian ini, peneliti menggunakan metode studi kasus dengan menggunakan observasi, interview dan dokumentasi untuk mengumpulkan data. Untuk menganalisa data, peneliti menggunakan tiga langkah tindakan. Tindakan pertama adalah mengamati kegiatan siswa dan guru selama pembelajaran pemahaman bacaan dalam teks deskriptif berlangsung, tindakan kedua adalah mewawancarai guru bahasa Inggris dan siswa dan tindakan terakhir adalah mengambil dokumentasi. Responden penelitian ini adalah 1 Guru bahasa Inggris dan siswa kelas X yang terdiri dari 11 siswa di SMKN 1 Kotabunan Bolaang Mongondow Timur. Hasil dari penelitian ini mengindikasikan bahwa guru bahasa Inggris menggunakan dua strategi pengajaran, yaitu *reading guide* dan *question guide*. Strategi pertama adalah reading guide yang mana strategi ini memudahkan siswa dalam memahami teks deskriptif. Sedangkan, strategi kedua adalah question guide yang digunakan untuk mengukur kemampuan siswa melalui pertanyaan-pertanyaan tentang teks deskriptif.

Kata kunci: strategi pengajaran, pemahaman bacaan, deskriptif teks.

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This thesis titled “Teaching Reading Comprehension Strategies In Descriptive Text At The Tenth Grade of SMKN 1 Kotabunan Bolaang Mongondow Timur” is intended to fulfill of the requirement for strata I degree of Sarjana Pendidikan. In finish this thesis, the researcher acquired some problems and obstacle but the researcher received great deal of assistance from many people.

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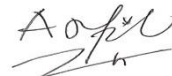
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The researcher realizes that this thesis is still far from perfection. Lastly, the researcher hopes this thesis would be useful for the readers.

Manado, 03 September 2021

The Researcher



Astried Herawati Basala

NIM. 17.2.6.003

PERNYATAAN KEASLIAN SKRIPSI

Mahasiswa yang bertanda tangan dibawah ini:

Nama : Astried Herawati Basala
NIM : 17.2.6.003
Tempat/Tgl. Lahir : Buyat, 29 Juli 1999
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Desa Buyat Tengah, Bolaang Mongondow Timur, Sulawesi Utara
Judul : Teaching Reading Comprehension Strategies In Descriptive text At The Tenth Grade of SMKN 1 Kotabunan Bolaang Mongondow Timur

Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa Skripsi ini benar adalah hasil karya sendiri. Jika dikemudian hari terbukti bahwa ini merupakan duplikat, tiruan atau dibuat oleh orang lain, sebagian atau seluruhnya, maka Skripsi dan gelar yang diperoleh karenanya batal demi hukum.

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Penulis



Astried Herawati Basala

NIM. 17.2.6.003

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CHAPTER I

INTRODUCTION

A. Background of Problem

Reading is a self-discovery process. According to Daiek, “an active process that depends on both a writer’s skill to explain meaning using words and your ability to make meaning from them is reading”.¹ It means reading is the ability to explain the meaning of the author in own words.

According to Olson and Diller, “a term used to identify those skills needed to understand and apply information contained in written material is reading comprehension”.² It means reading comprehension is a skill to understand and apply information in written text.

Reading and understanding the material are highly recommended because it increases the knowledge of both the curious and the ignorant. Moreover, holy Qur’an in Surah Al-Alaq verse 1 shows about how human encourage to read. It follows as:³

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ① خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ② أَقْرَأْ وَرَبُّكَ
الْأَكْرَمُ ③

“Read it with the name of the Lord who created you (1). The God made you from a lump of blood (2). Read it and your Lord is most gracious (3).”

¹ Anter Nancy, *Critical Reading For College and Beyond*, (New York: Mc Graw Hill, 2004), p.5

² Rahmat Agus. “Small Group Discussion Strategy Towards Student’s Reading Comprehension of SMA Negeri 11 Bulukumba.” *Journal of English Language, Literature, and Teaching*, vol. 1, no. 2, 2017, pp. 9–15.

³ Kementerian Agama Republik Indonesia, *Al-Qur’an dan Terjemahannya Mushaf Al-Hilali* (Tangerang Selatan :PT Insan Media Pustaka, 2002), p.597.

This verse explains the weightiness of reading to all human because reading we can understand and add to knowledge and make things difficult to understand and to know will easy to know and understand. According to interpretation of Al-Azhar, in the first verse alone, "read," it is open to reading that the prophet Muhammad SAW was told to him (Jibril) three times to read the revelation that would be handed down to him in the name of God, the Lord who created the whole universe. The second verse describes the creation of man from a lump of blood. The third verse begins with the words read and thy Lord be gracious.⁴ Because of the importance of this verse will be the basis for further Islamic development in which the prophet (peace and blessings be upon him) was the apostle to deliver tracts to mankind. This scripture therefore has a lot to do with learning reading because if we cannot understand the meaning of reading, then we will fail in knowledge and will fall into foolishness.

Teaching strategies is a plan in teaching that teachers do in the classroom. According to Lawton, "A generalized plan for a lesson which include structure desired student behavior in terminology of aims instruction and outline of planned method necessary to apply the strategy is teaching strategy."⁵ Teaching strategies are very important in learning process. An effective learning depends on his teacher's strategy. It is essential and becomes an indicator that holds the key role in classroom teaching. By implementing strategies, teachers can assess a student's ability.

Based on the preliminary and findings of research by the researcher in SMKN 1 Kotabunan Bolaang Mongondow Timur, the students had

⁴ Hamka, *Tafsir al-Azhar Juz 11*, (Jakarta: Pustaka Panji Mas, 1982)

⁵ Ravindra D. Sarode "Teaching Strategies, Styles and Qualities of a Teacher: A Review for Valuable Higher Education." *International Journal of Current Engineering and Scientific Research (IJCESR)*, vol. 5, no. 5, 2018, pp. 57–62.

difficulties in reading and understanding English text especially in descriptive text. The case happened since August until September 2020. The teachers' strategies are not intensively developed in caused of covid-19 situation. The school itself is having difficulties right now to find out strategies including teaching descriptive text of reading comprehension. In addition, the teachers thought that the strategies should be used according to the situational background of the students. Within the problem, the researcher is interested to find out the teacher strategies in conducting teaching reading comprehension strategies in descriptive text at the tenth grade of SMKN 1 Kotabunan Bolaang Mongondow Timur.

B. Scope and Limitations of Problem

The Limitation of this research will discuss on teacher strategies in teaching reading comprehension especially in descriptive text. More over, the researcher delimits the study to find steps of English teacher implement their strategies in teaching reading comprehension in descriptive text.

C. Research Problem

Based on the background above the researcher formulates the following problem as follows:

1. What are the strategies of English teacher in teaching reading comprehension in descriptive text ?
2. How do the English teacher implement the strategies in teaching of reading comprehension in descriptive text?

D. Objectives of Research

There are objectives study in this research, those are:

1. To find out the strategies of English teacher in teaching reading comprehension in descriptive text.
2. To reveal the English teacher implement the strategies in teaching reading comprehension in descriptive text.

E. Significance of The Research

The benefits of this study divided into two, the followings are :

1. Theoretically

The result of this research will provide information or elaborates some theories on teaching strategies of reading comprehension in descriptive text.

2. Practically

This research will provide the appropriate teacher strategies in teaching reading comprehension in descriptive text, such as:

a. For students

It helped students in learning English reading comprehension especially in descriptive text and make it easier for students to find out types of teacher strategies use in teaching reading comprehension in descriptive text, so they can easily understand and learn the information that has been explained by the teacher.

b. For English Teacher

It also can contribute to English teachers concerning about reading comprehensions skill.

c. For School

Can contribute and add information about new references to English studies primarily use strategies by the teachers in teaching reading comprehension in descriptive text.

F. Definition of Key Terms

There are four definitions of key terms of this research as follows:

a. Teaching Strategy

Teaching strategy is a plan of activity which is used by the teacher to teach the learners.⁶

⁶ Khairuzzanila. "Teacher's Strategies in Teaching Speaking To Students At Secondary

b. Descriptive Text

Descriptive text is one of kind a text which is describe of things such as person and place in details.⁷

c. Reading Comprehension

According to Goodman in Otto, “the readers reconstruct information agrees with the author’s intended information which is reading comprehension as interaction between idea and language and bases evaluation of success in understanding.”⁸

d. SMKN 1 Kotabunan

SMKN 1 Kotabunan is vocational high school which is located in Buyat village port street,sub-district Kotabunan East Bolaang Mongondow Timur regency.⁹

Level.” *Journal Pendidikan Dan Keguruan*, vol. 1, no. 2, 2021, pp. 18–26.

⁷ Fitriani, et al. “Improving Students’ Descriptive Text Writing by Using Writing in the Here and Now Strategy at the Tenth Grade Students of Vocational High School.” *International Journal for Educational and Vocational Studies*, vol. 1, no. 6, 2019, pp. 632–36.

⁸ Siti Nurhamidah, et al. “The Analysis of Teachers’ Strategies in Teaching Reading Comprehension At Sman 2 Padang Bolak.” *Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman*, vol.4, no. 2, 2018, p. 302.

⁹ Smkn1kotabunan.sch.id, accessed on Tuesday 23/02/2021

CHAPTER II

REVIEW OF LITERATURES

A. Reading

There are explanation about reading starts from definition of reading, types of reading, and reading comprehension, as follows:

1. The Definition of Reading

An activity in which a reader usually interact with a text in approach situation and must be learned from junior high school until university level is reading. According to Miller, “a process of communication of ideas from one person to another through the medium of writing on printing to seek the ideas behind words is reading”.¹ It means that reading is a process of interaction with another person and understanding a text to get knowledge that meaning. According to Nunan, “a fluent process of reader combining information from a text and their own idea to build meaning is reading”.² It means the process of reading fluently which readers combined information from a text with their own thoughts to construct meaning.

Based on these definition, the researcher concluded that reading is an activity in which readers interact with a text and a communication process through ideas from readers to others through writing media to find an idea in the text and combine information from a text and their own thoughts to build a meaning.

¹ Detty Varita. “Improving Reading Comprehension through Literature Circles.” *English Education Journal*, vol. 8, no. 2, 2017, pp. 234–44.

² Ismail, Hijril, et al. “Improving the Students’ Reading Skill Through Translation Method.” *Journal of English Education*, vol. 2, no. 2, 2017, pp. 124–31.

2. Types of Reading

According to H. Douglas Brown, there are four types of reading such as:³

a. Perceptive Reading

Perceptive reading tasks involve attending to the components of larger stretches of discourse such as letters, words, punctuation, and other graphemic symbols. At the beginning level of reading a second language lies a set of fundamental and basic tasks such as recognition of alphabetic symbols, capitalized and lowercase letters, punctuation, words, and grapheme-phoneme correspondences. It means in perceptive reading the reader more emphasizing letter.

b. Selective Reading

Selective reading are used to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language.

c. Interactive Reading

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text.

d. Extensive Reading

Extensive reading involves somewhat longer texts. Fall into the extensive reading is journal articles, technical reports, longer essays, short stories and books.

3. Reading Comprehension

Comprehension is an important aspect of reading. According to Gary Wooley, "the process of making meaning from text is reading

³ H. Douglas Brown and Priyanvada Abeywickrama, *Language assessment Principle and Classroom Practices*, (Pearson Education ESL, 2019),p. 199-200

comprehension”.⁴ Reading comprehension is basically the essence of the reading process.

Catherine Snows stated that “a process of simultaneously extracting and constructing meaning through interaction and involvement with written language that consists of three elements: the reader, the text, and the activity or purpose of reading is definition of reading comprehension”.⁵ It means reading is the process for developing a meaning of text with written language that consists of three component : the reader, text, and activity or purpose of reading.

According to Lehr, “the process of simultaneously extracting and constructing mening through interaction and implication with written language is reading comprehension”.⁶ In other words, comprehension will be reached in condition when a reader is able to interact with another people and interpret the meaning of expression the author on the text with used wirtten language.

Based on the definitions above, the researcher concluded that the process of understanding a reading text by processing and developing reading from what the reader gets in the text is definition of reading comprehension. There are three components in the process of building a meaning from a text, such as readers, text, and activities, where the reader as the person who will understand, the text becomes the media reading to be understand and activities are part of understanding.

⁴ Gary Wooley, *Reading Comprehension: Assisting Children with Learning Difficulties*, (Australia: Springer, 2011), p.15-16

⁵ Catherine Snow, Chair, *Reading for Understanding: Toward and R&D program in Reading Comprehension*, (Arlington: RAND, 2002), p.10

⁶ Detty Varita. “Improving Reading Comprehension through Literature Circles.” *English Education Journal*, vol. 8, no. 2, 2017, pp. 234–44.

B. Teaching Strategy

There are explanation about teaching strategy, that are:

1. Roles of Teacher

Teachers have an important role in the education world, as a educator teacher is a figure that many interact with students in teaching, which teachers have responsibility to educate and become bridges to transfer knowledge possessed to students. According to Brown Douglas, teachers can play many roles in the course teaching. There are five role of teacher in teaching, they are⁷:

a. Teacher as Controller

The role teachers in the world of education is as a controller who is responsible for learning in the classroom. The teacher as a controller that determines what students will do, when they should talk, and the language form that students should use in life. Teachers can often predict the responses of many students because everything has been mapped before.

b. Teacher as Director

Teacher as a director who the teacher plays an important role in direct student learning activities to achieve success and maintain the students learning process fluently and efficient.

c. Teacher as manager

Teacher as a person who plans and manage learning in the classroom, teachers also served to compile longer segments in learning at the classroom to allow students to gain more knowledge.

d. Teacher as facilitator

Teacher plays a role to provide services to students in learning activities. This role can be described as a process of facilitating

⁷ H. Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy*, (California: Pearson Longman, 2000), p.200

learning, making learning easier for students and helps them to overcome difficulties in learning.

e. Teacher as resource

The role of the teacher as a resource is a very important role. This role is closely related to the mastery of subject matter. In fact, the implication of the resource role is that the student takes the initiative to come to you.

2. The Definition of Teaching Strategy

Teachers are the most important ingredients of quality education. In addition, teacher is a person who is an educator in both formal and informal education, in teaching a teacher requires a strategy to facilitate students in understanding something. According to Lawton, “A generalized plan for a lesson which include structure desired student behavior in terminology of aims instruction and outline of planned method necessary to apply the strategy is teaching strategy.”⁸ It means when we to be a teachers, we need to strategy in teaching to make it easier for teachers and students to understand material in learning.

Based on the definition above, the researcher realized that, teaching strategy is a design in a learning that must be applied in teaching, which the design in the form of strategy is applied in accordance with the student's habits in learning.

3. Strategies in Teaching Reading

Teaching and learning process in reading involves the interaction between the teacher and students, when teaching the teacher needs an appropriate strategy to make students understand about what will be

⁸ Ravindra D. Sarode “Teaching Strategies, Styles and Qualities of a Teacher: A Review for Valuable Higher Education.” *International Journal of Current Engineering and Scientific Research (IJCESR)*, vol. 5, no. 5, 2018, pp. 57–62

delivered. According to Yosi D Lumban Gaol et al, there are strategies that used by teacher in teaching reading, those are:⁹

- a. Reciprocal Teaching is strategy used by teachers to develop skills with four strategies in reading a text such as generating questions, clarifying, predicting, and summarizing, so students will easily understand the meaning of the text.
- b. Scaffolding is a process which a student is assisted by a teacher or other person who has more ability to overcome difficulties in learning related to the text.
- c. SQ3R is systematic reading strategies to help teachers improve comprehension in reading, there are five steps in increasing comprehension such as, surveying, questioning, reading, reciting and reviewing.

4. Strategies in Teaching Reading Comprehension

According to J.R David, “A plan, method, or series of actions designed to reach a particular educational aims is definition of strategy.” It means that strategy is a common design used in learning.

According to Margaret Bouchard, there are strategies that used in teaching reading comprehension, such as¹⁰:

a. Think Aloud

This strategy teaches students to monitor their own thinking and understanding by following along as teacher model strategic thinking through difficult text. It teaches the student to actively choose alternative strategies when something does not make sense. The advantages of think aloud strategy is having a teacher model what strategic thinks/readers do to monitor their understanding is

⁹ Yosi D. Lumban, Gaol et al. “Teacher’s Strategies in Teaching Reading at SMP Swasta Mulia Pratama Medan.” *Elite Journal*, vol. 6, no. 2, 2019, pp. 249–58.

¹⁰ Margaret Bouchard, *Teaching Strategies: Comprehension Strategies for English Language Learners*, (New York: Scholastic, 2005), p.34-49

particularly helpful for students who are learning a new language and new content simultaneously and need extra support. In addition, think alouds are versatile and can be applied to numerous learning tasks and varied content areas. The National Institute for Aviation Research at Wichita State University stated that, there are disadvantages of think aloud strategy such as, think aloud slows down the reasoning process that may evading mistakes that usually happened, think aloud, to some students, appear unusual and disturbing for it might be distinct with their learning strategies, to keep sharing and talking the thought for two to three hours is tiring, and in order to get the best result, it require a skilled evaluator in this strategy.¹¹

b. Question-Answer Relationship (QAR)

Question-Answer Relationship (QAR) is a strategy that can aid learners in categorizing and understanding questions and thus lead to a more successful outcome for an answer. The advantages of Question-Answer Relationship (QAR) is understanding questions and how to formulate answers can be challenge for students. Question-Answer Relationship (QAR) strategy teaches students that there are two board sources of information for answering questions that are, the text and their own background knowledge. Disadvantages of Question-Answer Relationship (QAR) such as the strategy will be a difficult task for students who do not comprehend the meaning of the text and students will find difficulty in answering the question.¹²

c. Generating Interaction Between Schemata and Text (GIST)

¹¹ Sylvania Walanda Siagian and Caroline Victorine Katemba, *Comparative Study Between Think Aloud and Visual Imagery In Enhancing Students' Reading Comprehension*, Universitas Advent Indonesia.

¹² Rizky Pramita Yulianti, "The Effectiveness of Question Answer Relationship (QAR) in Teaching Reading Viewed from Student's Self-Confidence: An Experimental Study at SMP N 1 Ngemplak Boyolali," Thesis, Sebelas Maret University, 2013. P. 25

This strategy provides an opportunity for students to identify important vocabulary and synthesize important pieces of information into summary statement to show the gist of the reading. It facilitates understanding how the “parts” fit together to make the “whole”. This strategy also shows them how to distinguish between important and less important pieces of information and how to group similar ideas together. The advantages of GIST Strategy is students work collaboratively to decide upon the important information included in a specific selection of text and use it to write a summary statement and this strategy also provides students with an opportunity to verbally discuss the content material and vocabulary and clarify meaning.

d. Reading Guide

Reading guides is to provide the teachers with an opportunity to give students an idea of how to obtain information through text. Through the reading guide, the teachers able to give “expert” guidance to students as to the most productive way to read and think about specific content reading assignment. The advantages of reading guide strategy is reading guide provide a form of scaffolding between student readers, a teacher’s specific purposes, and the content text. The procedure of reading guide strategy is determine the purpose for a specific reading assignment. Next, decide how you as an “expert” reader would approach this reading tasks. After that, choose which parts of the text are important or unimportant to understanding the purpose of the assignment. Moreover decide, step-by step, what reading behavior students should use to understand the specific purpose of the reading assignment. Finally, construct a reading guide for students to use while reading the text selection. Disadvantages of Reading Guide strategy is students develop at different value and it is unlikely that every student in the group will be at exactly the same stage therefore a teacher may have to make agreement reached and

place student in a group with the best suitable, which may not always be ideal.¹³

e. Question Guides

It is often very challenging for students to have to read and evaluate text informaton at the same time. In addition, initially stating a purpose for reading helps students understand the objective of the lesson. The advantages of question guides strategy is this strategy allows the teacher to guide the students' reading by assigning specific sections of text for them to read and asking questions that focus upon the purpose and intent of the assignment. Construct a question guide that sets a purpose for reading. Next, explain what you want students to acomplish by reading the text and completing the question guide. Furthermore, assign specific sections of text to be read and develop corresponding questions. moreover, these should support the purpose for reading. Finally, use the reproducible question guide form.

f. Previewing text

The purpose of previewing txt is to teach students to generate questions and set purposes that will lead to more proficient processing of information. The advantages of previewing text is a way to set a framework for understanding the content of a text and helps the students distinguish between important and irrelevant information. The purpose of previewing text is to teach students to generate questions and set purpose that will lead to more-proficient processing of information.

C. Descriptive Text

There are explanation about descriptive text, those are:

¹³ Rizky Pramita Yulianti, "The Effectiveness of Question Answer Relationship (QAR) in Teaching Reading Viewed from Student's Self-Confidence: An Experimental Study at SMP N 1 Ngemplak Boyolali," Thesis, Sebelas Maret University, 2013. p. 31

1. Definition of Descriptive Text

According to Artono Wardiman, “a part factual genres is descriptive text”. To describe a particular person, place or thing Its social function of descriptive text.¹⁴ Descriptive presents the appearance of things that fill of space, whether they are obejects, people, buildings, or cities. The purpose of descriptive is to explain to the reader what somethings looks like, that trying to get a picture in words.¹⁵ Description revive impression by translating into words, feel, sounds, smell, and look of things. Emotion possible describing too, feeling such as happiness, fright, loneliness, and dread. Description helps the reader, through their imagintion, to visualize scene a person, or to understand a sensation or an emotion.¹⁶

From these definition obove, the researcher realized that descriptive text is a part factual genres to describe person, things, and place. Descriptive text have purpose to convey to the reader about somethings that look. Describing about feeling such as happiness, fright, loneliness and dread.

2. Purpose of Descriptive Text

When you read the descriptive text, you must know the purpose of the descriptive text. The purpose of descriptive text is to be explained at the table below:

¹⁴ Artono Wardiman, et. Al. *English in Focus: for Grade VII Junior High School (SMP/MTS)*, (Jakarta: Pusat Perbukuan, DEPDIKNAS, 2008), p.122

¹⁵ Elizabet Cowan, *Writing Brief Editin*, (Texas: Scott, foresman, and company), p.148

¹⁶ George E. Wishon and Julia M. Burks, *Let's Write English*, (New York: Litton Educational Publishing, 1980), p.128

Table 2.1
Purpose for Description¹⁷

Purpose	Sample Description
To entertain	An amusing description of drama queen
To express feelings	A description of your favorite pet therefore your reader understand why you enjoy it so much
To relate experience	A description of your childhood grandmother house to convey a sense of the happiness you grew up
To inform (for a reader unfamiliar with the subject)	A description of newborn a tiger for a reader who has never seen one
To inform (to create a fresh appreciation for the familiar)	A description of a grape to help the reader rediscover the joys of the simple fruit
To persuade (to convince the reader that some music videos degrade women)	A description of a condescend music video

3. Structure of Descriptive Text

Based on English Learning Handout book, the generic Structures of description as follow:¹⁸

- a. Identification: Identifies phenomenon to be described. The identification is the part where writers of descriptive text identifies phenomenon to be described.
- b. Description : Describes parts, qualities, characteristics, etc. Description text focuses on specific participants, it normally use simple present tense.¹⁹

¹⁷ Barbara Fine Clouse, *The Student Writer: Editor and Critic Seventh Edition*, (New York: McGraw-Hill Companies, 2006), p.154

¹⁸ M Mursyid PW, *English Learning Handout For Grade VIII*, p.4

The generic features of description are :

- 1) Verb in the present tense
- 2) Adjective to describe the features of the subject
- 3) Topic sentences to begin paragraph and organize the various aspects of the description²⁰

4. Example of Descriptive Text

Mount Kosciusko

Mount Kosciusko is actually the highest mountain (2,228 meters) on the world's flattest and smallest continent, Australia. It does not rise up out of the surrounding countryside as do many of Indonesia's spectacular mountains. Elevation gain is minimal and the wide open terrain is scenic. In the winter there is deep snow on the upper parts of the mountain. The mountain is within a national park so no cars are allowed and the vegetation and wildlife is protected. Mount Kosciusko was named by polish explorer Paul Strzelecki in 1840. Actually, Australia does have some interesting mountainous terrain, including areas of the Blue Mountains, the crags of Tasmania, and even Mountain Townshend, a craggier peak about one kilometre north of Kusciusko.²¹

D. Previous Studies

The researcher formulates for example to compare the similarities and differences of this research. They are:

¹⁹ Achmad Doddy, Ahmad Sugeng and Effendi, *Developing English Competencies: for Senior High School (SMA/MA)*, (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional,2008), p.117

²⁰ Mark Anderson and Kathy Anderson, *Text Type in English 3*, (Australia: MacMillan, 1998), p.26

²¹ Achmad Doddy, Ahmad Sugeng and Effendi, *Developing English Competencies: for Senior High School (SMA/MA)*, (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional,2008), p.123-124

No	Research Identity	Similarity	Difference	Research Originality
1	Nurmadia Sarjan and Mardiana, An Analysis on The English Teachers Strategies in Teaching Reading Comprehension SMP 1 of Wonomulyo in the Academic Year of 2017	This research was used to examine how the implement of the strategies in teaching reading comprehension The instrument of this research is interview	This the study was English teachers strategies in teaching reading comprehension at SMP 1 of Wonomulyo and this research focused on students reading comprehension in descriptive. The research also used descriptive qualitative.	This research focused on English teacher strategies in teaching reading comprehension in descriptive text at the tenth grade of SMKN 1 Kotabunan Bolaang Mongondow Timur and steps of the English teacher implement their strategies in teaching reading comprehension especially in descriptive text
2	Yesicha Audina, Nibenia Zega, Asima Simarmata, Kiki Velina Situmeang and Sri Ninta Tarigan, An Analysis of Teacher's Strategies in Teaching Reading Comprehension SMK Dharma Bakti 1 Medan in the academic year of 2020	The instrument in this research used interview	The subject of the study was in SMK Dharma Bakti 1 Medan, this research used qualitative descriptive method and the research focused on all aspect of reading comprehension	

3	Murdi, Teacher's Strategies in Teaching Reading Comprehension At Grade Ten of SMAN 7 Mataram in The Academic Year 2017/2018	This research used observation and interview to collected the data.	The subject of study was in SMAN 7 Mataram and the researcher used descriptive design, this research only focused on teaching all aspect of reading comprehension	
4.	Rio Gusti Ranggi, Teachers Strategies in Teaching Reading Comprehension at The Third Grade of State Junior High School 23 Jambi in the Academic Year of 2019	This research used observation and interview to collected the data.	This the study was English teachers strategies in teaching reading comprehension at Junior High School 23 Jambi and this research focused on all aspect of reading comprehension. The research also used descriptive design.	
5	Waskito Adi, Teachers' Strategies in Teaching Reading Comprehension at SMK Negeri 2 Batu in the Academic Year of 2017	This research used case study design and also the instrument of this research used interview	The subject of this research was in SMK Negeri 2 Batu and focused on analyzing the teachers strategies in teaching reading	

			comprehension.	
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The table above refers to previous studies that related to this research, **first study** that related with this research is “*An Analysis on The English Teachers Strategies in Teaching Reading Comprehension SMP 1 of Wonomulyo*””, this research was finished by Nurmadia Sarjan (2017). It was a thesis that research took from English, Teaching, Learning, and Research Jurnal (ETERNAL). This research was used to examine how the implement of the strategies in teaching reading comprehension at SMP 1 of Wonomulyo. This was a descriptive qualitative research with the direct observation, interviews, and documentation. The findings of this research based on the result of interview about the strategy in teaching reading comprehension process there were two strategies they are, scaffolding and QARs. The distinctions are the research by Nurmadia Sarjan and Mardiana was descriptive qualitative research, while this research is a case study qualitative research. the subject research by Nurmania Sarjan and Mardiana was Junior High School in Wonomulyo, but the subject of this research is Senior Vocational School in Kotabunan Bolaang Mongondow Timur. Then, the research by Nurmania only focused on students reading comprehension in descriptive, whereas this research focus on teaching reading comprehension in descriptive text.²²

Second study, is the research with title “*An Analysis of Teacher’s Strategies in Teaching Reading Comprehension*” this research was being finished by Yesicha Audina, Nibenia Zega, Asima Simarmata, Kiki Velina Situmeang and Sri Ninta Tarigan (2020), and it was a thesis. The researcher

²² Nurmadia Sarjan and Mardiana, “An analysis on The English Teachers Strategies in Teaching Reading Comprehension SMP 1 of Wonomulyo,” English, Teaching, Learning and Research Jurnal, vol. 3, no. 2 (December 2017), p. 151-160

found it in Education Journal. Besides, the specific objective of this research is to find out the English teacher strategy in teaching reading comprehension. Furthermore, the data of this second research obtained from observations and interview. Based on observation and interview, the researcher get information that the strategy used by teacher in teaching reading comprehension is Directed Reading Activity (DRA). The differences between the research of Yesicha Audina and friends and this research are; *first*, the research design, this research the used qualitative descriptive method. *Second* this subject of the study was in SMK Dharma Bakti 1 Medan. *Third* this research focused on all aspect in reading comprehension.²³

The third study is the research conducted by Murdi (2017) with title “*Teacher’s Strategies in Teaching Reading Comprehension at Grade Ten of SMAN 7 Mataram*”, then this research was explaining the strategies used by English teachers in teaching reading comprehension and the advantages of using those strategies. In addition, the data presentation result of Murdi found two common strategies used by the English teacher in teaching reading comprehension that are, question-answer relationship and dicussion strategies and some advantages of using the strategies in teaching reading comprehension. *First*, question-answer relationship helps the teacher to know the students’ comprehension about the text. *Second*, discussion strategies helps the teacher to created the active classroom atmosphere. Then, the dissimilarity between the research of Murdi and this research are; the research method of Murdi was a descriptive design and the subject of study was in SMAN 7 Mataram and this research only focused on teaching all aspect of reading comprehension.²⁴

²³ Yesicha Audina and friends, “An Analysis of Teacher’s Strategies in Teaching Reading Comprehension in SMK Dharma Bakti Medan,” *Lectura: Jurnal Pendidikan*, vol. 11, no.1 (Februari 2020), p. 94-105

²⁴ Murdi, “Teacher’s Strategies in Teaching Reading Comprehension At Grade Ten of SMAN 7 Mataram Academic Year 2017/2018,” *Journal: Universty of Mataram*

The fourth study is written by Rio Gusti Rangi (2019) entitled “*Teacher Strategies in Teaching Reading Comprehension at the Third Grade of State Junior High School 23 Jambi*”, and it was a thesis. The specific objective of this research is to find out the teachers strategies in teaching reading comprehension and how the English teacher implement the strategies in teaching reading comprehension. This was a descriptive design with the observation, and interview to collect the data. The findings of this research based on the result of interview are two strategies that are, scaffolding and QARs. The distinctions are the research Rio Gusti Rangi was descriptive design, while this research is a case study qualitative research. The subject research by Rio Gusti Rangi was Junior High School 23 Jambi, and this research focused on all aspect of reading comprehension.²⁵

The fifth study is the research conducted by Waskito Adi (2017) with title “*Teachers’ Strategies in Teaching Reading Comprehension At SMKN Negeri 2 Batu*”, then this research was described the implementation of teacher strategies in teaching reading comprehension process. Then, the difference between the the research of Waskito Adi and this research are; the subject of the research by Waskito Adi was in SMK Negeri 2 Batu and the research by Waskito Adi focused on analyzing the teachers strategies in teaching reading comprehension.²⁶

Even though, the researcher found similarities with previous study above, the originality of my research is focused on English teachers’ strategies in teaching reading comprehension in descriptive text at the tenth grade of SMKN 1 Kotabunan Bolaang Mongondow Timur and steps of the English teachers implement their strategies in teaching reading comprehension especially in descriptive text.

²⁵ Rio Gusti Rangi, “Teacher Strategies in Teaching Reading Comprehension at The Third Grade of State Junior High School 23 Jambi,” Thesis, Univeristy Sulthan Thaha Saifuddin Jambi, 2019.

²⁶ Waskito Adi, “Teachers’ Strategies in Teahing Reading Comprehension At SMK Negeri 2 Batu,” Undergraduate Thesis, Universitas Brawijaya, 2017.

CHAPTER III

RESEARCH METHODOLOGY

A. Approach and Research Design

According to John W. Creswell, qualitative means to dig up and understand the meaning that comes from individual and groups on the social or individual issues.¹ The research process involves already arising questions and procedures, gathering data according to participants' setting, interpreting data inductively, administering data from specific to general themes and making an interpretation of the meaning behind the data. This research use a case study as research method. Case study is examining a program, event, activity, process, or one more individuals with more depth.² The researcher use this research method because the researcher focused to research the teacher activity is the strategy which teacher use in teaching reading comprehension in descriptive text at the present time.

B. Research Setting

The researcher conducted this research in SMK N 1 Kotabunan, which is located in Buyat village port street, sub-district Kotabunan Bolaang Mongondow Timur regency. This research was conducted on 28th April 2021 until 31th May 2021.

C. Research Participant

There are eleven students as the participants of this reserach, they are:

¹ John W. Creswell, *Research Design: Qualitative, Quantitative, Mixed Method Approaches*, (Yogyakarta:Pustaka Pelajar, 2019), p. 330

² John W. Creswell, *Research Design: Qualitative, Quantitative, Mixed Method Approaches*, (Yogyakarta: Pustaka Pelajar, 2019), p. 322

Table 2.2

The Number of Students at the Eleventh Grade of SMKN 1 Kotabunan Bolaang Mongondow Timur

No.	Area of Expertise/Expertise Program of the Tenth Grade	Total Number of Students the Tenth Grade
1.	Office Management Automation	28
2.	Computer Network Engineering	28
3.	Accounting of Financial Institutions	23
4.	Freshwater Fisheries Agribusiness	18
5.	Mining Geology	14
Total Number of Students		111

The total number of the tenth grade students at SMKN 1 Kotabunan Bolaang Mongondow Timur was 111 students. The participants of this research consist of one English teacher and eleven students. The population of this research was the tenth grade students of SMKN 1 Kotabunan Bolaang Mongondow Timur. The researcher applied random sampling technique in this research which is the researcher took students from three majors that three students from office mangament automation, five students from computer network engineering and three students from mining geology. It can be stated that there are eleventh students as the sample of this research.

D. Research Instrument

The instruments in this research were observation, interview and documentation. Observation was the first intrument that used of researcher to observe online learning of English. The interview was a more specific instrument in question form which is used by researcher to find out teacher strategies in teaching reading comprehension in descriptive text. Documentation was an additional instrument used by researcher such as lesson plan, photos and interview record.

E. Data-collection Techniques

In doing to collect the data, the researcher went through some techniques which is familiar of the most researcher. The researcher provided to use some techniques in order to collect the data from the beginning of the research until the end the research. They are as follows:

1. Observation

At this stage, the researcher observed the field during the online learning of English. The researcher conducted a descriptive observations, which the researcher explained description of all that is seen, heard and felt when the teacher taught reading comprehension in online class. The researcher did the observation on Thursday, April 29, 2021 with one English teacher and one of the students tenth grade. The researcher choose one class from five classes. The class chosen by researcher is tenth grade computer network engineering major. The researcher observed the activities of teacher in teaching reading comprehension in descriptive text and the students learning process.

2. Interview

The technique interview in this research utilized semi structured interview. According to Anne Galletta “semi-structured interview incorporate both open-ended and more theoretically driven questions, eliciting data grounded in the experience of the participant as well as data guided by existing constructs in the particular discipline within which one is conducting research.³ It means semi-structured interview is a combination of more theoretical questions and coming up with data based on experience. At this stage, the researcher was conducted interview with one English teacher of the tenth grade in SMKN 1 Kotabunan Bolaang Mongondow Timur and eleven students of the tenth grade. the researcher only interviewed one teacher, because the teacher who taught descriptive

³ Anne Galletta, *Mastering the Semi-structured Interview and Beyond*, (New York:New York University Press), 2p. 45

text only in the tenth grade. The researcher took students at random from each class for interview. The researcher was conducted two-times interview with English teacher and students. These interview was conducted to find out teacher strategies in teaching reading comprehension in descriptive text and general information about English teachers. Moreover it is to reveal the English teacher implement the strategies in teaching reading comprehension in descriptive text.

3. Documentation

At this stage, the researcher conducted research to obtain information and resources through documentation. Documentation such as lesson plan of English subject tenth grade, photos, and interview were recorded with English teachers at SMK N 1 Kotabunan in Bolaang Mongondow Timur.

F. Data Analysis Techniques

The techniques which are used to analyze the data are in accordance with modeling field Miles and Huberman model, they are:⁴

1. Data Reduction

The Researcher conducted an analysis of the interview through data reduction by summarizing and selecting important matters to search a theme and pattern. This was done to provide clear data and make it easier for researcher to collect the further data.

2. Data Display

After doing reduction of data, the researcher presented data in the form reports table of interview. Through the presentation of data, the data can then be arranged in an easy pattern to understand.

3. Conclusion Drawing/verification

Having done the presentation of data, the researcher summarized the reports to show the findings based on evidences.

⁴ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2013), p. 246

G. Research Stages

There are some stages that the researcher conducted in formulating the data collection, the followings are:

1. The researcher came to the school and asked the permission to the principle of SMK N 1 Kotabunan gave the permission letter from University.
2. The researcher met the English teachers and discussed all things about the research such as the lesson plan, and other instruments that required.
3. The researcher formulated the problem into the research area.
4. The reseracher did the interview the English teacher to find out the data.
5. The researcher analyzed and concluded based on the data found.

CHAPTER IV

FINDINGS AND DISCUSSION

A. The Description of Research Subject

1. The brief description of SMKN 1 Kotabunan

SMKN 1 Kotabunan was established on July 16, 2009 followed by a joint prayer for the laying of the first stone by the head of the education department in East Bolaang Mongondow Timur district.

SMKN 1 Kotabunan is a state vocational school located in Buyat Tengah village, East Bolaang Mongondow Regency, Jl. Central Buyat Port, Kec. Kotabunan. The location of this school can be easily reached by motorcycle. Currently, the teaching staff at SMKN 1 Kotabunan gather 30 people consisting of permanent and honorary teachers. Meanwhile, the current number of students was a total of 287 students.

The school has a land area of 20,000 M2 with the status as a public school. This Vocational High School has 24 rooms divided into 16 teaching and learning activities rooms, 1 headmaster room, 1 office room, 1 library room, 1 science laboratory, 1 student practice room, 1 administration room, 1 computer lab room, 1 lab room agribusiness, 1 UKS room, 9 toilet and 1 students practice room. For more details, here is the profile of SMKN 1 Kotabunan.

IDENTITY OF SCHOOL

School Name	: SMKN 1 Kotabunan
School Address	: Jl. Pelabuhan Buyat Tengah Kec. Kotabunan
Name of Principal/ Head	: Sonya Sugianto, S.Pd, M.Pd
School Status Number	: 330117140201
Indonesia School Identification	: 40105166
Tax ID Number	: 00.839.272.2-824.000
Postal Code	: 95782
School Status	: State

Since	: July 16, 2009
Regency/City	: East Bolaang
Mongondow/Bolaang Mongondow Timur	
Province	: North Sulawesi
Country	: Indonesia
The Ownership Status	: Regional Government
The Whole Area	: 20.000 M2
Building Area	: 1413,25 M2
Land Status	: Donation

B. Findings

In this research, the researcher utilized observation, interview and documentation to collect the data. The findings of the research cover the result of observation, interview and documentation about the strategy in teaching reading comprehension.

a. Observation

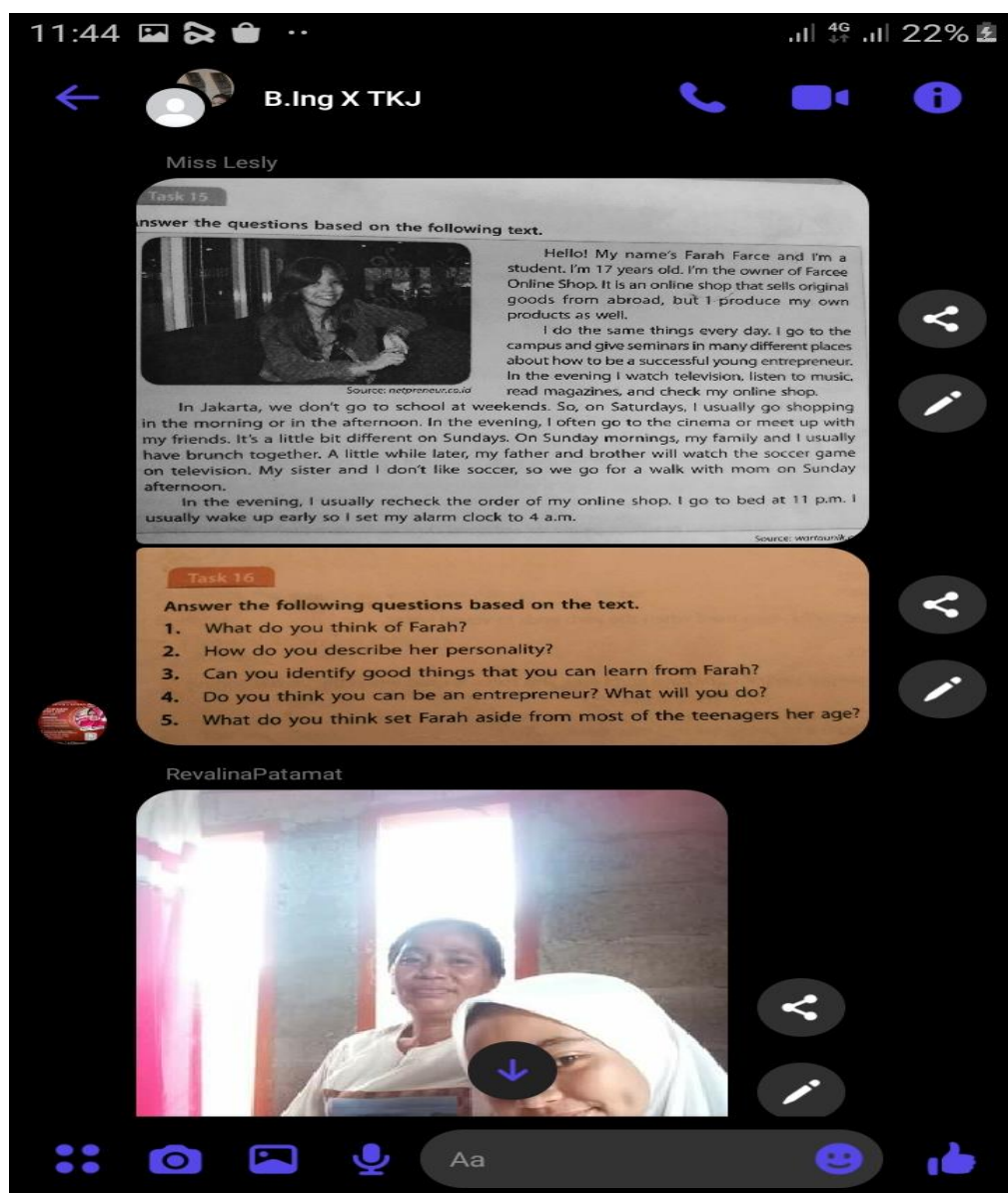
Observation was used by researcher to see how is the reading comprehension in descriptive text learning, teacher and student activities and the implementation of strategies in teaching reading in descriptive text.

The researcher did the prior observation on 28 February 2021. The researcher observed the students and asked to teacher about strategy that teacher used in teaching reading comprehension in descriptive text and students activities in English class.

Initial observations were made by the researcher on January 2021, at that time, reading comprehension learning was already online. Then the researcher conducted a detailed observation procedure on April 2021. The things observed were the way the teacher introduced, explained the material, the language used and the strategies used in teaching reading comprehension in descriptive text.

In doing observation, the researcher mainly took a note about the strategies that teacher used in teaching reading comprehension through online class.

The researcher observed one class during English class online to find out the strategies that teacher used in teaching when English classes were in progress. The researcher did the observation on Thursday, April 29, 2021 with English teacher and one of the students tenth grade. The researcher observed the English class through Facebook messenger application and asked the teacher about the way of English teacher when teaching in online class.



(The picture showed that the teacher utilized reading guide and question guide strategy in teaching at on August 25, 2020)

During this period, English teacher introduces the topic before start teaching, explained the English material until finish, the teacher told the procedure of reading comprehension in descriptive text material to the students, sometimes the teacher used Indonesian language English to explained the materials, the teacher used media in teaching reading comprehension in descriptive text and tried to interact with students, such as ask the students to made video of introduction, filling in the attendance list, giving the text, then read the text and gave questions that related with the text. As the class started, until the end of the class, the teacher tried to engage with all of the students.

b. Interview

The researcher used smartphone to record informant's voice as one of the media to collect the data. The interview was held to get the answer for all of the research questions, about strategies that teacher used in teaching reading comprehension in descriptive text. The researcher did the interview in two times. The first interview was conducted with one of the tenth grade student on Thursday, April 29, 2021 and English teacher on April 30, 2021. Moreover, the researcher conducted interview for further with 10 students of the tenth grade at SMKN 1 Kotabunan on Wednesday, July 07, 2021 until Thursday, July 08 2021.

Interview was conducted to find out the teachers' strategy and the student's opinion of the application the strategy teacher use in teaching reading comprehension in descriptive text. The taken documentation is the evidences of this research and it is not such falsifying data.

From the results of the interview by researcher with an English teacher, that the use of strategies in teaching is very important to facilitate students and become an evaluation material for every teacher. By to teach reading comprehension in descriptive text in the tenth grade, the English teacher utilized two strategies. There were two strategies used by the teacher in teaching, namely reading guide and question guide strategies. It can be

linked with the following answers of Miss LS related to the strategies used when teaching is:

“The strategies that I employed reading guide and question guide”¹

According to the English teacher, the first strategy that the teacher utilized is reading guide strategy. The teacher utilized reading guide strategy on student for reading comprehension in descriptive text learning. At the beginning of each lesson, the teacher explained the material, then gave text for students and asks the students to translate the text. After that, students were asked to record a video while they were reading the text. The teacher said that:

“karena strategi ini adalah strategi yang mudah untuk siswa”²

(Because this strategy is the easy strategy).

In addition, there are more words that the researcher identified, for example: reading guide strategy can help students to understand the reading text. In other words, reading guide is an easy strategy for students. Those previous answer from the statement, can be emphasize that the strategy makes students uncomfortable, because the teacher does not teach directly. Therefore, the students' reactions when the teacher used this strategy were student dislike and like statement. Besides, there were still more students that interested, but not most of them. It can be seen from this following answer of English teacher such as::

“Ada yang suka, ada yang takut dan ada yang kaku, kemudian ada yang bilang strategi itu mudah”³

(There are students who like it, some are afraid and then some are stiff, then some say it's easy)

¹ Result of interview with English teacher, Miss Lesly Simpele in office room SMKN 1 Kotabunan, April 30th 2021.

² Result of interview with English teacher, Miss Lesly Simpele in office room SMKN 1 Kotabunan, April 30th 2021.

³ Result of interview with English teacher, Miss Lesly Simpele in office room SMKN 1 Kotabunan, April 30th 2021.

By looking at the strategy from the answer of the respondent which is the teacher; the researcher found that the strategy have advantages and disadvantages while teacher teach reading comprehension in classroom:

“Kelebihan strategi reading guide adalah, mempermudah guru dalam menilai siswa secara perorangan, siswa lebih fokus pada kemampuan diri sendiri, siswa bisa tahu cara pengucapan kata yang baik dan benar, memotivasi siswa agar memiliki kecakapan dalam membaca dan membangkitkan minat baca siswa. kekurangannya adalah siswa takut/malu karena tidak tahu cara pengucapan yang baik dan benar, membutuhkan waktu yang tidak sedikit dalam penilaian”⁴

(Advantages of reading gude strategy that is, it makes it easier for teachers to assess individual, students more focused on their own ability, students can be able comprehend how to express good and true words and motivates students to have the ability to read - arousing students' interest. Disadvantages of reading guide strategy that is, students are scared/ashamed because did not know the proper pronounciation, takes a lot of time in the assessment)

From the explanation, regarding the advantages and disadvantages of the reading guide strategy, this strategy is able to build students' confidence to dare to read English texts, but the teacher must also train students more often by providing examples of how to pronounce vocabulary correctly.

The second strategy is question guide. Teacher utilizes question guide strategy on student for reading comprehension in descriptive text learning at the online class. In this strategy, the teacher distributed the question for students. This strategy is used by English teachers as an evaluation

⁴ Result of interview with English teacher, Miss Lesly Simpele in office room SMKN 1 Kotabunan, April 30th 2021.

material that students understand about descriptive text. The English teacher said that:

“sebagai bahan evaluasi bahwa siswa paham tentang apa itu descriptive text”⁵

(as an evaluation material that students can understand about descriptive text)

Unfortunately, English was considered difficult for the students, so the teacher had difficulty explaining the material when it was not combined with Indonesia language. When researcher asked the English teacher about the student's reaction at the time using strategy in teaching reading comprehension in descriptive text, Miss LS said that:

“Misalkan bahasa Inggris itu dianggap susah untuk siswa jadi siswa diminta untuk menerjemahkan teks terlebih dahulu dan kemudian mereka harus menjawab pertanyaan”⁶

(suppose the English language was difficult for the students, so the students were asked to translate the text first and then they would have to answer the question)

In the other hand, at the time to teach reading comprehension in descriptive text the teacher needed the learning media to convey or visualize a material so the students easily accept explanation from the teacher. The teacher said that:

“The media that I used may be pictures and video”⁷

Through the interview, the participants explained that there were some things a teacher must consider in teaching using a particular strategy; the

⁵ Result of interview with English teacher, Miss Lesly Simpele in office room SMKN 1 Kotabunan, April 30th 2021.

⁶ Result of interview with English teacher, Miss Lesly Simpele in office room SMKN 1 Kotabunan, April 30th 2021.

⁷ ⁷ Result of interview with English teacher, Miss Lesly Simpele in office room SMKN 1 Kotabunan, April 30th 2021.

purpose, the student, the lesson materials, the facilities, the circumstances, the teacher, the advantages and disadvantages of a particular strategy. The advantages and disadvantages of this strategy are aligned by Miss LS:

“Kelebihan strategi question guide adalah;siswa mampu memberikan pedapat secara perorangan, ampu menguasai materi yang diberikan guru dan mampu menjawab pertanyaan yang diberikan guru. Sedangkan kekurangannya adalah; siswa tidak mampu memahami pertanyaan, siswa hanya meminta jawaban pada teman dan kuranya rasa ingin tahu serta usaha pada siswa”⁸

(advantages of question guide strategy; students are able to give opinions individually, able to master the material given by the teacher and able to answer questions given by the teacher. While disadvantages of question guide strategy; students are not able to understand the question, students only ask friends for answers and lack of curiosity and effort of students)

From the results of interviews with students in SMKN 1 Kotabunan who were chosen randomly by the researcher, the students answered liked it and the others did not like it.

The application of strategy means the teacher's effort in using strategies, tools, and evaluations in order to affect students to achieve learning objectives. For the implementation of first strategy namely reading guide at the time of teaching reading comprehension in descriptive text according to NK, students of SMKN 1 Kotabunan that is:

“memberikan salam, menjelaskan, kemudian mengirimkan tek skarena selama pmasa pandemi kita tidak pergi ke sekolah, kirim gambar, dan disuruh menulis teks, kemudian membuat video”⁹

⁸ Result of interview with English teacher, Miss Lesly Simpele in office room SMKN 1 Kotabunan, April 30th 2021.

⁹ Result of interview with student, Naya Kolopita, Agnia Papatungan, Firgianti Ampel, Tiara Lungow, Zlagirsa Alamtaha, Nawa Modeong, in home July 07th 2021.

(Give greetings, explained, then send text because during the pandemic we did not go to school, send pictures, and are told to write text and made a videos)

Besides, the stages of implementing the reading guide strategy, the teacher also applied a second strategy namely, the question guide strategy which this strategy utilized by the teacher as an evaluation for students. The followings are steps in applying the question guide strategy according to the teacher namely Miss LS is:

“memberikan teks terlebih dulu kemudian memberikan mereka pertanyaan kemudian mereka harus menjawab pertanyaan tersebut”¹⁰

(Give the text previously and then give the question for students, then their answer the question)

In fact, after the strategy was applied, there were some students who had difficulty learning reading comprehension in descriptive text. One of the students stated that the difficulty in learning reading comprehension in descriptive text said that:

“Sulit untuk mengucapkan bahasa Inggris, kemudian mengalami kendala jaringan jadi penjelasan Miss tidak terlalu jelas”¹¹

(difficulty in speaking English, then the network was not stable so, miss explanation was not very clear)

Through this pandemic situation, schools generally closed based on regulation from the government locally and nationally. Students face several difficulties from studying and also E-learning. It can not be denied, teacher also face the similar difficulties. Hence, that many students have

¹⁰ Result of interview with English teacher, Miss Lesly Simpele in office room SMKN 1 Kotabunan, April 30th 2021.

¹¹ Result of interview with student, Fabian Rompas, Naya Kolopita, Asril Suba, Jopan Modeong in home, July 08th 2021.

difficulty especially for students who have just entered high school and vocational school because they cannot learn face to face and listen to learning as usual. One of the students AP thought that:

“Sulit untuk dipahami penjelasan materi dari Miss, karena kami baru masuk jadi, masih sulit untuk memahami materi yang diajarkan”¹²

(It’s hard to understand the explanation of the material from Miss, because we have just entered so, it is still difficult to understand the material being taught)

From the explanation above, about the implementation of the reading guide and question guide, apparently there are students who have difficulties in online learning however on applying this strategy have benefits for students. One of the students JM said that:

“Agar lebih lancar dalam mengucapkan kosakata bahasa Inggris dan membaca teks bahasa Inggris dan saat diberi pertanyaan bisa dijawab dengan tepat karena telah dipahami”¹³

(To make it more fluent in pronounce English vocabulary and reading English Texts and when asked questions can be answered correctly because it has been understood)

c. Documentation

Having done the observation and interview, the researcher took a documentation to support the obtained information and resources through documentation. Documentation consisted of lesson plan of English subject tenth grade, interview photos and interview record by using handphone as a tool to record researcher interviews with informants. However, according to English teacher for a detailed explanation of the use reading guide and question guide strategies is not explained in a lesson plan. The strategy is improve by the teacher at the time of teaching in the classroom because the

¹² Result of interview with student, Arsita Paputungan, MarsyaFilana Modeong in home, July 08th 2021.

¹³ Result of interview with student, Jopan Modeong in home, July 08th 2021.

reality is that condition within the class with lesson plan are not appropriate, which teachers should adjust the students learning ability.

Based on the result of observation and interview the researcher concluded the strategies utilized by the teacher was reading guide and question guide. The strategies have advantages and disadvantages. The implementation this two strategies there are some stages used by the teacher are English teacher introduces the topic before start teaching, explained the English material until finish, the teacher told the procedure of reading comprehension in descriptive text material to the students, sometimes the teacher used Indonesian language English to explained the materials, the teacher used media in teaching reading comprehension in descriptive text and tried to interact with students, such as ask the students to made video of introduction, filling in the attendance list, giving the text, then read the text and gave questions that related with the text. As the class started, until the end of the class, the teacher tried to engage with all of the students. The documentation that the researcher got when conducted of research was lesson plan of the tenth graden interview record and photos.

C. Discussion

In this section, the researcher explained all of the data that have been collected in the class which about the strategies utilized by the teacher and implementation of English teacher in teaching reading comprehension in descriptiv text. Findings can be discuss into the explanation. Reading guide and question guide can be divided into different parts. Starting from reading guide strategy, question guide strategy and the implementaion the strategy in teaching reading comprehension in descriptive text.

The first strategy which utilized by English teacher is reading guide. Based on the statement, it can be stated from the researcher that reading guide strategy was used by the teacher to made it easier for students to understand descriptive text, teacher need provide assistance that was tailored to needs of students, such as strategies to be used in teaching in the class which the teacher give assistance for students to understand descriptive text. Reading

guide strategy helped the teacher to provide understanding for students because this strategy was an easy strategy for students. It is also connected with the second answer from the respondent which is the strategy have advantages and disadvantages. Advantages of reading guide strategy that is, this strategy makes it easier for teachers to assess individual, students more focused on their own ability, students can be able comprehend how to express good and true words and motivates students to have the ability to read - arousing students' interest. Disadvantages reading guide strategy such as, students are scared/ashamed because did not knowing proper pronunciation, takes a lot of time in the assessment.

The second strategy was Question guide. This strategy was used by the teacher to determine students' abilities through questions about descriptive texts. This question was taken from a book that used as a guide when the teacher taught in class. These questions were given by the teacher at the end of each lesson so that students will answer the questions. This strategy became an evaluation for students.

The strategy utilized by the teacher to see if students really understand the text they read. If students can answer the question, it means they have understood the text, and if they cannot answer the question, then the students did not understand the descriptive text. It helped students to understand what is meant descriptive text. This strategy was used by the teacher to guide students read through questions about the descriptive text to be understood by the students. Advantages of question guide strategy; students are able to give opinions individually, able to master the material given by the teacher and able to answer questions given by the teacher. While disadvantages of question guide strategy; students are not able to understand the question, students only ask friends for answers and lack of curiosity and effort of students.

After all, from the theory found on chapter two it can be stated that reading guide it can be linked with the theory of Margaret Bouchard that, "reading guide is to provide the teachers with an opportunity to give students an idea

of how to obtain information through text. Through the reading guide, the teachers able to give “expert” guidance to students as the most productive way to read and think about specific content reading assignment”.¹⁴ This strategy provided an opportunity for the teacher to explained for students how to obtained information through the text. This strategy also provided benefits for teachers and students which this strategy was an easy strategy to gave for students consequently the students can understood a text, especially descriptive text. Reading guide was a strategy that supports students' success in understanding descriptive texts. It is officialy explain base on the data found the theory that teacher expected of reading guide and question guide is effective in teaching reading comprehension especially descriptive text in this pandemic situation.

The implement the strategies in teaching of reading comprehension in descriptive text day/date, August 25 2020, that is, the teacher opened the class by saying greeting.

The opening activity of the teachers inculcated the religious attitude and polite. At the first step of learning activities the teacher opened the class by saying "Assalamualaikum". Then, English teacher introduces the topic before start teaching. Next, the teacher told the procedure of reading comprehension in descriptive text to the students, sometimes the teacher used Indonesian language English to explained the materials. After that, the teacher explained the material about descriptive text. Next, the teacher distributed a descriptive text to read by the students and often asked students to translate the descriptive text first after which participants answer the question. Therefore, students were asked to make a learning video in which students read the text. Furthermore, the teacher distributed questions about the descriptive text for students 1 until 5 question at the end of the learning process which will be answered by the students.

¹⁴ Margaret Bouchard, *Teaching Strategies: Comprehension Strategies for English Language Learners*, (New York: Scholastic, 2005), p.34-49

The implementation of reading guide by the teacher are conducted such as:

1. opening the class by saying "Assalamualaikum".
2. Introducing the topic before start teaching.
3. The teacher told the procedure of reading comprehension in descriptive text material to the students.
4. asking to make a self-introduction video, fill out the class attendance list by sending photos.
5. explaining the material about descriptive text.
6. distributing a descriptive text to read by the students and often asking students to translate the descriptive text.
7. asking to make a learning video in which students read the text.

The implementation question guide strategy by the teacher are conducted such as: distributing questions about the descriptive text for students 1 until 5 questions at the end of the learning process which will be answered by the students.

Based on the implementation of reading guide and question guide strategy by the teacher the researcher found the similarity and difference implementation of reading guide and question guide strategies. the similarity of implementation reading guide strategi was conected with the thoery which is stated by Margaret bouchard is determine the purpose for a specific reading assignment and decide, step-by step, what reading behavior students should use to understand the specific purpose of the reading assignment¹⁵. The differences is the teacher asking to make a learning video in which students and often asking students to translate the decriptive text. Furthermore, the similarity of implementation reading guide strategy its linked with the thoery which is stated by Margaret Bouchard is construct a question guide that sets a purpose for reading and

¹⁵ Margaret Bouchard, *Teaching Strategies: Comprehension Strategies for English Language Learners*, (New York: Scholastic, 2005), p.34-49

explain what you want students to accomplish by reading the text and completing the question guide.¹⁶ The teacher did not implement the other procedure that stated by Margaret Bouchard namely, assign specific sections of text to be read and develop corresponding questions. Moreover, these should support the purpose for reading. Finally, use the reproducible question guide form

In improving a student's quality, for example in regarding to the quality of education is by forming an appropriate learning strategy. This learning strategy is needed in the world of education. In other words, that the teaching system in the classroom does not become monotonous or boring, and it can help students develop their thinking patterns. Reading comprehension in descriptive text that used strategy affects the results of learning, which influences the motivations of students in learning, the interaction of students with teachers, and encourages the student interest in learning English primarily in the commercial text study. A proper strategy will also provide satisfying results for teachers and students.

This research took the documentation of photos, interview record, and lesson plan of the tenth grade as evidences who researcher were actually did research. However, the lesson plan made by the teacher is slightly different when teacher taught in the class. Because at the time teaching, the teacher improve strategies used according to students learning abilities.

Based on the explanation from the discussion, the researcher, in addition found the obstacles and supporting data which is related with this research. At the time the English teacher was teaching reading comprehension in descriptive text, the teacher still use Indonesian in explained the material because students did not understand when using English. The teacher also not created a group for students in reading comprehension activities. The teacher also used media in teaching reading

¹⁶ Margaret Bouchard, *Teaching Strategies: Comprehension Strategies for English Language Learners*, (New York: Scholastic, 2005), p.34-49

comprehension in descriptive text, the media in the form of learning videos made by students.

Understanding the case study in this research, it is suggested for English teacher that in implementing strategies, especially during this pandemic era, students must develop a sense of confidence in learning English, train students in proper English pronunciation, and explained in detail before asking questions therefore, after the questions was given for students they can answer the question.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher focused on conclusion and suggestion.

A. Conclusions

The conclusion of this research is considered as follows:

1. The strategies that teacher used in teaching reading comprehension at SMKN 1 Kotabunan Bolaang Mongondow Timur are two strategies: reading guide and question guide strategy. The teacher used these strategies to purpose made it easier for students to understand reading comprehension, especially in descriptive text and to see if students really understand the text they are reading.
2. The implementation of reading guide by the teacher are conducted such as:
 1. opening the class by saying "Assalamualaikum".
 2. Introducing the topic before start teaching.
 3. The teacher told the procedure of reading comprehension in descriptive text material to the students.
 4. asking to make a self-introduction video, fill out the class attendance list by sending photos.
 5. explaining the material about descriptive text.
 6. distributing a descriptive text to read by the students and often asking students to translate the descriptive text.
 7. asking to make a learning video in which students read the text.

The implementation question guide strategy by the teacher are conducted such as, distributing questions about the descriptive text for students 1 until 5 question at the end of the learning process which will be answered by the students.

B. Suggestions

Remarking the conclusion above, there are several suggestions that the researcher would like to deliver:

1. To the teachers

This research is suggested to help teachers to find out more quality of teaching reading comprehension methodologies especially in SMK or vocational high school out there.

2. To the students

With the strategy that teacher use in teaching reading comprehension especially in descriptive text, students are suggested to be able more creative in learning reading comprehension utilized reading guide and question guide strategy while facing Covid-19 situation or another pandemic situation.

3. To the next researcher

The researcher suggest to the next researcher, is to find out the related strategies with reading guide and question guide strategies. Hence, it can be more functional to be examined for further.

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APPENDICES

Observation Procedures

1. The researcher came to school and observed descriptions of all that are seen, heard and felt.
2. The researcher observe the entire learning activity of reading comprehension in descriptive text through oservation checklist made by researcher.
3. Then, the researcher made field notes based on previously observed data.

Interview Guideline

“Teaching reading comprehension strategies in descriptive text at the tenth grade of SMKN 1 Kotabunan Bolaang Mongondow Timur”

No.	Questions for teacher
1.	What is your name? Siapa nama anda ?
2.	How old are you ? Berapa umur anda?
3.	What is your position at SMKN 1 Kotabunan? Apakah jabatan anda di SMKN 1 Kotabunan?
4.	How long do you teach English at SMKN 1 Kotabunan? Berapa lama anda mengajar bahasa Inggris di SMKN 1 Kotabunan?
5.	Which class do miss/maam teach right now at SMKN 1 Kotabunan? Sekarang anda mengajar di kelas berapa di SMKN 1 Kotabunan?
6.	How many classes that you teach about reading comprehension in descriptive text? Berapa kelas yang anda ajarkan tentang reading comprehension in descriptive text?
7,	Do the students like the lesson about reading comprehension? Apakah siswa menyukai pelajaran tentang reading comprehension?

8.	<p>What is the media that you use in teaching reading comprehension in descriptive text?</p> <p>Media apa yang anda gunakan dalam mengajar reading comprehension in descriptive text?</p>
9.	<p>Why do you use the media in teaching reading comprehension in descriptive text?</p> <p>Mengapa anda menggunakan media tersebut dalam mengajar reading comprehension in descriptive text?</p>
10.	<p>What is the problem that you find when the teaching and learning reading comprehension in descriptive text go on?</p> <p>Apakah masalah yang anda temukan pada saat mengajar reading comprehension in descriptive text berlangsung?</p>
11.	<p>What is your solution in overcoming the problem?</p> <p>Apakah solusi anda dalam mengatasi masalah tersebut?</p>
12.	<p>What kind of the strategies you use in teaching reading comprehension in descriptive text?</p> <p>Strategi apa yang anda gunakan dalam mengajar reading comprehension in descriptive text?</p>
13.	<p>Why do you use the strategies in teaching reading comprehension in descriptive text?</p> <p>Mengapa anda menggunakan strategi tersebut dalam mengajar reading comprehension in descriptive text?</p>
14.	<p>What is benefits from use the strategies for students in learning reading comprehension in descriptive text?</p> <p>Apakah manfaat dari penggunaan strategi tersebut terhadap siswa pada</p>

	saat pembelajaran reading comprehension in descriptive text ?
15.	<p>How do you implement the strategies in teaching reading comprehension in descriptive text?</p> <p>Bagaimana guru bahasa inggris menerapkan strategi dalam mengajar reading comprehension in descriptive text?</p>
16.	<p>What is students reaction when you used the strategy in teaching reading comprehension in descriptive text?</p> <p>Apakah reaksi siwa ketika ibu menggunakan strategi tersebut dalam mengajar reading comprehension in descriptive text ?</p>
17.	<p>What is advantages and disadvantages used the reading guide and question guide strategies</p> <p>Apakah kelebihan dan kekurangan penggunaan strategi reading guide and question guide?</p>

No.	Questions for students
1.	<p>What is your name?</p> <p>Siapa nama kamu ?</p>
2.	<p>Do you like reading comprehension lessons in descriptive text?</p> <p>Apakah anda menyukai pelajaran reading comprehension in descriptive text?</p>
3.	<p>What do you think about learning reading comprehension in descriptive text at SMKN 1 Kotabunan ?</p> <p>Bagaimana pendapatmu tentang pembelajaran Reading comprehension in descriptive text di SMKN 1 Kotabunan?</p>
4.	<p>How the way of English teacher implement the strategies in teaching reading comprehension in descriptive text at SMKN 1 Kotabunan?</p> <p>Bagaimana cara guru bahasa Inggris menerapkan strategi dalam mengajar Reading comprehension in descriptive text di SMK Negeri 1 Kotabunan ?</p>
5.	<p>What is your opinion about learning reading comprehension in descriptive text during the pandemic covid-19?</p> <p>Bagaimana pendapat adik tentang pembelajaran Reading omprehension in descriptive text di masa pandemi covid-19?</p>
6.	<p>How many students in class X administration?</p> <p>Berapa jumlah siswa kelas X Administrasi perkantoran?</p>
7.	<p>What are the difficulties that you face when learning reading comprehension in descriptive text?</p> <p>Apakah kesulitan yang kamu hadapi pada saat belajar reading comprehension in descriptive text?</p>
8.	<p>What is benefits do you get when a teacher applies the strategies (reading guide and question guide) in teaching reading comprehension in descriptiv text?</p> <p>Apakah manfaat yang kamu dapatkan ketika guru menerapkan strategi (reading guide and question guide) pada saat mengajar reading comprehension in descriptive text?</p>

Observation Checklist

Teacher : Lesly Simpele, S.Pd
 Observer : Astried Herawati Basala
 Class : X TKJ
 Skill : Reading Comprehension
 Date observation : 29 April 2021

No.	Activities	Yes	No
1.	The teacher introduced the topic before start teaching.	√	
2.	The teacher gave an explanation on the material until finish	√	
3.	The teacher told the procedure of reading comprehension in descriptive text material to the students.	√	
4.	The teacher made a group of students in reading comprehension activities.		√
5.	The teacher used Indonesian language and English to explained the materials.	√	
6.	The teacher always used English in teaching reading comprehension in descriptive text.		√
7.	The teacher used media in teaching reading comprehension in descriptive text.	√	
8.	The teacher used the strategies of reading comprehension in descriptive text are: 1) Think Aloud 2) QAR (Question Answer Relationship 3) GIST 4) Reading Guide 5) Question Guides 6) Previewing Text	√ √ √	 √ √ √ √

Buyat, 29 April 2021

Researcher



Astried Herawati Basala

NIM:17.2.6.003

TRANSCRIPT INTERVIEW

Informant : Lesly Simpele, S.Pd
 Dates : Friday, 30 April 2021
 Time : 08.30-09.00 Wita
 Place : Office room
 Topic : strategies in teaching reading comprehension in descriptive text

Researcher	Informant
What is your name? Siapa nama anda ?	my name is Lesly Simpele
How old are you (miss/maam)? Berapa umur anda?	I am 25 years old
What is miss/maam position at SMKN 1 Kotabunan? Apakah jabatan anda di SMKN 1 Kotabunan?	Teacher
How long do miss/maam teach English at SMKN 1 Kotabunan? Berapa lama anda mengajar bahasa Inggris di SMKN 1 Kotabunan?	: since 2018 until now

<p>Which class do miss/maam teach right now at SMKN 1 Kotabunan?</p> <p>Sekarang anda mengajar di kelas berapa di SMKN 1 Kotabunan?</p>	<p>tenth grade</p>
<p>How many classes that miss/maam teach about reading comprehension in descriptive text?</p> <p>Berapa kelas yang anda ajarkan tentang reading comprehension in descriptive text?</p>	<p>Five Class</p>
<p>Do the students like the lesson about reading comprehension?</p> <p>Apakah siswa menyukai pelajaran tentang reading comprehension?</p>	<p>Yes</p>
<p>What is the media that miss/maam use in teaching reading comprehension in descriptive text?</p> <p>Media apa yang anda gunakan dalam mengajar reading comprehension in descriptive text?</p>	<p>The media that I used may be pictures and video</p>

<p>Why do you (miss/maam) use the media in teaching reading comprehension in descriptive text?</p> <p>Mengapa anda menggunakan media tersebut dalam mengajar reading comprehension in descriptive text?</p>	to give the easy way for students
<p>What is the problem miss/maam find when the teaching and learning reading comprehension in descriptive text go on?</p> <p>Apakah masalah yang anda temukan pada saat mengajar reading comprehension in descriptive text berlangsung?</p>	pronunciation the students
<p>What is your solution in overcoming the problem?</p> <p>Apakah solusi anda dalam mengatasi masalah tersebut?</p>	to give the text frequently for student
<p>What kind the strategies you (miss/maam) use in teaching reading comprehension in descriptive text?</p> <p>Strategi apa yang anda</p>	reading guide and Question guide

<p>gunakan dalam mengajar reading comprehension in descriptive text?</p>	
<p>Why do miss/maam use the strategy in teaching reading comprehension in descriptive text?</p> <p>Mengapa anda menggunakan strategi tersebut dalam mengajar reading comprehension in descriptive text?</p>	<ul style="list-style-type: none"> - Because this strategy is the easy way for students <i>(karena strategi ini adalah strategi yang gampang untuk siswa)</i> - as an evaluation material that students can understand about descriptive text <i>(sebagai bahan evaluasi bahwa siswa paham tentang apa itu descriptive text)</i>
<p>What is benefits from use the strategies for students in learning reading comprehension in descriptive text?</p> <p>Apakah manfaat dari penggunaan strategi tersebut terhadap siswa pada saat pembelajaran reading comprehension in descriptive text?</p>	<ul style="list-style-type: none"> - because this strategy is the easy for students <i>(karena strategi ini adalah strategi yang mudah untuk siswa)</i> - students understand what is descriptive text <i>(Siswa paham apa itu yang dimaksud dengan teks descriptive)</i>
<p>How do maam/miss implement the strategies in teaching reading comprehension especially in descriptive text ?</p> <p>Bagaimana guru bahasa inggris menerapkan strategi dalam mengajar reading</p>	<ul style="list-style-type: none"> - give text for students, then ask they to read and record video <i>(memberikan mereka teks, kemudian meminta mereka untuk membacakan dan merekam video)</i> - give the text previously and then give the question for students, then their answer the question <i>(memberikan teks terlebih dulu kemudian memberikan mereka</i>

<p>comprehension terutama dalam teks deskriptif</p>	<p><i>pertanyaan kemudian mereka harus menjawab pertanyaan tersebut)</i></p>
<p>What is students reaction when you used the strategy in teaching reading comprehension?</p> <p>Apakah reaksi siswa ketika ibu menggunakan strategi tersebut dalam mengajar reading comprehension ?</p>	<ul style="list-style-type: none"> - there are students who like it, some are afraid and then some are stiff, then some say it's easy <i>(ada yang suka, ada yang takut dan ada yang kaku, kemudian ada yang bilang strategi itu mudah)</i> - suppose the English language was difficult for the students, so the students were asked to translate the text first and then they would have to answer the question <i>(Misalkan bahasa Inggris itu dianggap susah untuk siswa jadi siswa diminta untuk menerjemahkan teks terlebih dahulu dan kemudian mereka harus menjawab pertanyaan)</i>
<p>What is advantages and disadvantages used the reading guide and question guide strategies</p> <p>Apakah kelebihan dan kekurangan penggunaan strategi reading guide and question guide?</p>	<p>*Advantages reading guide strategy:</p> <ul style="list-style-type: none"> - it makes it easier for teachers to assess individual - students more focused on their own ability - students can know how to express good and true words - motivates students to have the ability to read - arousing students' interest <p><i>(Kelebihan strategi reading guide adalah:</i></p> <ul style="list-style-type: none"> - <i>Mempermudah guru dalam menilai siswa secara perorangan</i> - <i>Siswa lebih fokus pada kemampuan diri sendiri</i> - <i>Siswa bisa tahu cara pengucapan kata yang baik dan benar</i> - <i>Memotivasi siswa agar memiliki kecakapan dalam membaca</i> - <i>Membangkitkan minat baca siswa)</i> <p>*Disadvantages reading guide strategy:</p> <ul style="list-style-type: none"> - students are scared/ashamed because did not knowing proper pronunciation - Takes a lot of time in the assessment <p><i>(Kekurangannya adalah:</i></p>

	<ul style="list-style-type: none"> - <i>Siswa takut/ malu karena tidak tahu cara pengucapan yang baik dan benar</i> - <i>Membutuhkan waktu yang tidak sedikit dalam penilaian)</i> <p>* advantages of question guide strategy:</p> <ul style="list-style-type: none"> - Students are able to give opinions individually - Able to master the material given by the teacher - Able to answer questions given by the teacher <p><i>(Kelebihan strategi question guide adalah:</i></p> <ul style="list-style-type: none"> - <i>Siswa mampu memberikan pendapat secara perorangan</i> - <i>Mampu menguasai materi yang diberikan guru</i> - <i>Mampu menjawab pertanyaan yang diberikan guru)</i> <p>* disadvantages of question guide strategy:</p> <ul style="list-style-type: none"> - students are not able to understand the question - students only ask friends for answers - lack of curiosity and effort in students <p><i>(Kekurangannya adalah:</i></p> <ul style="list-style-type: none"> - <i>siswa tidak mampu memahami pertanyaan</i> - <i>siswa hanya meminta jawaban pada teman</i> - <i>kurangnya rasa ingin tahu serta usaha pada siswa)</i>
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Interviewee



Lesly Simpele, S.Pd

TRANSCRIPT INTERVIEW

Informant : Firgianti Ampel
 Dates : Thursday, 29 April 2021
 Time : 08.30-09.00 Wita
 Course : Office Management Automation
 Place : Home
 Topic : Opinion about strategies that English teacher used in teaching reading comprehension in descriptive text

Researcher	Informant
What is your name? Siapa nama kamu ?	Firgianti Ampel
Do you like reading comprehension lessons in descriptive text? Apakah anda menyukai pelajaran reading comprehension in descriptive text?	I Like <i>(Saya suka)</i>
What do you think about learning reading comprehension in descriptive text at SMKN 1 Kotabunan ? Bagaimana pendapatmu tentang pembelajaran Reading comprehension in descriptive text di SMKN 1 Kotabunan?	Only asked the students to write the text and trasnlate then answer the question <i>(Hanya dimintai untuk mencatat itu teks kemudian baca dan diterjemahkan kemudian menjawab pertanyaan)</i>
How the way of English teacher implement the strategies in teaching reading comprehension in descriptive text at SMKN 1 Kotabunan? Bagaimana cara guru bahasa Inggris menerapkan strategi dalam mengajar Reading comprehension in descriptive text di SMK Negeri 1 Kotabunan ?	Greetings, make video introduction, and then into Zoom's room and fill in the attendance list and sent photos, soetimes miss explained in Zoom and also in facebook messenger application

	<p><i>(memberikan salam, membuat video perkenalan diri, kemudian masuk ruang zoom dan mengisi daftar hadir dan mengirimkan foto, terkadang ibu menjelaskan di zoom dan juga di facebook mesenger)</i></p>
<p>What is your opinion about learning reading comprehension in descriptive text during the pandemic covid-19?</p> <p>Bagaimana pendapat adik tentang pembelajaran Reading omprehension in descriptive text di masa pandemi covid-19?</p>	<p>Learning reading comprehension in pandemic era its difficult, because sometimes I understand and sometimes do not. Next I like explanation from Miss and the ststrategy hat she used I like.</p> <p><i>(Pembelajaran reading comprehension di masa pandemi ini sulit, karena terkadang saya paham dan kadang juga tidak. Selanjutnya, saya suka penjelasan miss dan strategi yang dia gunakan saya juga suka)</i></p>
<p>How many students in class X Office Management Automation?</p> <p>Berapa jumlah siswa kelas X Office Management Automation?</p>	24
<p>What are the difficulties that you face when learning reading comprehension in descriptive text?</p> <p>Apakah kesulitan yang kamu hadapi pada saat</p>	<p>Told to memorize, then make a video used English and I did not know speaking English</p>

<p>belajar reading comprehension in descriptive text?</p>	<p><i>(disuruh untuk menghafal, kemudian membuat video menggunakan bahasa Inggris dan saya tidak tau berbahasa Inggris)</i></p>
<p>What is benefits do you get when a teacher applies the strategies (reading guide and question guide) in teaching reading comprehension in descriptiv text?</p> <p>Apakah manfaat yang kamu dapatkan ketika guru menerapkan strategi (reading guide and question guide) pada saat mengajar reading comprehension in descriptive text?</p>	<p>To better understand the English text</p> <p><i>(Agar lebih memahami teks bacaan bahasa Inggris)</i></p>

Interviewee



Firgianti Ampel

TRANSCRIPT INTERVIEW

Informant : Fabian Rompas
 Dates : Wednesday, 07 July 2021
 Time : 08.08-08.14 Wita
 Course : Mining Geology
 Place : Home
 Topic : Opinion about strategies that used of English teacher in teaching reading comprehension in descriptive text

Researcher	Informant
What is your name? Siapa nama kamu ?	Fabian Rompas
Do you like reading comprehension lessons in descriptive text? Apakah anda menyukai pelajaran reading comprehension in descriptive text?	I Like (<i>Saya suka</i>)
What do you think about learning reading comprehension in descriptive text at SMKN 1 Kotabunan ? Bagaimana pendapatmu tentang pembelajaran Reading comprehension in descriptive text di SMKN 1 Kotabunan?	Good, Adding new insights (<i>Bagus, menambah wawasan baru</i>)
How the way of English teacher implementation the strategies in teaching reading comprehension in descriptive text at SMKN 1 Kotabunan? Bagaimana cara guru bahasa Inggris menerapkan strategi dalam mengajar Reading comprehension in descriptive text di SMK Negeri 1 Kotabunan ?	Fill out the attendance list, ask for assignments, then move on to the material (<i>Mengisi daftar hadir, meminta tugas, kemudian melanjutkan ke materi</i>)
What is your opinion about learning reading comprehension in descriptive text during the	It's hard to understand and there's no quota internet

<p>pandemic covid-19?</p> <p>Bagaimana pendapat adik tentang pembelajaran Reading omprehension in descriptive text di masa pandemi covid-19?</p>	<p>(Sulit untuk dimengerti dan tidak ada kuota internet)</p>
<p>How many students in class X Mining Geology?</p> <p>Berapa jumlah siswa kelas X Mining Geologi?</p>	<p>12 students</p>
<p>What are the difficulties that you face when learning reading comprehension in descriptive text?</p> <p>Apakah kesulitan yang kamu hadapi pada saat belajar reading comprehension in descriptive text?</p>	<p>It was difficult to say English vocabulary, then an unstable network so Miss explanation is not very clear</p> <p>(sulit untuk mengucapkan kosakata bahasa Inggris, kemudian jaringan yang tidak stabil sehingga penjelasan Miss tidak terlalu jelas)</p>
<p>What is benefits do you get when a teacher applies the strategies (reading guide and question guide) in teaching reading comprehension in descriptiv text?</p> <p>Apakah manfaat yang kamu dapatkan ketika guru menerapkan strategi (reading guide and question guide) pada saat mengajar reading comprehension in descriptive text?</p>	<p>The benefits of being able to understand English more deeply and to write your oen questions in English</p> <p>(manfaatnya bisa mengerti bahasa Inggris lebih dalam dan menulis pertanyaan sendiri dalam bahasa Inggris)</p>

Interviewee



Fabian Rompas

TRANSCRIPT INTERVIEW

Informant : Naya Kolopita
 Dates : Wednesday, 07 July 2021
 Time : 08.17-08.22 Wita
 Course : Computer Network Engineering
 Place : Home
 Topic : Opinion about strategies that used of English teacher in teaching reading comprehension in descriptive text

Researcher	Informant
What is your name? Siapa nama kamu ?	Naya Kolopita
Do you like reading comprehension lessons in descriptive text? Apakah anda menyukai pelajaran reading comprehension in descriptive text?	<i>(Iya suka)</i>
What do you think about learning reading comprehension in descriptive text at SMKN 1 Kotabunan ? Bagaimana pendapatmu tentang pembelajaran Reading comprehension in descriptive text di SMKN 1 Kotabunan?	Good <i>(bagus)</i>
How the way of English teacher implementation the strategies in teaching reading comprehension in descriptive text at SMKN 1 Kotabunan? Bagaimana cara guru bahasa Inggris menerapkan strategi dalam mengajar Reading comprehension in descriptive text di SMK Negeri 1 Kotabunan ?	Give greetings, explained, then send text because during the pandemic we did not go to school, send pictures, and are told to write text and made a videos <i>(memberikan salam, menjelaskan, kemudian mengirimkan tek skarena selama pmasa pandemi kita tidak pergi</i>

	<i>ke sekolah, kirim gambar, dan disuruh menulis teks, kemudian membuat video)</i>
<p>What is your opinion about learning reading comprehension in descriptive text during the pandemic covid-19?</p> <p>Bagaimana pendapat adik tentang pembelajaran Reading omprehension in descriptive text di masa pandemi covid-19?</p>	<p>Difficults and easy</p> <p><i>(Gampang-gampang susah)</i></p>
<p>How many students in class X Computer Network Engineering?</p> <p>Berapa jumlah siswa kelas X TKJ?</p>	<p>21 Students</p>
<p>What are the difficulties that you face when learning reading comprehension in descriptive text?</p> <p>Apakah kesulitan yang kamu hadapi pada saat belajar reading comprehension in descriptive text?</p>	<p>It was difficult to translate English and sent video, the network is bad</p> <p><i>(sulit untuk menerjemahkan bahasa Inggris dan pada saat mengirimkan video jaringannya buruk)</i></p>
<p>What is benefits do you get when a teacher applies the strategies (reading guide and question guide) in teaching reading comprehension in descriptiv text?</p> <p>Apakah manfaat yang kamu dapatkan ketika guru menerapkan strategi (reading guide and question guide) pada saat mengajar reading comprehension in descriptive text?</p>	<p>Some understanding of the English text</p> <p><i>(Sedikit memahami tentang teks bahasa Inggris)</i></p>

Interviewee



Naya Kolopita

TRANSCRIPT INTERVIEW

Informant : Tiara Wungow
 Dates : Wednesday, 07 July 2021
 Time : 08.26-08.30 Wita
 Course : Computer Network Engineering
 Place : Home
 Topic : Opinion about strategies that used of English teacher in teaching reading comprehension in descriptive text

Researcher	Informant
What is your name? Siapa nama kamu ?	Tiara Wungow
Do you like reading comprehension lessons in descriptive text? Apakah anda menyukai pelajaran reading comprehension in descriptive text?	Yes (<i>Iyaa</i>)
What do you think about learning reading comprehension in descriptive text at SMKN 1 Kotabunan ? Bagaimana pendapatmu tentang pembelajaran Reading comprehension in descriptive text di SMKN 1 Kotabunan?	Good and Adding Insight (<i>Bagus dan menambah wawasan</i>)
How the way of English teacher implementation the strategies in teaching reading comprehension in descriptive text at SMKN 1 Kotabunan? Bagaimana cara guru bahasa Inggris menerapkan strategi dalam mengajar Reading comprehension in descriptive text di SMK Negeri 1 Kotabunan ?	First, ask the material that has been given, then ask the questions, then Miss explaining the material through video call (<i>Pertama, menanyakan materi yang telah</i>)

	<i>diberikan, kemudian memberikan pertanyaan, selanjutnya, Miss menjelaskan materi melalui melalui video call)</i>
<p>What is your opinion about learning reading comprehension in descriptive text during the pandemic covid-19?</p> <p>Bagaimana pendapat adik tentang pembelajaran Reading omprehension in descriptive text di masa pandemi covid-19?</p>	<p>Rather difficult</p> <p><i>(Agak sulit)</i></p>
<p>How many students in class X Computer Network Engineering?</p> <p>Berapa jumlah siswa kelas X TKJ?</p>	<p>21 students</p>
<p>What are the difficulties that you face when learning reading comprehension in descriptive text?</p> <p>Apakah kesulitan yang kamu hadapi pada saat belajar reading comprehension in descriptive text?</p>	<p>I did not understand when the teacher asked for a translation of the text</p> <p><i>(Saya tidak mengerti pada saat maam menanyakan terjemahan dari teks)</i></p>
<p>What is benefits do you get when a teacher applies the strategies (reading guide and question guide) in teaching reading comprehension in descriptiv text?</p> <p>Apakah manfaat yang kamu dapatkan ketika guru menerapkan strategi (reading guide and question guide) pada saat mengajar reading comprehension in descriptive text?</p>	<p>Learning more about the English text and how to tell the text into English language</p> <p><i>(Manfaatnya lebih mengetahui tentang teks bahasa Inggris dan</i></p>

	<i>bagaimana cara menceritakan teks tersebut dalam bahasa inggris)</i>
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Interviewee



Tiara Wungow

TRANSCRIPT INTERVIEW

Informant : Agnia Paputungana
 Dates : Wednesday, 07 July 2021
 Time : 09.33-09.36 Wita
 Course : Computer Network Engineering
 Place : Home
 Topic : Opinion about strategies that used of English teacher in teaching reading comprehension in descriptive text

Researcher	Informant
What is your name? Siapa nama kamu ?	Agnia Paputungan
Do you like reading comprehension lessons in descriptive text? Apakah anda menyukai pelajaran reading comprehension in descriptive text?	Yes (ya)
What do you think about learning reading comprehension in descriptive text at SMKN 1 Kotabunan ? Bagaimana pendapatmu tentang pembelajaran Reading comprehension in descriptive text di SMKN 1 Kotabunan?	Good and adding knowledge (Bagus dan menambah wawasan)
How the way of English teacher implementation the strategies in teaching reading comprehension in descriptive text at SMKN 1 Kotabunan? Bagaimana cara guru bahasa Inggris menerapkan strategi dalam mengajar Reading comprehension in descriptive text di SMK Negeri 1 Kotabunan ?	Greeting, explaining the material beforehand, giving the text, then translating it and asking questions to be answer (memberikan salam, menjelaskan materi sebelumnya, memberikan teks, kemudian

	<i>menerjemahkannya dan memberikan pertanyaan untuk dijawab)</i>
<p>What is your opinion about learning reading comprehension in descriptive text during the pandemic covid-19?</p> <p>Bagaimana pendapat adik tentang pembelajaran Reading omprehension in descriptive text di masa pandemi covid-19?</p>	<p>Unstable network</p> <p><i>(Jaringan tidak stabil)</i></p>
<p>How many students in class X Computer Network Engineering?</p> <p>Berapa jumlah siswa kelas X TKJ?</p>	<p>21 students</p>
<p>What are the difficulties that you face when learning reading comprehension in descriptive text?</p> <p>Apakah kesulitan yang kamu hadapi pada saat belajar reading comprehension in descriptive text?</p>	<p>No difficulties</p> <p><i>(Tidak ada kesulitan)</i></p>
<p>What is benefits do you get when a teacher applies the strategies (reading guide and question guide) in teaching reading comprehension in descriptiv text?</p> <p>Apakah manfaat yang kamu dapatkan ketika guru menerapkan strategi (reading guide and question guide) pada saat mengajar reading comprehension in descriptive text?</p>	<p>I can be easier to communicate with others</p> <p><i>(saya bisa menjadi lebih mudah untuk berkomunikasi dengan orang lain)</i></p>

Interviewee



Agnia Paputungan

TRANSCRIPT INTERVIEW

Informant : Marsya Filana Modeong
 Dates : Wednesday, 07 July 2021
 Time : 09.36-09.39 Wita
 Course : Computer Network Engineering
 Place : Home
 Topic : Opinion about strategies that used of English teacher in teaching reading comprehension in descriptive text

Researcher	Informant
What is your name? Siapa nama kamu ?	Marsya Filana Modeong
Do you like reading comprehension lessons in descriptive text? Apakah anda menyukai pelajaran reading comprehension in descriptive text?	Yes
What do you think about learning reading comprehension in descriptive text at SMKN 1 Kotabunan ? Bagaimana pendapatmu tentang pembelajaran Reading comprehension in descriptive text di SMKN 1 Kotabunan?	It is quite good because it conveys understanding first, for example, the explanation is then asked if you understand or not, if you do not understand it will be explained again <i>(Cukup bagus karena memberikan pengertian terlebih dahulu, contohnya, penjelasannya lalu kemudian di tanya sudah mengerti atau tidak kalau belum mengerti maka akan dijelaskan kembali)</i>

<p>How the way of English teacher implementation the strategies in teaching reading comprehension in descriptive text at SMKN 1 Kotabunan?</p> <p>Bagaimana cara guru bahasa Inggris menerapkan strategi dalam mengajar Reading comprehension in descriptive text di SMK Negeri 1 Kotabunan ?</p>	<p>First explain the material, then give an example, along with the methods, then make an example question for us</p> <p><i>(Pertama menjelaskan materi, kemudian contoh, beserta cara-caranya kemudian membuat contoh soal kepada kami)</i></p>
<p>What is your opinion about learning reading comprehension in descriptive text during the pandemic covid-19?</p> <p>Bagaimana pendapat adik tentang pembelajaran Reading omprehension in descriptive text di masa pandemi covid-19?</p>	<p>It's quite difficult because we have to have insight to understand, because now we are learning on our own and it will be easier if we learn with a teacher</p> <p><i>(Cukup sulit karena kita harus memiliki wawasan untuk memahami, karena sekarang kami belajar sendiri dan akan lebih mudah apabila belajar dengan guru)</i></p>
<p>How many students in class X Computer Network Engineering?</p> <p>Berapa jumlah siswa kelas X TKJ?</p>	<p>21 students</p>
<p>What are the difficulties that you face when learning reading comprehension in descriptive text?</p>	<p>Inappropriate pronunciation</p>

<p>Apakah kesulitan yang kamu hadapi pada saat belajar reading comprehension in descriptive text?</p>	<p><i>(Cara pengucapan yang tidak tepat)</i></p>
<p>What is benefits do you get when a teacher applies the strategies (reading guide and question guide) in teaching reading comprehension in descriptiv text?</p> <p>Apakah manfaat yang kamu dapatkan ketika guru menerapkan strategi (reading guide and question guide) pada saat mengajar reading comprehension in descriptive text?</p>	<p>Better understand the elements and points on the text, and more understand the purpose of the text</p> <p><i>(lebih memahami unsur dan poin-poin dalam suatu teks, serta lebih paham tentang maksud dan tujuan dari teks tersebut)</i></p>

Interviewee



Marsya Filana Modeong

<p>What is your opinion about learning reading comprehension in descriptive text during the pandemic covid-19?</p> <p>Bagaimana pendapat adik tentang pembelajaran Reading omprehension in descriptive text di masa pandemi covid-19?</p>	<p>Ordinary</p> <p><i>(Tidak bagus)</i></p>
<p>How many students in class X Office Management Automation?</p> <p>Berapa jumlah siswa kelas X OTP?</p>	<p>24 students</p>
<p>What are the difficulties that you face when learning reading comprehension in descriptive text?</p> <p>Apakah kesulitan yang kamu hadapi pada saat belajar reading comprehension in descriptive text?</p>	<p>It's bad and unstable network, and then it takes a lot of notes</p> <p><i>(jaringan jelek dan tidak stabil, kemudian banyak mencatat)</i></p>
<p>What is benefits do you get when a teacher applies the strategies (reading guide and question guide) in teaching reading comprehension in descriptiv text?</p> <p>Apakah manfaat yang kamu dapatkan ketika guru menerapkan strategi (reading guide and question guide) pada saat mengajar reading comprehension in descriptive text?</p>	<p>Better to read text in English</p> <p><i>(Lebih tahu membaca teks dalam bahasa Inggris)</i></p>

Interviewee



Asril Suba

TRANSCRIPT INTERVIEW

Informant : Arsita Paputungan
 Dates : Thursday, 08 July 2021
 Time : 08.30-08.33 Wita
 Course : Office Management Automation
 Place : Home
 Topic : Opinion about strategies that used of English teacher in teaching reading comprehension in descriptive text

Researcher	Informant
What is your name? Siapa nama kamu ?	Arsita Paputungan
Do you like reading comprehension lessons in descriptive text? Apakah anda menyukai pelajaran reading comprehension in descriptive text?	I like <i>(saya suka)</i>
What do you think about learning reading comprehension in descriptive text at SMKN 1 Kotabunan ? Bagaimana pendapatmu tentang pembelajaran Reading comprehension in descriptive text di SMKN 1 Kotabunan?	I think it's good, make us fluent in English <i>(Menurut saya bagus, membuat kita lancar berbahasa Inggris)</i>
How the way of English teacher implement the strategies in teaching reading comprehension in descriptive text at SMKN 1 Kotabunan? Bagaimana cara guru bahasa Inggris menerapkan strategi dalam mengajar Reading comprehension in descriptive text di SMK Negeri 1 Kotabunan ?	Greet using English, ask news, give material, then Miss reads the text first then followed by the students <i>(Memberikan salam menggunakan bahasa Inggris, tanya kabar, memberikan materi,</i>

	<i>kemudian Miss membaca teks terlebih dahulu kemudian diikuti oleh para siswa)</i>
<p>What is your opinion about learning reading comprehension in descriptive text during the pandemic covid-19?</p> <p>Bagaimana pendapat adik tentang pembelajaran Reading omprehension in descriptive text di masa pandemi covid-19?</p>	<p>It is difficult to understand the explanation of the material from Miss, because we have just entered vocational high school so, it is still difficult to understand the material being taught</p> <p><i>(Sulit untuk dipahami penjelasan materi dari Miss, karena kami baru masuk jadi, masih sulit untuk memahami matei yang diajarkan)</i></p>
<p>How many students in class X Office Management Automation?</p> <p>Berapa jumlah siswa kelas X OTP?</p>	24 students
<p>What are the difficulties that you face when learning reading comprehension in descriptive text?</p> <p>Apakah kesulitan yang kamu hadapi pada saat belajar reading comprehension in descriptive text?</p>	<p>The English pronunciation was inappropriate</p> <p><i>(pengucapan kosakata dalam bahasa Inggris kurang tepat)</i></p>
<p>What is benefits do you get when a teacher applies the strategies (reading guide and</p>	<p>Better understand how to read English words or</p>

<p>question guide) in teaching reading comprehension in descriptiv text?</p> <p>Apakah manfaat yang kamu dapatkan ketika guru menerapkan strategi (reading guide and question guide) pada saat mengajar reading comprehension in descriptive text?</p>	<p>sentences</p> <p><i>(Lebih memahami cara membaca teks atau kalimat berbahasa Inggris)</i></p>
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Interviewee



Arsita Paputungan

TRANSCRIPT INTERVIEW

Informant : Jopan Modeong
 Dates : Thursday, 08 July 2021
 Time : 08.34-08.36 Wita
 Course : Computer Network Engineering
 Place : Home
 Topic : Opinion about strategies that used of English teacher in teaching reading comprehension in descriptive text

Researcher	Informant
What is your name? Siapa nama kamu ?	Jopan Modeong
Do you like reading comprehension lessons in descriptive text? Apakah anda menyukai pelajaran reading comprehension in descriptive text?	Like <i>(suka)</i>
What do you think about learning reading comprehension in descriptive text at SMKN 1 Kotabunan ? Bagaimana pendapatmu tentang pembelajaran Reading comprehension in descriptive text di SMKN 1 Kotabunan?	Like, to be more fluent in English <i>(Suka, supaya lebih lancar dalam berbicara bahasa Inggris)</i>
How the way of English teacher implement the strategies in teaching reading comprehension in descriptive text at SMKN 1 Kotabunan? Bagaimana cara guru bahasa Inggris menerapkan strategi dalam mengajar Reading comprehension in descriptive text di SMK Negeri 1 Kotabunan ?	First pray, then ask the new and explain the material <i>(pertama berdoa, kemudian menanyai kabar, dan menjelaskan materi)</i>
What is your opinion about learning reading comprehension in descriptive text during the pandemic covid-19? Bagaimana pendapat adik tentang pembelajaran Reading omprehension in descriptive text di masa pandemi covid-19?	Difficult to understand because it's online learning <i>(sulit dipahami karena daring)</i>

How many students in class Computer Network Engineering? Berapa jumlah siswa kelas X TKJ?	21 students
What are the difficulties that you face when learning reading comprehension in descriptive text? Apakah kesulitan yang kamu hadapi pada saat belajar reading comprehension in descriptive text?	Difficulty in reading English text <i>(Kesulitan dalam membaca teks berbahasa Inggris)</i>
What is benefits do you get when a teacher applies the strategies (reading guide and question guide) in teaching reading comprehension in descriptiv text? Apakah manfaat yang kamu dapatkan ketika guru menerapkan strategi (reading guide and question guide) pada saat mengajar reading comprehension in descriptive text?	To make it more fluent in pronounce English vocabulary and reading Eglish Texts and when asked questions can be answered correctly because it has been understood <i>(Agar lebih lancar dalam mengucapkan kosakata bahasa Inggris dan membaca teks bahasa Inggris dan saat diberi pertanyaan bisa dijawab dengan tepat karena telah dipahami)</i>

Interviewee



Jopan Modeong

TRANSCRIPT INTERVIEW

Informant : Zlagirsa Alamtaha
 Dates : Thursday, 08 July 2021
 Time : 08.37-08.39 Wita
 Course : Mining Geology
 Place : Home
 Topic : Opinion about strategies that used of English teacher in teaching reading comprehension in descriptive text

Researcher	Informant
What is your name? Siapa nama kamu ?	Zlagirsa Alamtaha
Do you like reading comprehension lessons in descriptive text? Apakah anda menyukai pelajaran reading comprehension in descriptive text?	Less like <i>(Kurang menyukai)</i>
What do you think about learning reading comprehension in descriptive text at SMKN 1 Kotabunan ? Bagaimana pendapatmu tentang pembelajaran Reading comprehension in descriptive text di SMKN 1 Kotabunan?	Quite good <i>(Cukup bagus)</i>
How the way of English teacher implement the strategies in teaching reading comprehension in descriptive text at SMKN 1 Kotabunan? Bagaimana cara guru bahasa Inggris menerapkan strategi dalam mengajar Reading comprehension in descriptive text di SMK Negeri 1 Kotabunan ?	First, greetings, then explained the material and give the questions, next answer the questions <i>(Pertama, memberikan salam, kemudian menjelaskan materi dan memberikan pertanyaan, selanjutnya menjawab pertanyaan)</i>
What is your opinion about learning reading comprehension in descriptive text during the	<i>Difficult</i>

<p>pandemic covid-19? Bagaimana pendapat adik tentang pembelajaran Reading omprehension in descriptive text di masa pandemi covid-19?</p>	<p><i>(Sulit)</i></p>
<p>How many students in class Mining Geeology? Berapa jumlah siswa kelas X Geologi pertambangan?</p>	<p>12 students</p>
<p>What are the difficulties that you face when learning reading comprehension in descriptive text? Apakah kesulitan yang kamu hadapi pada saat belajar reading comprehension in descriptive text?</p>	<p>Sometimes when Miss explain, I do not understand and find it difficult to answer questions <i>(Kadang ketika Miss menjelaskan materi saya belum mengerti sehingga susah dalam menjawab pertanyaan)</i></p>
<p>What is benefits do you get when a teacher applies the strategies (reading guide and question guide) in teaching reading comprehension in descriptiv text? Apakah manfaat yang kamu dapatkan ketika guru menerapkan strategi (reading guide and question guide) pada saat mengajar reading comprehension in descriptive text?</p>	<p>Able to make it easier for us to read English on the text <i>(dapat memudahkan kami membaca kalimat pada text menggunakan bahasa Inggris)</i></p>

Interviewee

Emet

Zlagirsa Alamtaha

	<i>Inggris, setelah itu menjelaskan materi)</i>
<p>What is your opinion about learning reading comprehension in descriptive text during the pandemic covid-19?</p> <p>Bagaimana pendapat adik tentang pembelajaran Reading omprehension in descriptive text di masa pandemi covid-19?</p>	<p>Not hard</p> <p><i>(tidak sulit)</i></p>
<p>How many students in class Mining Geeology?</p> <p>Berapa jumlah siswa kelas X Geologi pertambangan?</p>	<p>12 students</p>
<p>What are the difficulties that you face when learning reading comprehension in descriptive text?</p> <p>Apakah kesulitan yang kamu hadapi pada saat belajar reading comprehension in descriptive text?</p>	<p>Ther is not any difficulty</p> <p><i>(Tidak ada kesulitan apapun)</i></p>
<p>What is benefits do you get when a teacher applies the strategies (reading guide and question guide) in teaching reading comprehension in descriptiv text?</p> <p>Apakah manfaat yang kamu dapatkan ketika guru menerapkan strategi (reading guide and question guide) pada saat mengajar reading comprehension in descriptive text?</p>	<p>Improve thinking ability by learning English</p> <p><i>(meningkatkan daya pikir dengan cara belajar bahasa Inggris)</i></p>








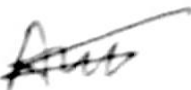

Interviewee


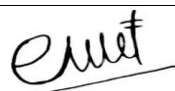



Nawa Modeong

LIST OF INTERVIEW

We are the signed below:

No.	Name	Position	Sign
1.	Lesly Simpele, S.Pd	Teacher	
2.	Firgianti Ampel	Student of Office Management Automation major	
3.	Fabian Rompas	Student of Mining Geology major	
4.	Naya Kolopita	Student of Computer Network Engineering major	
5.	Tiara Wungow	Student of Computer Network Engineering major	
6.	Agnia Papatungan	Student of Computer Network Engineering major	
7.	Marsya Filana Modeong	Student of Computer Network Engineering major	
8.	Asril Suba	Student of Office Management Automation major	
9.	Arsita Papatungan	Student of Office Management Automation major	

10.	Jopan Modeong	Student of Computer Network Engineering major	
11.	Zlagirsa Alamtaha	Student of Mining Geology major	
12.	Nawa Modeong	Student of Mining Geology major	

It was right to be interviewed by Astried Herawati Basala in the interest of research with the title **“Teacing Reading Comprehension Strategies In Descriptive Text At The Tenth Grade of SMKN 1 Kotabunan Bolaang Mongondow Timur”**.

Thus this certificate of reference is made, to use as needed.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMK N 1 Kotabunan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/Ganjil
Materi Pokok : Teks Interaksi Transaksional; Informasi Terkait Jati Diri dan Hubungan Keluarga
Alokasi Waktu : 3x40 Menit (3x pertemuan)

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, dengan melalui pendekatan Scientific dan metode Discovery Learning peserta didik mampu menganalisa, menyusun, mempraktekkan teks lisan dan tulisan tentang tindakan member dan meminta informasi terkait jati diri dan hubungan keluarga dan responnya secara komunikatif dan bertanggungjawab.

B. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15Menit)	
Melakukan pembukaan dengan salam pembuka dan meminta siswa untuk menuliskan daftar hadir.	
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan	
Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi:	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti (90 Menit)	
Kegiatan Literasi	<p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topic materi</p> <p>Komponen elektronik adengan cara melihat, mengamati, membaca melalui tayangan Video yang di kirim lewat aplikasi Messenger.</p>

Critical Thinking	<p>Reading Guide:</p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi pengertian teks deskriptif, contoh dan penggunaannya dengan cara:</p> <p>Melihat (tampa atau dengan Alat)</p> <p>Menayangkan gambar/foto/video yang relevan.</p> <p>Mengamati</p> <ul style="list-style-type: none"> • Lembar kerja materi pengertian teks deskriptif, contoh dan penggunaannya • Pemberian contoh-contoh materi pengertian teks deskriptif, contoh dan penggunaannya untuk dapat dikembangkan peserta didik, dari media interaktif, dsb. <p>Question Guide:</p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar khususnya pada materi <i>Teks Interaksi Transaksional; Informasi Terkait Jati Diri dan Hubungan Keluarga</i>.</p>
Collaboration	<p>Peserta didik mengumpulkan informasi dan saling bertukar informasi mengenai <i>Teks Interaksi Transaksional; Informasi Terkait Jati Diri dan Hubungan Keluarga</i></p>
Communication	<p>Peserta didik secara individu mengemukakan pendapat terkait informasi yang didapat melalui group chat Messenger.</p>
Creativity	<p>Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Teks Interaksi Transaksional; Informasi Terkait Jati Diri dan Hubungan Keluarga</i>. Peserta didik kemudian diberi kesempatan</p>
Kegiatan Penutup (15Menit)	

- Peserta didik dan guru merefleksi kegiatan pembelajaran.
- Peserta didik dan guru menarik kesimpulan dari hasil kegiatan Pembelajaran.
- Guru Memberikan penghargaan (misalnya Pujian atau bentuk penghargaan lain yang Relevan kepada siswa yang kinerjanya Baik.
- Menugaskan Peserta didik untuk terus mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan pelajari.
- Guru menyampaikan materi pembelajaran berikutnya.
- Guru menutup kegiatan pembelajaran dengan mengucapkan salam.

C. Penilaian Hasil Pembelajaran

1. Penilaian Sikap: Observasi dalam proses pembelajaran
2. Penilaian Pengetahuan: Tes lisan dan testulis bentuk uraian
3. Penilaian Keterampilan: Praktek

Mengetahui
Kepala Sekolah



Sonya Sugianto, S.Pd, M.Pd
NIP. 198004202008022001

Kotabunan, Juli 2021

Guru Mapel



Lesly Limpele, S.Pd



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jln. Dr. S. H. Sarundajang Kawasan Ring Road I Kota Manado Tlp./Fax (0431) 850615 Manado 95128

Nomor
Lamp
Hal

: B-954 /In. 25 / F.II / TL.00.1 /4/ 2021

Manado, 14 April 2021

: Permohonan Izin Penelitian

Yth :
Kepala/Pimpinan SMK N 1 Kotabunan
Di Tempat

Assalamu'alaikum Wr. Wb.

Dengan hormat disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Manado, yang tersebut dibawah ini :

Nama	: Astrid Herawati Basala
N I M	: 17.2.6.003
Semester:	: VIII (Delapan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Prodi	: Tadris Bahasa Inggris (T 31)

Bermaksud melakukan penelitian di desa/lembaga/sekolah yang Bapak/Ibu pimpin dalam rangka penyusunan Skripsi yang berjudul : **"Teaching Reading Comprehension Strategies in Descriptive Text at The Tenth Grade of SMK N 1 Kotabunan Bolaang Mongondow Timur"**.

Penelitian ini dilakukan sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan dengan Dosen Pembimbing :

1. Nur Halimah, M.Hum
2. Fadlan Saini, M.Pd

Untuk maksud tersebut kami mengharapkan kiranya kepada Mahasiswa yang bersangkutan dapat diberikan izin untuk melakukan penelitian dari bulan April s.d. Juni 2021.

Demikian atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.

Wassalam

a.n. Dekan

Wakil Dekan Bid. Akademik dan
Pengembangan Lembaga

Dr. Mutmainah, M.Pd

NIP. 19810716 200604 2 002

Tembusan :



SURAT KETERANGAN
No. 094/SMKNIKTBN/181/VII/2021

Yang bertanda tangan dibawah ini Kepala SMK Negeri 1 Kotabunan, menerangkan bahwa :

Nama : Astried Herawati Basala
Tempat / Tanggal Lahir : Buyat, 29 Juli 1999
NIM : 17.2.6.003
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri
Manado (IAIN Manado)

Yang bersangkutan telah selesai mengadakan penelitian (Research) di SMK Negeri 1 Kotabunan terhitung tanggal 28 April – 31 Mei 2021 guna penulisan skripsi dengan judul “Teaching Reading Comprehension Strategies In Descriptive Text At The Tenth Grade Of SMK Negeri 1 Kotabunan Bolaang Mongondow Timur”.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kotabunan, 8 Juli 2021
Mengetahui
Kepala Sekolah

Sonya Sugianto, S.Pd, M.Pd
NIP. 19800420 200802 2 001

Tembusan :
1. Arsip

**Interview with English Teacher SMKN 1 Kotabunan Bolaang Mongondow
Timur**



(interview and observation with English Teacher in SMKN 1
Kotabunan on Thursday, April 29, 2021)



(Interview with English teacher on Friday, April 30, 2021)

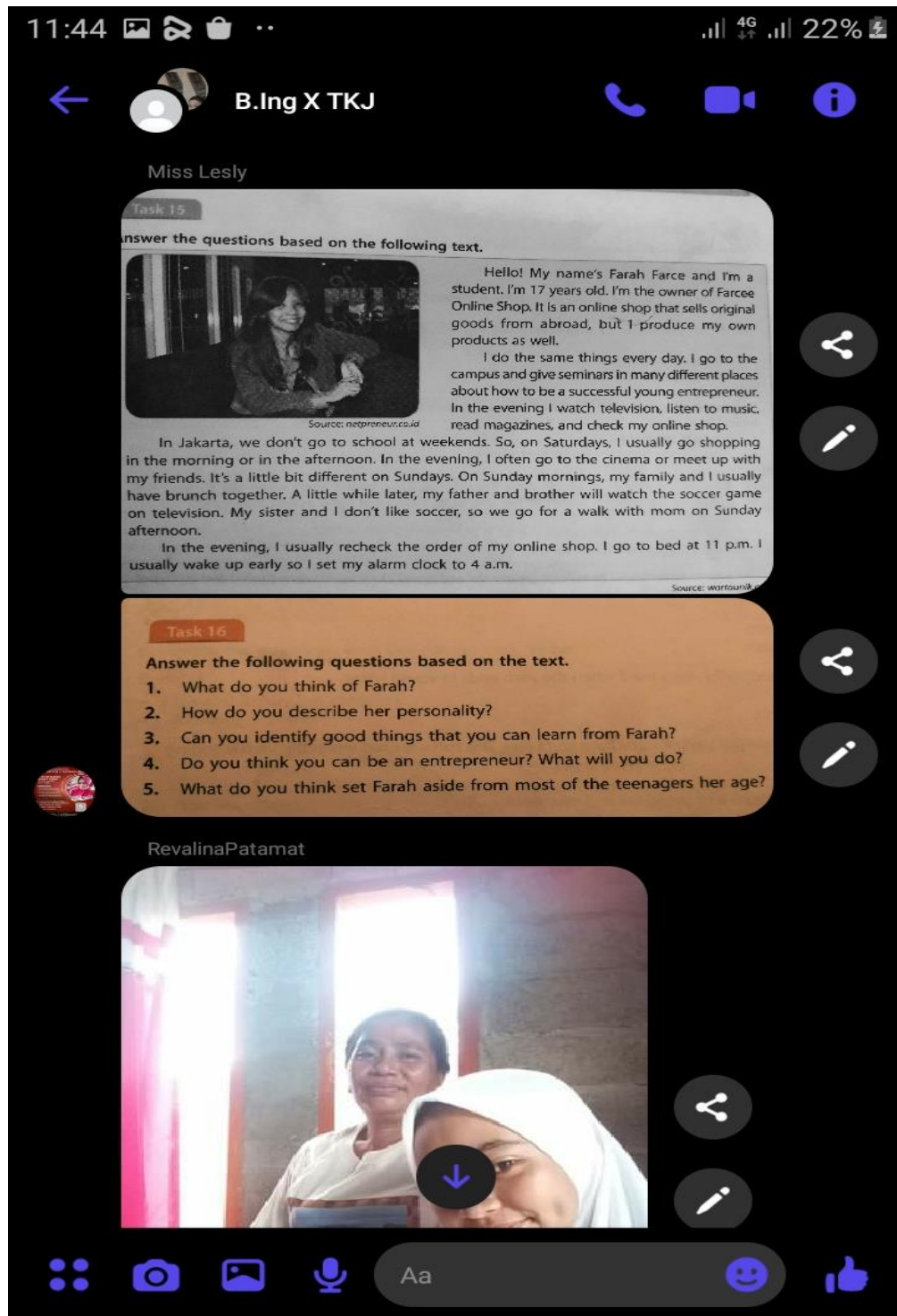
Interview with students SMKN 1 Kotabunan Bolaang Mongondow Timur



(Interview with tenth grade students of administration major on Thursday, April 29, 2021)

Vocational High school (SMKN 1 Kotabunan)





(The picture showed that the teacher did reading guide and question guide strategy on August 25, 2020)

Task 15

Answer the questions based on the following text.



Source: *netpreneur.co.id*

Hello! My name's Farah Farce and I'm a student. I'm 17 years old. I'm the owner of Farcee Online Shop. It is an online shop that sells original goods from abroad, but I produce my own products as well.

I do the same things every day. I go to the campus and give seminars in many different places about how to be a successful young entrepreneur. In the evening I watch television, listen to music, read magazines, and check my online shop.

In Jakarta, we don't go to school at weekends. So, on Saturdays, I usually go shopping in the morning or in the afternoon. In the evening, I often go to the cinema or meet up with my friends. It's a little bit different on Sundays. On Sunday mornings, my family and I usually have brunch together. A little while later, my father and brother will watch the soccer game on television. My sister and I don't like soccer, so we go for a walk with mom on Sunday afternoon.

In the evening, I usually recheck the order of my online shop. I go to bed at 11 p.m. I usually wake up early so I set my alarm clock to 4 a.m.

Source: *wartaunik.com*

(Example descriptive text that teacher used in teaching reading comprehension in descriptive text at the tenth grade in SMKN 1 Kotabunan Bolaang Mongondow Timur)

Task 16

Answer the following questions based on the text.

1. What do you think of Farah?
2. How do you describe her personality?
3. Can you identify good things that you can learn from Farah?
4. Do you think you can be an entrepreneur? What will you do?
5. What do you think set Farah aside from most of the teenagers her age?

(Example of Questions for students)

RESEARCHER BIOGRAPHY



Name : Astried Herawati Basala
Place and Date of Birth : Buyat, 29 July 1999
Adress : Buyat Tengah, Kec. Kotabunan
Phone Number : 082231974323
Email : Astriedbasala17@gmail.com
Parents' Name
Father : Djalaludin Basala
Mother : Aning Latodjo

Educational Background

Elemntary School : MIN 1 Bongkudai (2006-2011)
Junior High School : SMP N 1 Kotabunan (2012-2014)
Senior High School : MAN 1 Kotamobagu (2015-2017)

Organization Experience :

1. School Students Organization in MAN 1 Kotamobagu as a secretary
2. HMPS TBI FTIK IAIN Manado 2018 as a member

Manado, 26 August 2021

The Researcher

Astried Herawati Basala

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMK N 1 Kotabunan
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : X/ Ganjil
 Materi Pokok : Teks Deskriptif, Tempat Wisata dan Bangunan Bersejarah
 Terkenal
 Alokasi Waktu : 5 Minggu 15 JP (3x45 Menit)

A. Kompetensi Inti

- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal • Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • Memahami struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal • Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal
4.4 Teks deskriptif 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal 4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<ul style="list-style-type: none"> • Menyusun kalimat meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal • Menjawab pertanyaan tentang tempat wisata dan bangunan bersejarah terkenal yang diajukan kepadanya • Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal
- Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks

- Memahami struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal
- Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal
- Menyusun kalimat meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal
- Menjawab pertanyaan tentang tempat wisata dan bangunan bersejarah terkenal yang diajukan kepadanya
- Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
Dengan nilai PPK (mandiri dan percaya diri)

D. Materi Pembelajaran

- Fungsi Sosial
Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.
- Struktur Teks
Dapat mencakup
 - Identifikasi (nama keseluruhan dan bagian)
 - Sifat (ukuran, warna, jumlah, bentuk, dsb.)
 - Fungsi, manfaat, tindakan, kebiasaan
- Unsur kebahasaan
 - Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal
 - Adverbia terkait sifat seperti quite, very, extremely, dst.
 - Kalimat deklaratif dan interogatif dalam tense yang benar
 - Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb.
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)
- 3) Metode : Tanya jawab, wawancara, diskusi dan bermain peran

F. Media Pembelajaran

1. Media
 - ❖ Worksheet atau lembar kerja (siswa)
 - ❖ Lembar penilaian
2. Alat/Bahan
 - ❖ Penggaris, spidol, papan tulis
 - ❖ Laptop & infocus

G. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas X, Kemendikbud, Revisi Tahun 2016
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

H. Langkah-Langkah Pembelajaran

1. Pertemuan Ke-1 (3 x 45 Menit)	
Kegiatan Pendahuluan (25 Menit)	
<p>Guru :</p> <p>Orientasi</p> <ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Aperpepsi</p> <ul style="list-style-type: none"> • Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya • Mengingat kembali materi prasyarat dengan bertanya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none"> • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. • Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <i>Pengertian teks deskriptif, contoh dan penggunaannya</i> • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung • Mengajukan pertanyaan <p>Pemberian Acuan</p> <ul style="list-style-type: none"> • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung • Pembagian kelompok belajar • Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. 	
Kegiatan Inti (90 Menit)	
Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>Pengertian teks deskriptif, contoh dan penggunaannya</i> dengan cara :</p> <p>→ Melihat (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan.</p> <p>→ Mengamati</p> <ul style="list-style-type: none"> • Lembar kerja materi <i>Pengertian teks deskriptif, contoh dan penggunaannya</i> • Pemberian contoh-contoh materi <i>Pengertian teks deskriptif, contoh dan penggunaannya</i> untuk dapat dikembangkan peserta didik, dari media interaktif, dsb <p>untuk melatih rasa <i>syukur</i>, kesungguhan dan <i>kedisiplinan</i>, ketelitian, mencari informasi.</p>
Problem statemen (pertanyaan/ identifikasi masalah)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>→ Mengajukan pertanyaan tentang materi : <i>Pengertian teks deskriptif, contoh dan penggunaannya</i>. Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal</p>

	<p>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.</p>
Data collection (pengumpulan data)	<p><u>KEGIATAN LITERASI</u> Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <p>→ Mengamati obyek/kejadian Mengamati dengan seksama materi Pengertian teks deskriptif, contoh dan penggunaannya yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya.</p> <p><u>COLLABORATION (KERJASAMA)</u> Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <p>→ Mendiskusikan Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi Pengertian teks deskriptif, contoh dan penggunaannya</p>
Data processing (pengolahan Data)	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u> Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <p>→ Berdiskusi tentang data dari Materi : <i>Pengertian teks deskriptif, contoh dan penggunaannya</i></p> <p>→ Mengolah informasi dari materi Pengertian teks deskriptif, contoh dan penggunaannya yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.</p> <p>→ Peserta didik mengerjakan beberapa soal mengenai materi Pengertian teks deskriptif, contoh dan penggunaannya</p>
Verification (pembuktian)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u> Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <p>→ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : <i>Pengertian teks deskriptif, contoh dan penggunaannya</i></p> <p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
Generalization (menarik)	<p><u>COMMUNICATION (BERKOMUNIKASI)</u> Peserta didik berdiskusi untuk menyimpulkan</p>

kesimpulan)	<p>→ Menyampaikan hasil diskusi tentang materi Pengertian teks deskriptif, contoh dan penggunaannya berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan.</p> <p>CREATIVITY (KREATIVITAS)</p> <p>→ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara <i>tertulis</i> tentang materi : <i>Pengertian teks deskriptif, contoh dan penggunaannya</i></p>
<p>Catatan : Selama pembelajaran Pengertian teks deskriptif, contoh dan penggunaannya berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan</p>	
<p>Kegiatan Penutup (20 Menit)</p>	
<p>Peserta didik :</p> <ul style="list-style-type: none"> • Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi Pengertian teks deskriptif, contoh dan penggunaannya yang baru dilakukan. • Mengagendakan pekerjaan rumah untuk materi pelajaran Pengertian teks deskriptif, contoh dan penggunaannya yang baru diselesaikan. • Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajarai pada pertemuan berikutnya di luar jam sekolah atau dirumah. <p>Guru :</p> <ul style="list-style-type: none"> • Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran Pengertian teks deskriptif, contoh dan penggunaannya • Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas • Memberikan penghargaan untuk materi pelajaran Pengertian teks deskriptif, contoh dan penggunaannya kepada kelompok yang memiliki kinerja dan kerjasama yang baik. 	

<p>2. Pertemuan Ke-2 (3 x 45 Menit)</p>	
<p>Kegiatan Pendahuluan (25 Menit)</p>	
<p>Guru :</p> <p>Orientasi</p> <ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Apersepsi</p> <ul style="list-style-type: none"> • Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya • Mengingat kembali materi prasyarat dengan bertanya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none"> • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. • Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <i>ungkapan-ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal</i> 	

<ul style="list-style-type: none"> • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung • Mengajukan pertanyaan 	
Pemberian Acuan <ul style="list-style-type: none"> • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung • Pembagian kelompok belajar • Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. 	
Kegiatan Inti (90 Menit)	
Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi ungakapan-ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal dengan cara :</p> <p>→ Membaca.</p> <p>Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan ungakapan-ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>→ Menulis</p> <p>Menulis resume dari hasil pengamatan dan bacaan terkait ungakapan-ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>untuk melatih rasa <i>syukur</i>, kesungguhan dan <i>kedisiplinan</i>, ketelitian, mencari informasi.</p>
Problem statemen (pertanyaan/ identifikasi masalah)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>→ Mengajukan pertanyaan tentang materi :</p> <p><i>ungkapan-ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal. Adverbia terkait sifat seperti quite, very, extremely, dst.</i></p> <p>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.</p>
Data collection (pengumpulan data)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <p>→ Membaca sumber lain selain buku teks</p> <p>Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi ungakapan-ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal yang sedang dipelajari.</p> <p><u>COLLABORATION (KERJASAMA)</u></p>

Kegiatan Penutup (20 Menit)	
<p>Peserta didik :</p> <ul style="list-style-type: none"> • Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi ungakapan-ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal yang baru dilakukan. • Mengagendakan pekerjaan rumah untuk materi pelajaran ungakapan-ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal yang baru diselesaikan. • Mengagendakan materi atau tugas proyek/produk/portofolio/unjuk kerja yang harus dipelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah. <p>Guru :</p> <ul style="list-style-type: none"> • Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran ungakapan-ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal • Peserta didik yang selesai mengerjakan tugas proyek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas • Memberikan penghargaan untuk materi pelajaran ungakapan-ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal kepada kelompok yang memiliki kinerja dan kerjasama yang baik. 	
3. Pertemuan Ke-3 (3 x 45 Menit)	
Kegiatan Pendahuluan (20 Menit)	
<p>Guru :</p> <p>Orientasi</p> <ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Aperpepsi</p> <ul style="list-style-type: none"> • Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya • Mengingatkan kembali materi prasyarat dengan bertanya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none"> • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. • Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <i>konteks penyampaian informasi terkait tempat wisata dan bangunan bersejarah</i> • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung • Mengajukan pertanyaan <p>Pemberian Acuan</p> <ul style="list-style-type: none"> • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung • Pembagian kelompok belajar • Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. 	
Kegiatan Inti (90 Menit)	
Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation	KEGIATAN LITERASI

(stimulasi/ pemberian rangsangan)	<p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi konteks penyampaian informasi terkait tempat wisata dan bangunan bersejarah dengan cara :</p> <p>→ Membaca.</p> <p>Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan konteks penyampaian informasi terkait tempat wisata dan bangunan bersejarah</p> <p>untuk melatih rasa <i>syukur</i>, kesungguhan dan <i>kedisiplinan</i>, ketelitian, mencari informasi.</p>
Problem statemen (pertanyaan/ identifikasi masalah)	<p>CRITICAL THINKING (BERPIKIR KRITIK)</p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>→ Mengajukan pertanyaan tentang materi :</p> <p><i>konteks penyampaian informasi terkait tempat wisata dan bangunan bersejarah.</i> Kalimat deklaratif dan interogatif dalam tense yang benar (Present Continuous Tense)</p> <p>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.</p>
Data collection (pengumpulan data)	<p>KEGIATAN LITERASI</p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <p>→ Aktivitas</p> <p>Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi konteks penyampaian informasi terkait tempat wisata dan bangunan bersejarah yang sedang dipelajari.</p> <p>COLLABORATION (KERJASAMA)</p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <p>→ Mempresentasikan ulang</p> <p>Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri konteks penyampaian informasi terkait tempat wisata dan bangunan bersejarah sesuai dengan pemahamannya.</p> <p>dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>
Data processing (pengolahan Data)	<p>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <p>→ Berdiskusi tentang data dari Materi :</p> <p><i>konteks penyampaian informasi terkait tempat wisata dan bangunan</i></p>

(stimulasi/ pemberian rangsangan)	<p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi konteks penyampaian informasi terkait tempat wisata dan bangunan bersejarah dengan cara :</p> <p>→ Membaca.</p> <p>Kegiatan literasi ini dilakukan di rumah dan di sekolah dengan membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan konteks penyampaian informasi terkait tempat wisata dan bangunan bersejarah</p> <p>untuk melatih rasa <i>syukur</i>, kesungguhan dan <i>kedisiplinan</i>, ketelitian, mencari informasi.</p>
Problem statemen (pertanyaan/ identifikasi masalah)	<p>CRITICAL THINKING (BERPIKIR KRITIK)</p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>→ Mengajukan pertanyaan tentang materi :</p> <p><i>konteks penyampaian informasi terkait tempat wisata dan bangunan bersejarah.</i> Kalimat deklaratif dan interogatif dalam tense yang benar (Present Continuous Tense)</p> <p>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.</p>
Data collection (pengumpulan data)	<p>KEGIATAN LITERASI</p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <p>→ Aktivitas</p> <p>Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi konteks penyampaian informasi terkait tempat wisata dan bangunan bersejarah yang sedang dipelajari.</p> <p>COLLABORATION (KERJASAMA)</p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <p>→ Mempresentasikan ulang</p> <p>Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi dengan rasa percaya diri konteks penyampaian informasi terkait tempat wisata dan bangunan bersejarah sesuai dengan pemahamannya.</p> <p>dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>
Data processing (pengolahan Data)	<p>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <p>→ Berdiskusi tentang data dari Materi :</p> <p><i>konteks penyampaian informasi terkait tempat wisata dan bangunan</i></p>

Verification (pembuktian)	<p><i>bersejarah</i>. Kalimat deklaratif dan interogatif dalam tense yang benar (Present Continuous Tense)</p> <p>→ Peserta didik mengerjakan beberapa soal mengenai materi konteks penyampaian informasi terkait tempat wisata dan bangunan bersejarah</p> <p>CRITICAL THINKING (BERPIKIR KRITIK)</p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <p>→ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : <i>konteks penyampaian informasi terkait tempat wisata dan bangunan bersejarah</i></p> <p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
Generalization (menarik kesimpulan)	<p>COMMUNICATION (BERKOMUNIKASI)</p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <p>→ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi konteks penyampaian informasi terkait tempat wisata dan bangunan bersejarah dan ditanggapi oleh kelompok yang mempresentasikan.</p> <p>CREATIVITY (KREATIVITAS)</p> <p>→ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi konteks penyampaian informasi terkait tempat wisata dan bangunan bersejarah yang akan selesai dipelajari</p>
<p>Catatan : Selama pembelajaran konteks penyampaian informasi terkait tempat wisata dan bangunan bersejarah berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan</p>	
<p>Kegiatan Penutup (20 Menit)</p>	
<p>Peserta didik :</p> <ul style="list-style-type: none"> ● Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi konteks penyampaian informasi terkait tempat wisata dan bangunan bersejarah yang baru dilakukan. ● Mengagendakan pekerjaan rumah untuk materi pelajaran konteks penyampaian informasi terkait tempat wisata dan bangunan bersejarah yang baru diselesaikan. ● Mengagendakan materi atau tugas projek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah. <p>Guru :</p> <ul style="list-style-type: none"> ● Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran konteks penyampaian informasi terkait tempat wisata dan bangunan bersejarah ● Peserta didik yang selesai mengerjakan tugas projek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas ● Memberikan penghargaan untuk materi pelajaran konteks penyampaian informasi terkait tempat wisata dan bangunan bersejarah kepada kelompok yang memiliki kinerja dan kerjasama yang baik. 	

4. Pertemuan Ke-4 (3 x 45 Menit)	
Kegiatan Pendahuluan (25 Menit)	
<p>Guru :</p> <p>Orientasi</p> <ul style="list-style-type: none"> ● Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran ● Memeriksa kehadiran peserta didik sebagai sikap <i>disiplin</i> ● Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Aperpepsi</p> <ul style="list-style-type: none"> ● Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya ● Mengingatkan kembali materi prasyarat dengan bertanya. ● Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none"> ● Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. ● Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <i>struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal</i> ● Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung ● Mengajukan pertanyaan <p>Pemberian Acuan</p> <ul style="list-style-type: none"> ● Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. ● Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung ● Pembagian kelompok belajar ● Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. 	
Kegiatan Inti (90 Menit)	
Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal dengan cara :</p> <p>→ Menulis</p> <p>Menulis resume dari hasil pengamatan dan bacaan terkait struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal untuk melatih rasa <i>syukur</i>, kesungguhan dan <i>kedisiplinan</i>, ketelitian, mencari informasi.</p>
Problem statemen (pertanyaan/ identifikasi masalah)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>→ Mengajukan pertanyaan tentang materi : <i>struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal</i></p> <p>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk</p>

	<p>mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat</p>
Data collection (pengumpulan data)	<p><u>KEGIATAN LITERASI</u></p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <p>→ Wawancara/tanya jawab dengan nara sumber</p> <p>Mengajukan pertanyaan berkaitan dengan materi struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal yang telah disusun dalam daftar pertanyaan kepada guru.</p> <p><u>COLLABORATION (KERJASAMA)</u></p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <p>→ Saling tukar informasi tentang materi :</p> <p><i>struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal.</i> Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb</p> <p>dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>
Data processing (pengolahan Data)	<p><u>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :</p> <p>→ Mengolah informasi dari materi struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.</p>
Verification (pembuktian)	<p><u>CRITICAL THINKING (BERPIKIR KRITIK)</u></p> <p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <p>→ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi :</p> <p><i>struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal</i></p> <p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
Generalization (menarik kesimpulan)	<p><u>COMMUNICATION (BERKOMUNIKASI)</u></p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <p>→ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal dan ditanggapi oleh</p>

	<p>kelompok yang mempresentasikan.</p> <p>CREATIVITY (KREATIVITAS)</p> <p>→ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal yang akan selesai dipelajari</p>
<p>Catatan : Selama pembelajaran struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi masalah tanggungjawab, rasa ingin tahu, peduli lingkungan</p>	
<p style="text-align: center;">Kegiatan Penutup (20 Menit)</p>	
<p>Peserta didik :</p> <ul style="list-style-type: none"> • Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal yang baru dilakukan. • Mengagendakan pekerjaan rumah untuk materi pelajaran struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal yang baru diselesaikan. • Mengagendakan materi atau tugas proyek/produk/portofolio/unjuk kerja yang harus mempelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah. <p>Guru :</p> <ul style="list-style-type: none"> • Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal • Peserta didik yang selesai mengerjakan tugas proyek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas • Memberikan penghargaan untuk materi pelajaran struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal kepada kelompok yang memiliki kinerja dan kerjasama yang baik. 	
<p>5. Pertemuan Ke-5 (3 x 45 Menit)</p>	
<p style="text-align: center;">Kegiatan Pendahuluan (25 Menit)</p>	
<p>Guru :</p> <p>Orientasi</p> <ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran <p>Aperpepsi</p> <ul style="list-style-type: none"> • Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya • Mengingat kembali materi prasyarat dengan bertanya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none"> • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. • Apabila materitema/projek ini kerjakan dengan baik dan sungguh-sungguh ini dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi : <p><i>unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal</i></p>	

<ul style="list-style-type: none"> • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung • Mengajukan pertanyaan 	
Pemberian Acuan <ul style="list-style-type: none"> • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. • Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung • Pembagian kelompok belajar • Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran. 	
Kegiatan Inti (90 Menit)	
Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/ pemberian rangsangan)	<p>KEGIATAN LITERASI</p> <p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal dengan cara :</p> <p>→ Menulis</p> <p>Menulis resume dari hasil pengamatan dan bacaan terkait unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>→ Mendengar</p> <p>Pemberian materi unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal oleh guru. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p>untuk melatih rasa <i>syukur</i>, kesungguhan dan <i>kedisiplinan</i>, ketelitian, mencari informasi.</p>
Problem statemen (pertanyaan/ identifikasi masalah)	<p>CRITICAL THINKING (BERPIKIR KRITIK)</p> <p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>→ Mengajukan pertanyaan tentang materi :</p> <p><i>unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal.</i> Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.</p>
Data collection (pengumpulan data)	<p>KEGIATAN LITERASI</p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <p>→ Mengamati obyek/kejadian</p> <p>Mengamati dengan seksama materi unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya.</p> <p>COLLABORATION (KERJASAMA)</p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p>

	<p>→ Mendiskusikan Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>→ Saling tukar informasi tentang materi : <i>unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal</i></p> <p>dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>
Data processing (pengolahan Data)	<p>COLLABORATION (KERJASAMA) dan CRITICAL THINKING (BERPIKIR KRITIK) Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara : → Peserta didik mengerjakan beberapa soal mengenai materi unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal</p>
Verification (pembuktian)	<p>CRITICAL THINKING (BERPIKIR KRITIK) Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan : → Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : <i>unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal</i></p> <p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
Generalization (menarik kesimpulan)	<p>COMMUNICATION (BERKOMUNIKASI) Peserta didik berdiskusi untuk menyimpulkan → Menyampaikan hasil diskusi tentang materi unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan.</p> <p>CREATIVITY (KREATIVITAS) → Menyelesaikan uji kompetensi untuk materi unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.</p>
<p>Catatan : Selama pembelajaran unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal berlangsung, guru mengamati sikap siswa dalam pembelajaran yang meliputi sikap: nasionalisme, disiplin, rasa percaya diri, berperilaku jujur, tangguh menghadapi</p>	

masalah tanggungjawab, rasa ingin tahu, peduli lingkungan	
Kegiatan Penutup (20 Menit)	
Peserta didik :	
<ul style="list-style-type: none"> • Membuat resume (CREATIVITY) dengan bimbingan guru tentang point-point penting yang muncul dalam kegiatan pembelajaran tentang materi unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal yang baru dilakukan. • Mengagendakan pekerjaan rumah untuk materi pelajaran unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal yang baru diselesaikan. • Mengagendakan materi atau tugas proyek/produk/portofolio/unjuk kerja yang harus dipelajari pada pertemuan berikutnya di luar jam sekolah atau dirumah. 	
Guru :	
<ul style="list-style-type: none"> • Memeriksa pekerjaan siswa yang selesai langsung diperiksa untuk materi pelajaran unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal • Peserta didik yang selesai mengerjakan tugas proyek/produk/portofolio/unjuk kerja dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian tugas • Memberikan penghargaan untuk materi pelajaran unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal kepada kelompok yang memiliki kinerja dan kerjasama yang baik. 	

I. Penilaian Hasil Pembelajaran

1. Sikap

- Penilaian Observasi

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

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Soenarto	75	75	50	75	275	68,75	C
2	

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

Catatan :

- Aspek perilaku dinilai dengan kriteria:
 - 100 = Sangat Baik
 - 75 = Baik
 - 50 = Cukup
 - 25 = Kurang
- Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$
- Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$
- Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
- Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- Penilaian Diri

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.	50		250	62,50	C
2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.		50			
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50				
4	...	100				

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $4 \times 100 = 400$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(250 : 400) \times 100 = 62,50$
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

- Penilaian Teman Sebaya

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya:

Nama yang diamati : ...

Pengamat : ...

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100		450	90,00	SB
2	Memberikan solusi terhadap permasalahan.	100				
3	Memaksakan pendapat sendiri kepada anggota kelompok.		100			
4	Marah saat diberi kritik.	100				
5	...		50			

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $5 \times 100 = 500$

	Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
	Pilihan tata bahasa tidak tepat		1	

➤ Kisi – Kisi soal

Read the following text on bellow and answer the questions number 1 until number 3!

“Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the center of the town there is a large hill which is called the Dakhtok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the center of the town.

Beside the temples Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the woman labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here farmers or traders.”

1. What does the above text tell about?
 - a. The history of Kediri
 - b. The famous products of Kediri
 - c. The description of Kediri
 - d. The people
2. Which one has a distinctive taste?
 - a. The cigarette
 - b. The special food
 - c. The bean curd
 - d. The highly nutritious food
3. “Those who do not work here....”
(last sentence). The underline word refers to....
 - a. The local people
 - b. The factory workers
 - c. The farmers
 - d. The traders

Read the following text on bellow and answer the questions number 4 and 5!

“Parsi is capital city of France. It is one of the most beautiful cities in the world. It is also one of the world’s most crowded cities. Lovely gardens and parks are found throughout Paris. At night, many places and statues are lit up. For this reason, Paris is often called the city of light. Every year, millions of people visit Paris. The most popular place to visit is the Eiffel Tower. This huge structure has become the symbol of Paris. D’Louvre, one of the world’s largest art museums draws many visitors. The cathedral Notre Dame, a famous church, is an other favorite place to visit.”

4. What is the monologue about?
 - a. Paris
 - b. The Louvre
 - c. Notre Dame
 - d. The crowded city
5. What has become the symbol of Paris?
 - a. The Louvre
 - b. The Cathedral
 - c. The Eiffel Tower
 - d. The lovely garden

3. Penilaian Keterampilan

a. Penilaian Presentasi/Monolog

Nama peserta didik: _____

Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
	Skor yang dicapai		
	Skor maksimum		10

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat skor 1

b. Rubrik untuk Penilaian Unjuk Kerja

AKTIVITAS	KRITERIA		
	TERBATAS	MEMUASKAN	MAHIR
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan terperinci
Role Play	Membaca script, kosakata terbatas, dan tidak lancar	Lancar dan kosakata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai
Simulasi	Fungsi social tidak tercapai, ungkapan dan unsur kebahasaan tidak tepat	Fungsi social kurang tercapai, ungkapan dan unsure kebahasaan kurang tepat	Fungsi social tercapai, ungkapan dan unsure kebahasaan tepat
Presentasi	Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi	Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik	Sangat lancar, * ² topik jelas, menggunakan slide presentasi yang menarik
Melakukan Monolog	Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat, serta tidak lancar	Kurang lancar, fungsi social tercapai, struktur dan unsure kebahasaan tepat dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai, kalimat berkembang,

			serta ada transisi
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Keterangan:

MAHIR mendapat skor 3

MEMUASKAN mendapat skor 2

TERBATAS mendapat skor 1

c. Penilaian Portofolio

Mata Pelajaran : Bahasa Inggris
 Alokasi Waktu : 1 Semester
 Sampel yang Dikumpulkan : karangan

Nama Peserta didik : _____

Kelas

: _____

No	Kompetensi Dasar	Periode	Contoh aspek yang dinilai				Catatan pendidik
			Tata bahasa	Perbendaharaan kata	Kelengkapan gagasan	Sistematika	
1.	Menulis karangan deskriptif	30/7					
		10/8					
	 dst					
2.	Membuat Resensi Buku	1/9					
		30/9					
	 dst					

d. Penilaian Kemampuan Menulis

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Keaslian Penulisan	Sangat original	5	4	
		Original	4	3	
		Cukup original	3	2	
		Kurang memahami	Hampir tidak original	2	1
		Tidak original		1	
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul	5	4	
		Isi sesuai dengan judul	4	3	
		Isi cukup sesuai dengan judul	3	2	
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	2	1
		Isi tidak sesuai dengan judul		1	
3	Keruntutan Teks	Keruntutan teks sangat tepat	5	4	
		Keruntutan teks tepat	4	3	
		Keruntutan teks cukup tepat	3	2	

		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2	1
		Keruntutan teks tidak tepat		1	
4	Pilihan Kosakata	Pilihan kosakata sangat tepat		5	4
		Pilihan kosakata tepat		4	3
		Pilihan kosakata cukup tepat		3	2
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat	2	1
		Pilihan kosakata tidak tepat		1	
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hamper tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	
6	Penulisan Kosakata	Penulisan kosakata sangat tepat		5	4
		Penulisan kosakata tepat		4	3
		Penulisan kosakata cukup tepat		3	2
		Penulisan kosakata kurang tepat	Penulisan kosakata hampir tidak tepat	2	1
		Penulisan kosakata tidak tepat		1	
7	Kerapihan Tulisan	Tulisan rapi dan mudah terbaca		5	4
		Tulisan tidak rapi tetapi mudah terbaca		4	3
		Tulisan tidak rapi dan tidak mudah terbaca		3	2
		Tulisan tidak rapi dan sulit terbaca	Tulisan rapi dan hamper tidak terbaca	2	1
		Tulisan tidak rapi dan tidak terbaca		1	

e. Penilaian Kemampuan Berbicara (*Speaking Skill*)

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4
1	Pengucapan (<i>pronunciation</i>)	Hampir sempurna	5	4
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3
		Ada beberapa kesalahan dan mengganggu makna	3	2
		Banyak kesalahan dan mengganggu	2	1
		Hampir semua salah dan		

4. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

5. Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial

Kotabunan, 29 Juli 2019

Mengetahui
Kepala Sekolah



Sonya Sugianto, S.Pd, M.Pd
NIP. 19800420-200802 2 00 1

Guru Mata Pelajaran



Lesly Limpele, S.Pd