

**IMPROVING STUDENTS' READING COMPREHENSION OF  
DESCRIPTIVE TEXT BY USING RAINBOW CARD IN  
FEEDBACK STRATEGY**

**SKRIPSI**

*Submitted in Partial Fulfillment of Requirement  
for the degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

By  
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UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA  
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Kamis 15/08/19	Bimbingan chapter IV tentang Data Description dan Research Finding	
Kamis 22/08/19	Revisi chapter IV tentang Data Analisis dan Appendix	
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## ABSTRACT

**Masitoh Nasution. 1502050249 “Improving Students’ Reading Comprehension of Descriptive Text By Using Rainbow Card In Feedback Strategy”. Skripsi: English Education Program. Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara (UMSU) Medan. 2019**

This research was aimed to improving students’ reading comprehension of Descriptive text by using rainbow card in feedback strategy. The subject of the study were the students of SMP Swasta AL-Hikmah Medan Academic Year 2019/2020. There were 50 students VII-1 grade (25 boys and 25 girls). The research of this study were conducted by using classroom action research. The data used in this research were qualitative and quantitative data and the instrument of collecting data were used such as interview sheet, observation, photography evidence, and reading test. This research was accomplished in two cycles. Each cycle consisted of four steps of classroom action research (planning, acting, observation and reflecting). The first cycle conducted in two meetings including to pre-test and post-test one (I), in pre-test the researcher gave the reading test before treatment and in post-test one (I) the researcher gave the treatment base on the material of Descriptive text. The second cycle were conducted in two meetings including to post-test two (II), in post-test two (II) the researcher gave more treatment and information about the Descriptive text by using feedback strategy and rainbow card as learning media in teaching reading process. The result of this research showed that there were increasing of students’ reading comprehension. The mean of the pre-test was 44.6, in cycle one was 64.6, in cycle two was 80, it indicated that the scores and the mean in cycle two was better that the first one. The percentage of students who got point 70 or more also increased. In the pre-test of cycle one, there were not students who got point 70. In the post test of cycle one the students who got point 70 or more there were 26 of students (52%), it means that there were an increasing about 52%. The post-test of cycle two, the students who got point 70 or more there were 42 students (84%) and the increasing were about 32%. The scores of observation sheet were 4 (very good). The students paid attention and also felt spirit in doing the reading test, and students more interested, enjoyed, and enthusiastic in doing the tast by using feedback strategy and that created the supportive situation during teaching-learning process, it could be seen in the result of interview and photography evidence, it showed that the classroom was alive and active.

*Keywords: Reading Comprehension, Descriptive Text, Rainbow Card, Feedback Strategy*

## ACKNOWLEDGEMENTS



In the name of Allah SWT – The Beneficent and The Merciful. Praise to be Allah SWT firstly, the researcher would like to thank and praise Allah SWT for blessing and guidance during the process of completing this Skripsi to finish her study in English Department, and Praise and blessing to the Prophet Muhammad SAW, who has been my figure to serve Allah SWT.

The writing of this skripsi entitled “Improving Students’ Reading Comprehension of Descriptive Text By Using Rainbow Card in Feedback Strategy at VII-1 grade students of SMP Swasta AL-Hikmah Medan in Academic Year 2019/2020” . This skripsi is written to fulfillment one of the requirements to obtain for the Degree of Sarjana Pendidikan (S.Pd) at the Department of English Education Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara.

Her deep love and special gratitude are also to her beloved parents H.Nurdin Edy and Hj.Siti Aisyah for giving their love, and also support morality, material and spiritual for the success of the researcher study, and billion thanks to all the things that they have given and always listening and understanding the researcher when up and down condition.

Her sincere thanks are expressed to her supervisor Mrs. Rita Harisma, S.Pd, M.Hum who has spent her precious time to provide her with guidance, motivation and suggestion during the process of writing

this paper.

In this process of completing this skripsi, the written has received many supports and helps from many people. Therefore, her would like to thanks for :

1. Mr. Dr. Agussani, M.AP as a Rector University of Muhammadiyah Sumatera Utara
2. Mr. Elfrianto, S.Pd, M.Pd as the Dean of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara
3. Mrs. Dra. Hj.Syamsuyurnita, M.Pd as a vise Dean I of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara
4. Mrs. Dra. Dewi Kusuma Nst, SS, M.Hum as a vise Dean III of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara
5. Mr. Mandra Saragih S.Pd, M.Hum as the head of English Department FKIP UMSU, and Mr. Pirman Ginting, S.Pd, M.Hum as the secretary of English Department FKIP UMSU for their encouragement to the research during the process of writing this skripsi.
6. The reviewers lecture Mr. Drs. Ali Amran M.Hum and to all lectures especially those of English Department for their guidance, advice, suggestions, encourangement during her in academic year at FKIP UMSU.
7. The researcher would like to express her special thanks to the whole family and friends for helps and supports during the proses of writing this skripsi.

Finally, the researcher hopes that this study will be useful beneficial, and it



will give a contribution for the readers even the researcher realizing that this skripsi is still far from the perfectness.

Medan, September 2019

Researcher

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

Most of students in Indonesia have difficulties in comprehending English texts although they have studied English since they were in elementary schools. The factors which come for the students can be the obstacles of reading comprehension. Ruston (2006: 3-5), said those factors can be categorized into two major factors; from the students and the other parties surrounding the students. The factors from outside the students are related to the teaching technique, material and media while the students' factors are related to vocabulary, interest and reading strategy.

Based on the factors which come from the students can be the obstacles of reading comprehension. The first factor is related to the students' vocabulary mastery. The limited vocabulary items of the students will be main problem of extracting the message of the text. The second one is about the students' interest. This factor is closely related to the students' motivation. When the reading activity cannot catch the students' interest, they may have low motivation to go through the reading process. The last factor from the students is their ability in implementing the reading strategy. They do not use any reading strategy effectively although they may know some reading strategies to gain information from the text.



Based on the preliminary observation and interview with the English teachers in SMP Swasta AL-Hikmah Medan, those factors also become problems of students. The first problem is related to the students' vocabulary mastery. From the interview, the students admitted that they had difficulties related to vocabulary. Although they realized this condition, it seemed that they did not give any effort to enrich vocabulary items. It could be seen in the time when they found difficult words in the text, they did not try to guess the meaning from the context. Although the teacher gave various kinds of the texts for them to enrich their vocabulary independently, it seemed that they did not read them at home. When the teacher discussed those texts, they just started to read. The teacher also had pointed out some difficult words and gave the meanings but the students did not memorize the words although they had jotted down the words.

The second problem is about the students' interest that affected their motivation. The students' problem in motivation can be seen from the condition when they were in the English reading activity. When they read a text, the students could not focus on the text. Sometimes they stopped reading and chatted with their friends. Moreover, they did another activity while reading a text, such as playing with their pencil, ruler or eraser. When the teacher started to discuss the text, the students did not give any response. The teacher needed to repeat the instructions because some of them stayed quiet and did not pay any attention to their teacher. When the teacher called on some students to respond to the teacher's questions, they were surprised and read the text again. Some of them gave the wrong answers.

The last problem from the students is about their ability in implementing the reading strategies they know, as it was discussed before, it seems that the students did not use the reading strategy effectively. They preferred to use google transtool to translate the text and comprehended it in their native language, as a consequence, they could not use their reading strategy. They could not skimming or scanning but they did not use them in their daily reading activity. They even did not know when they should use these strategies to help their comprehension.

In reference to the class observation, the students need to use a reading strategy to enhance their reading comprehension. The strategy should provide guidance to the students to comprehend the text. The guidance allows the students to bring what they have to make sense the information in the text. The students bring both their own background knowledge and the knowledge of the language. The strategy that emphasizes on the use of the background knowledge and schema will help the students to actively engage in the text.

The reading strategy which employs both background knowledge and schema to help the students understanding the text is with using feedback strategy. Giving students feedback in classroom during the learning process has been proven to increase learning and improve students outcomes. When given correctly, feedback guides the students in their learning process and gives them the direction they need to reach the target or goal of the lesson. Feedback sends a message to the students that the instructor cares about the learning taking place, it also allows the students to become more engage and involved in the classroom.

Feedback is a process in which learners make sense of information about their performance and use it to enhance the quality of their work or learning strategies. Karim Shabani (2017), stated that the role of feedback is another important point regarding the significance of teaching and is the process of evaluating the learner's performance to help them improve in areas that are needed, so feedback can be a useful strategy to help students to perform better.

Based on the argumentation above, the researcher implements the Feedback Strategy to improve the seventh grade students' reading comprehension of SMP Swasta AL-Hikmah Medan.

## **B. The Identification of the Problems**

Based on the class observation and interview with the English teacher and students of the seventh grade, there are three major factors which cause the problem in SMP Swasta AL-Hikmah Medan. Those factors are described as follows.

1. The first factor is students, the students have a problem in comprehending the text because they have low vocabulary mastery.
2. The second factor is the teacher, it seems that the teacher cannot guide the students' reading process.
3. The third factor is the teaching technique used by the teacher, it cannot facilitate the students in achieving successful comprehension.

### **C. The Scope and Limitation**

It is necessary for the researcher to limit the study, it is intended to avoid a big problem area and help to focus on the research. Based on the background of the problem and identification of the problem, the researcher focus on improving students' reading comprehension of descriptive text by using rainbow card in feedback strategy

### **D. The Formulation of the Problem**

Deriving from delimitation of the problem above, the formulation of the problem is “How does the rainbow card work in feedback strategy to improve the reading comprehension for seventh grade students’ of SMP Swasta AL-Hikmah Medan in Academic Year 2019/2020?”

### **E. The Objective of the Study**

Based on the formulation of the problem above, the research objective is to improve reading comprehension by using rainbow card in feedback strategy for seventh grade students of SMP Swasta AL-Hikmah Medan in Academic Year 2019/2020.

### **F. The Significance of the Study**

Regarding formulation and objective above, the significance of the research is described as follows :

#### 1. Theoretically

The result of this research is expected to give meaningful contribution for the readers. The result of the research can be helpful information for the readers so

they can improve their strategy in learning process of reading and the research can enrich the literature about development of teaching reading and can motivate the similar research to be develop.

## 2. Practically

The result of this research is expected to give meaningful contribution to the teachers to provide them with an alternative to teach reading and researcher also expected to motivate the teachers to be more creative so the students will be more interest and enthusiastic in learning English in the class, and hopefully the research will be beneficial for students' to give them new experience in English learning, especially in learning reading so they can more motivate to develop their reading comprehension.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

This study is based on the relevant theories and concepts. The theories and concepts for this study are described as follows :

#### **1. Reading Comprehension**

##### **1.1. Definition of Reading Comprehension**

Reading is one of the four language skills (listening, speaking, reading and writing) is important to be learned and mastered by every individual, and reading is a way to get information from something that was written. Nuriati, et al (2015 : 1), stated that “Reading is one of the ways to communicate in written forms, reading is not only to get information but it needs understanding and comprehension to get some points from the text”.

Reading is an important skill which has an important contribution to the success of learning language. Reading can be thought as a way to draw information from the text and form an interpretation of that information. The main purpose of reading is comprehension. Heilman, et al (2005 : 4), argues that “Reading is interacting with language that has been coded into print. The product of interacting with the printed language should be comprehension”.

In summary, reading is important for students both to develop their knowledge. Reading can be thought as a way to draw information from the text, and the main purpose of reading is comprehension.

Comprehension is the understanding and interpretation of what is read, to be able to accurately understand written material, children need to be able to decode what they read, make connections between what they read and what they already know, and think deeply about what they have read. Duke (2003 : 230) stated that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text. Comprehension is the reason for reading, if readers can read the words but do not understand or connect to what they are reading, they are not really reading.

Good readers are both purposeful and active, and have the skills to absorb what they read, analyze it, make sense of it, and make it their own. Blair, et al (2005 : 247), stated that “Since comprehension is the end product of the reading process, you would expect to find pupils engaged in reading comprehension instruction during a large portion of classroom reading time”.

Mashuri, et al (2015 : 2), said that reading comprehension consists of two words; reading and comprehension. Reading comprehension is a complex and complicated dialogue process, which is done by the author and the reader to process the meaningful interpretation or written verbal symbols through medium of writing.

In addition, Rupley (2005 : 241) identifies the components of comprehension :

1. Recalling word meanings (vocabulary knowledge).
2. Drawing inferences from content.

3. Following the structure of a passage.
4. Recognizing a writer's purpose, attitude, tone, mood.
5. Finding answers to questions answered explicitly or in paraphrase.

Reading comprehension is the process of making meaning from the text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read the text information students develop mental models, or representations of meaning of the text ideas during the reading process. Van Den Boek&Espin (2012 : 2), argues that "Reading comprehension is a complex interaction among automatic and strategies cognitive processes that enables the reader to create a mental representation of the text".

Reading comprehension is the ability to process text, understand it meaning, and to integrate with what the reading already knows. Van Den Broek (2010 : 18), defines reading comprehension as students' ability to construct "A coherent mental presentation that integrates the textual information and relevant background knowledge".

Another expert, Heilman, et al (2005 : 242), stated that "Reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. Reading comprehension is best viewed as a multifaceted process affected by several thinking and language abilities".



In conclusion, reading comprehension is a brain process involving several components in which those components interact with one another to draw the meaning of the text. Those components are mainly from the reader, the text and the activity. Those aspects should interact well with each other, if there is an interference growing between them, there will be difficulties in reading.

### **1.2. The Importance of Reading**

Reading is an important skill in many different settings especially in educational setting. Grabe (2009: 5) argues that students, nowadays, encounter the great demands of reading activity since all knowledge is in the written form. The students should have a good reading ability to discover the content of the text.

In addition, Harrison (2004 : 3) argues that the importance of reading is not only related to the development of knowledge but also it is related to the people thinking capability. This capability will be the basic development of emotional, moral and verbal intelligence. Moreover, these developments determine what kind of person people would be.

In summary, reading is important for students both to develop their knowledge and to develop the way think related to the development of their moral, emotional as well as verbal intelligence.

### **1.3. Kinds of Reading**

Rustan (2010 : 10) identifies there are three reading technique that are come only known. They are skimming, scanning, and semantic mapping or clustering:

a. Skimming

Perhaps the two most valuable reading strategies for learners as well as native speaker are skimming and scanning. Skimming consists of quickly running one's eyes across a whole text can essay, article, or chapter, for example: to get the gist, skimming give readers the advantage of being able to predict the purpose of the passage, the main topic or message and possibly some of the developing or supporting ideas.

b. Scanning

The second in the “most valuable” category is scanning, or quickly search for some particular or pieces of information in text. Scanning may ask students to look for names or dates, to find a definition of a key concept, or to list certain number of supporting details. The purpose of scanning to extract certain specific information without reading through the whole text. For academic English, scanning is absolutely. In vocational or general English, scanning is important in dealing whit genres like schedule, manuals, form.

c. Semantic Mapping or Clustering

Readers can easily be overwhelmed by along string of ideas or events. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the readers to provide some order to the chaos. Making such semantic maps can be done individually, but they make for productive group work technique as students collectively induce order and hierarchy to passage.

#### **1.4. Models of Reading Process**

Abbas PourhoseinGilakjani (2016 : 231) identifies there are three models for the second-language reading process: the bottom-up model, the top-down model, and the interactive model.

##### **1. The Bottom- Up Model**

This model starts with decoding the smallest linguistic units, particularly phonemes, graphemes, and words and then makes meaning from the smallest to the largest units.

##### **2. The Top-down Model**

With a text and a context, these connect to new information found in the text in order to understand it. The readers do not read every word of a text but they focus on identifying the text words.

##### **3. The Interactive Model**

While readers are reading decoding processes support each other, if they do not understand, they should apply their previous knowledge to help them. Readers who are dependent on top-down model use textual signs and infer the meaning but they should make up for deficiencies like weaknesses in word identification and lack of effective bottom-up processing. This model results in the most effective processing of texts.

#### **1.5. Factors that Influence Reading Comprehension**

There are many factors that might affect comprehension of printed materials. Some of the factors that will be explained here are characteristic of the materials, syntactical structure, and the appearance of print.

### 1. Vocabulary

One of the important factors in herein; a reader's comprehension is the familiarity with the vocabulary, where the successful in associating between the printed words with their meaning and their referents depends on the familiarity with the words. Successful reading comprehension is possible when most of the vocabulary in a reading selection is familiar to the readers.

### 2. Concept of The Material

Familiar words are used to express elusive concepts can also provide the barrier to the reader's comprehension. Therefore, successful readers must have background knowledge (concept) on a reading material. However, the type of material also affects reading difficulty, in fact informational reading usually requires greater concentration and cognitive process than fiction.

### 3. Syntactical Structure

Another factor can probably provide barrier to comprehension is the syntactical structure of passage is written in familiar words and concepts with a reader, but still difficult to comprehend the tortuous of grammatical structure to comprehend them, the student should be familiar with them by giving a lot of exercises deal with sentence structures. Materials for beginning readers are usually written in short sentences and are composed primarily of nouns and verbs. Materials of readers at higher levels contain noticeably longer sentences. This practice reflects an awareness of students' language development and is an attempt to match the language level of reading materials with that of student's oral language.

#### 4. The Appearance of Print

The format of reading materials can influence the ease in comprehending them. The number of words per page, the print and spacing style are necessary, it is considered that a high density of words and printed in small size on a page can discourage the less capable readers on the other hand, the primer offensive materials can make the older reader bored.

### 1.6. Teaching of Reading

Reading is one of receptive skill as the basic communicative skills, but is a very complex process. One way of facilitating a reader's interaction with a text and providing orientation to context and content is through various kinds of text-related tasks. The idea that there are three main types of reading activity, those which precede presentation of the text, those which accompany it, and those which follow items, is now a common feature of discourse about reading. Wallace (1992: 86) mentions that there are three stages in reading activities in the classroom as described below :

#### a. Pre-Reading Activities

Some pre-reading activities simply consist of questions to which the reader is required to find the answer from the text. Traditionally this type of question followed the text and was designed to test comprehension, but in more recent material questions often precede the text and function as scanning tasks that is the learner reads the text quickly in order to find specific information related to the question.

### b. While-Reading Activities

Generally the purpose of while –reading activities is to encourage learners to be flexible, active, and reflective readers. Flexibility is encouraged by inviting the reader to read in ways which are perceived to be appropriate to the type of the text being presented. Many while reading tasks with the aim of encouraging active and reflective reading attempt to promote the kind of dialogue between reader and writer.

### c. Post-Reading Activities

Usually, the kind of post-reading activity consists of questions which follow a text.

## 2. Descriptive Text

### 2.1. Definition of Descriptive Text

Descriptive text is a text which says what a person or thing is like, its purpose is to describe and reveal a particular person, place, or thing. In a broad sense, description, as explained by Kane (2000: 352), is defined like in the following sentence: Description is about sensory experience how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.

From explanation above, the descriptive text is meaningful text that describes the experience related to the senses, such as what shape, sound, taste is. Most descriptive text is about visual experience, but in fact experience other than the sense of sight, we can also use it to make descriptive text.

So, it can be said that this descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete.

## **2.2. Generic Structure of Descriptive Text**

When writing descriptive text, there are some generic structures (actually not mandatory) for our writing to be true. The arrangement is :

1. Identification: (contains about the introduction of a person, place, animal or object will be described)
2. Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

## **2.3. Purpose of Descriptive Text**

1. To describe person, thing or place in specific
2. To describe a particular person, thing or place

## **2.4. Language Feature of Descriptive Text**

1. Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim
2. The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.
3. The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.

4. Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc.

### 3. Rainbow Cards

#### 3.1. Definition of Rainbow Cards

Rainbow cards is a media that use in teaching reading a descriptive text to the students at junior high school, the teacher can use creative media to motivate the students in reading learning. Colour is a powerful design element that produces profound psychological and physiological reactions. (Mehta & Zhu, 2009 in Ire Elvira, HavidArdi, 2014), said that Colour is an important part of human perception. Many everyday objects have been designed to convey a message through colour.

(Macomedia 2013 in Ire Elvira, HavidArdi, 2014), stated that he split white sunlight into red, orange, yellow, green, blue, and violet. Here are the meanings of colour. *Red* is the colour of fire and blood, so it is associated with energy, war, danger, strength, power, determination as well as passion, desire, and love. The character of red: hero – heroic. *Orange* combines the energy of red and the happiness of yellow. Orange represents enthusiasm, fascination, happiness, creativity, determination, attraction, success, encouragement, and stimulation. The character of orange: artist, business man or business woman. *Yellow* is the colour of sunshine. Yellow produces a warming effect, arouses cheerfulness, stimulates, mental activity, and generates muscle energy. The character of yellow: athlete. *Green* is the colour of nature. It symbolizes growth, harmony, freshness, and fertility. The character of green: activist. *Blue* is the colour of the sky and sea. It



symbolized trust, loyalty, wisdom, confidence, intelligence, faith, truth, and heaven. The character of blue: scientist. *Violet* is feminism design. It symbolizes romantic and nostalgic feeling. The character of violet: romantic. *Purple* combines the stability of blue and the energy of red. It symbolizes power, nobility, luxury, and ambition. The character of purple: wealth. The relation of the colour to the lesson is colour can stimulate the students to attract student's attention to learn the lesson and it will support the learning process, so that they can improve their reading comprehension through the colour in rainbow cards and in the cards, there are picture and text to help them create a text and answer the question based on the text.

### **3.2. The Application of Rainbow Cards**

Everything that is related to activities in the classroom should be prepared by researcher before they come to the class. First, the researcher has to prepare the lesson plan for several reasons. A lesson plan is a tool that serves guidance for the researcher in teaching. Second, the researcher prepares the media, media is kind of tools in teaching and learning process that can help researcher to be easier in explanation. Using media "rainbow cards" in teaching and learning process really helps researcher. The researcher should find appropriate topic to be taught with rainbow cards. All of cards have a meaning depends on that colour. So, in that cards researcher put the meaning of colour. There are some topics in teaching reading that can use this rainbow cards.

## **4. Feedback Strategy**

### **4.1. Definition of Feedback Strategy**

Strategies have an important role in teaching and learning process which is used by the teachers who would like to be successful, especially English teacher in teaching English as foreign language. The effective strategy creates a good result in teaching and learning process and absolutely we can attract the students motivation. Duke, Pearson (2008 : 10), argues that “Effective strategy instruction involves explicitly describing the strategy and how it is used, modeling effective use of the strategy, collaboratively using the strategy, using guided practice with the strategy with gradual release, and students independently using the strategy”.

John Hattie and Helen Timperley (2007 : 81), defines feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one’s performance on understanding. A teacher or parent can provide corrective information, a peer can provide an alternative strategy, a book can provide encouragement, and a learner can look up the answer to evaluate the correctness of a response. Feedback this is a “consequence” of performance.

Karin Shabani (2017 : 18), argues that feedback is another important point regarding the significant of teaching and is the purpose of evaluating the learner’s performance to help them improve in areas that are needed, so feedback can be a useful tool to help students to perform better.

Another expert, Susan M. Brookhart (2005 : 112), stated that “Feedback is always adaptive, it always depends on something else. Feedback is based on the

learning target, the particular assignment, the particular student, and the characters of as given piece of work. Feedback also depends on the depth on the teacher's understanding of the topic and how students learn it".

In addition, feedback is the information that learners receive about their language production, and gives them the opportunity to modify their output. Feedback can be either positive, demonstrating comprehension of the learner's language, or it can be negative, pointing out the learner what was non-target like about his or her utterance. Feedback can be provided either implicitly, for example by demonstrating a lack of understanding of a learner's utterance, or explicitly, by telling the learner what was non-target about his or her utterance.

#### **4.2. Types of Feedback and Their Purpose**

According to Susan M. Brookhart (2005 : 10) identifies the types and purpose of feedback :

##### **1. Timing**

- For students to get feedback while they are still mindful of the learning target
- For students to get feedback while there is still time for them to act on it

##### **2. Amount**

- For students to get enough feedback so that they understand what to do but not so much that the work has been done for them (differs case by case)
- For students to get feedback on "teachable moment" points but not an overwhelming number

### 3. Mode

- To communicate the feedback message in the most appropriate way

### 4. Audience

- To reach the appropriate students with specific feedback
- To communicate, through feedback, that student learning is valued

John Hattie and Helen Timperley (2007 : 86), stated that the main purpose of feedback is to reduce discrepancies between current understandings and performance and a goal. Strategies students and teachers use to reduce this discrepancy may be more or less effective in enhancing learning, so it is important to understand the circumstances that result in the differential outcomes. Effective feedback must answer three major questions asked by a teacher and/or by a student.

In addition, good feedback happens when you make sound choices to make those adaptations, choose about feedback timing, amount, mode and audience. Good feedback happens when you focus on the work and the process the student used to do it. Good feedback is criterion-referenced and sometimes self-referenced. Good feedback describes work rather than judges it, is positive and makes suggestion for improvement. Good feedback is clear and specific. Good feedback helps students become self-regulated learners. Good feedback gives students the help they need to become masters of their own destiny when it comes to learning, so feedback is good only if students do learn become more motivated and in classrooms becomes a place where feedback about learning is valued.

### 4.3. The Application of Feedback Strategy

Susan M. Brookhart (2005 : 54) identifies the following are some of the most common ways to deliver oral feedback to a group or class:

1. At the start a lesson, summarizing your observations from the previous lesson
2. At the beginning of a review or reteaching lesson, to explain why you are focusing on the same learning target again and to link to prior learning and set a purpose for students
3. During students performances, either live or videotaped
4. When a test or assignment is returned, summarizing overall strengths and weaknesses.

### B. Relevant Research

There are some previous research studies which show that Feedback strategy and using rainbow card as media in English learning can improve students' reading comprehension. First, a study done by Karimshabani(2017) entitled *The Effect of Content Feedback and Reading Strategies on Reading Comprehension: Extroverted and Introverted Learners*. The researcher explain that there were some improvements of students' reading comprehension. and the role of feedback is another important point regarding the significant of teaching and is the process of evaluating the learner's performance to help them improve in areas that are needed so feedback can be a useful tool to help students to perform better.

Second, a study done by OmidTabatabaei (2011) entitled *Feedback Startegies in Foreign Language Reading Clases*. The researcher explain that

teachers can promote the acquisition of reading skills, through providing feedback, because feedback has been found to be an important aspect of supporting reading practices.

Third, a study done by Irelvira (2014) entitled *Teaching Descriptive Text by Using Rainbow Cards in Teaching Speaking for junior high school student*. The researcher explain that in applying rainbow cards as media in teaching a descriptive text is very helpful and can motivate the students in learning process, and the using rainbow cards in teaching stimulates the students in learning english, by using rainbow cards will make the students enjoy in learning process and it will support the learning process as well and make teacher to be more creative to applying rainbow cars that is going to be given to the students.

Those research studies explain that using of feedback strategy and rainbow card as media in english learning could be effective activities which provide students with a lot of opportunities to imoroved their reading comprehension. and make the learning process can more interested, so the researcher of the study believes that by conducting the feedback stategy and using rainbow card as media can be improved the students' reading comprehension.

### **C. Conceptual Framework**

There are many aspects which should be considered to achieve good reading comprehension of Descriptive text. Those aspects are related to students' vocabulary mastery, students' interest, students' ability to use an effective reading strategy, a teaching technique, materials and media. From aspects, the obstacles of

reading comprehension come from. When one or some of those aspects were not sufficient enough to support the reading process, the comprehension will be difficult to be achieved.

In SMP Swasta AL-Hikmah Medan, some of those aspects become the obstacles in students' reading comprehension. Those aspects are students' vocabulary mastery, students' interest, students' ability in using an effective reading strategy and a teaching technique. Some of students' have limited vocabulary mastery which is the main aspect supporting reading comprehension. Then, they also have low motivation in the reading activity. They cannot focus on what they read. The next problem is related to the reading strategy. The teacher has taught them some strategies but they rarely use these strategies because they prefer to translate the next of using Google Translate. The last problem is related to the teaching technique in which the teachers cannot fulfill the students' need. As a consequence, the obstacles of reading comprehension cannot be overcome.

The previous discussion shows that schema and background knowledge play a role in comprehending a text and employing schema and background knowledge in the reading process, the comprehension can be achieved. The feedback strategies which use schema and background knowledge as the basis of processing information can help the students achieve comprehension.

The feedback strategy is a reading strategy to important points regarding the significant of teaching and is the process of evaluating the learner's performance to help them improve in areas that are needed, so feedback strategy can be a useful tool to help students perform better. Feedback strategy can prompt

mental processes such as evaluation of information, comparison of new information with prior experiences, and formation of beliefs.

Considering the strength of the feedback strategy, the researcher wants to important this strategy in the teaching reading in SMP Swasta Al-Hikmah Medan. The researcher believes that the strengths of feedback which are discussed before can overcome the students' problem in comprehending the text. Then, the researcher finds improvement in students' reading comprehension by using feedback strategies.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Location of the Research**

This research will be conducted at SMP Swasta AL-Hikmah Medan Jl. Marelan I Ps. 4 Barat No. 10, RengasPulau, Medan Marelan, Kota Medan, Sumatera Utara 20255. This research is conducted in academic year 2019/2020 at SMP Swasta AL-Hikmah Medan.

The researcher chose this location because the similar research had never been conducted yet in this school, the researcher found this problem that the students still have weakness at comprehension reading text. This location is suitable for ability and limitation of time and finance and researcher have a classmate who was graduated from this school, and it made the researcher easy to get data.

#### **B. Subject of the Research**

The subjects of this research are the students class VII at SMP Swasta AL-Hikmah Medan, consists of three classes : they are VII-1, VII-2, VII-3, VII-4, and VII-5. The subject is taken only one class is VII-1 which consists of 50 students. Other individuals who provide information on the subject under research will be classified as informants. They are the English teacher and principal of SMP Swasta AL-Hikmah Medan

### **C. Research Design**

The Classroom Action Research (CAR) procedure used in this research is Kurt Lewin's design. Classroom action research is a research conducted by teacher in the classroom with the purpose to solve the students' problem in the classroom and repair performance of the teacher so that it can improve result of teaching and learning. Kurt Lewin (Kunandar,2008:42) describes the procedure of classroom action research into four step. They are planning, acting, observing and reflecting.

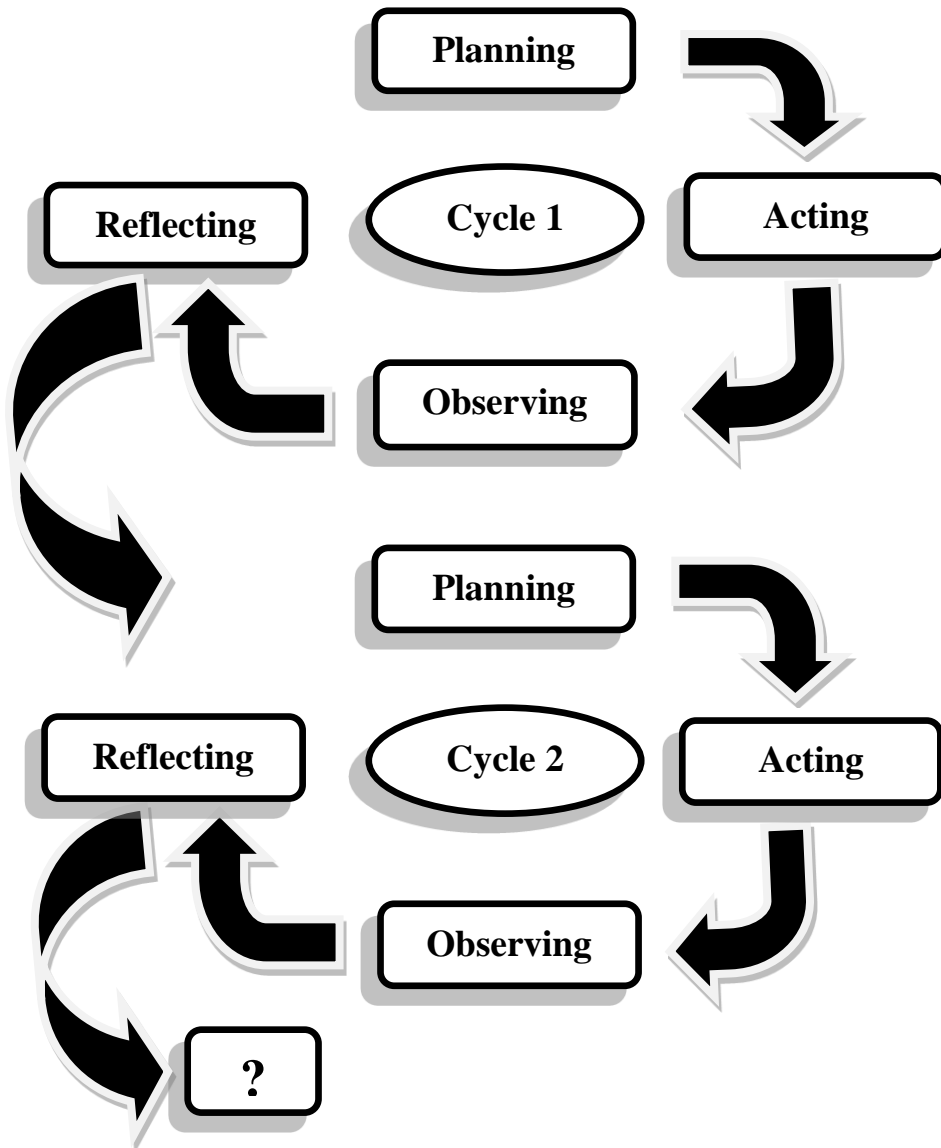
The relations among them is called a cycle, it means that a cycle consists of planning, acting, observing and reflecting. All steps will always be repeated. The result of reflection from previous action that have been used will be used again with additional improvement to overcome the various obstacles that discovered before.

Kunandar (2008) stated that, there are elements in CAR: (1) Research is an activity to improve an object by using an appropriate methodology rules for getting data and information and then analyze to solve problem. (2) Acting is an activity that is done for certain purpose, in cycle sequence form activity. (3) Class is group of students when at the same time, receive same lesson from their teacher

The procedure of research was conducted by making classroom action research method. The procedure of research have three meeting where divided into two cycles. Each cycles has two meeting and involves of four phases: planning, acting, observing and reflecting, so a model of Action Research stated by Kurt Lewin in a figure below :

Figure 3.1

## Kurt's Lewin's Action Research Design



The Classroom action research procedure:

The classroom action research procedure using Kurt Lewin's design consist of four four step within one cycle. Those are planning, acting, observing and reflecting. After accomplishing first cycle, it will be probably found a new problem. Therefore, it is necessary continue to the second cycle in line with the same concept of the first cycle. To make clear what happens in every step, here are the explanations:

#### 1. Planning

Planning is the first step in action research. In this planning, the researcher makes some plans to choose actions that are feasible to be implemented in the field. There are some activities to be prepared by the researcher in the planning. They are determine the appropriate material and topic related to the syllabus (the material and topic in this reseach is descriptive text learning), arrange the lesson plan, preparing the observation sheet, preparing the learning media aid used in the teaching and learning process, and deciding the observer of the research.

#### 2. Action

Action is the implementation of the plans which have been arranged by the researcher, on the other hand action is guided by planning. All of the activities which are going to be done by the researcher in teaching and learning process are based on the lesson plan that have been prepared, and other material that can help the researcher in teaching and learning process. In the first cycle, the researcher applies feedback strategy for four meetings. In applying this method, the researcher will adjust it considered the allocation of times at the school. In

teaching reading by applying feedback strategy, there are some stages are going to applied by researcher:

## 1. Pre-teaching (motivating strategies)

1.1 researcher asks students' experience related to the topic (Descriptive text learning).

1.2 researcher conveys the lesson objective.

1.3 researcher explain the instruction for practising

## 2 While-teaching

### 2.1 Presentation

Presentation aims to give the chance to the students to know the importance of the lesson objective. Teacher ask students to pay their attention to understand about the lesson given especially to the notion or meaning in order to make them able to repeat by themselves.

### 2.2 Practice

In this step, students have begin to improving reading comprehension under guidance of teacher. Practice feedback strategy in teaching learning.

### 2.3 Production

After having guided by teacher in previous step, students begin to read a text spontaneously and naturally.

### 2.4 Review

In the end of while teaching before giving assessment to the students, teacher invite students to review the lesson.

### 3 Post-teaching

#### 3.2 Evaluate and give general conclusion

### 3. Observation

Observation is an effort to recognize or observe the process, which happens during the teaching learning process, it is to find and obtain the development of the learning process and the effect of the action.

### 4. Reflection

In this activity, the researcher will have reflection based on the observation whether the research success or not. Then, the researcher reflects by seeing the result of the observation, whether the teaching learning process of reading in feedback strategy by using rainbow cards is good to imply in teaching and learning process or not, if the first plan is unsuccessful, proven by students' reading comprehension, the researcher will be continued to the next cycle to solve students' problem and to get the a better score.

## **D. Instrument of Research**

The instrument of collecting data is used by the researcher to get the data by using observation and test. The explanation as follows:

### 1. Observation Sheet

The observation is done to get the information needful. The researcher arrange the data by observing the class situation and condition in the teaching learning process. Researcher sit at the back of the classroom and note down the class activities in the teaching and learning process. The researcher arrange the data by done observation and note down everything that can be catch by the

researchers sense in this activity. W. Sanjaya (2010), argues that the researcher observe the students attitudes, class condition, the teaching, at the beginning of the lesson, the researcher observe and note down how the teacher opening the lesson by giving several questions and how the students respond to the teachers questions. Then researcher explain the material the observation is done by the researcher and the English teacher as the collaborator, the observation results and record in the form of field notes.

## 2. Interview

The interview is done to know the effectiveness of the actions. The researcher interview the students and the English teacher about the activities in the teaching and learning process. In this case, the researcher held the interview with the English teacher and the VII-1 students about the use of feedback strategy in reading class. The researcher ask the teacher some questions relate to class activities, class condition, students behavior and the students proficiency level in reading. For example, the researcher ask the teacher how the explain the material to the students. The researcher also interview some students by asking them questions about class activities. For example, the researcher ask the students about their difficulties in understanding the text. The information is recorder into interviewtranscript.

## 3. Photography Evidence

The picture have take during the reseachis purpose for providing reference points. The function of photography is way of reporting, observation, reflections, and reaction of students in teaching and learning process.

#### 4. Reading Test

There are two kinds of test to measure students reading comprehension namely pre-test and post-test. Pre-test or initial reflection is intend to assess the pre-existing reading comprehension of the subjects which is administer in the first meeting before the researcher conduct the research by applying feedback strategy in the classroom. The post-test are administer in the end. The function of administering post-test is to evaluate the effectiveness of feedback strategy in teaching reading comprehension. Pre-test and Post-test are in the form of multiple choice items there are 10 questions of Pre-test and 10 questions of Post-test and choose the correct answer A, B, C, or D. Each correct answer has 1 point and incorrect answer get 0 point. The questions are given are based on the learning topic. The purpose of pre-test is conducted to find out initial condition of subject in reading comprehension. Meanwhile the post-test will reflect the effectiveness of feedback strategy when it is applying in VII-1 grade students of SMP Swasta AL-Hikmah Medan.

#### **E. Technique of Analizing Data**

This research will be apply qualitative and quantitative data :

1. The analysis qualitative data is used in this research observation of students' activities during teaching learning process, and the interview before and after Classroom Action Research (CAR) they are planning, acting, observing and reflecting.
2. The quantitative data there are reading test and it is 10 questions for each cycle. In scoring reading test, it is determine that the ranging from 0-100 by



accounting the correct answer. The correct answer has 1 point and incorrect answer gets 0 point and by applying this formula :

$$S = \frac{R}{N} \times 100$$

Where :

S = score of the test

R = the number of correct answer

N = the number of question

To know the mean of the students' score of assesment will be given in each treatment, the resaerch will be applied the following formula :

$$X = \frac{\sum x}{N}$$

Where :

X = the mean of students' score

$\sum x$  = the total score

N = the number of the students

Based on the curriculum the students was expected reading comprehension in Descriptive Text learning in one meeting at least 7 questions, it meant that the students were expected to have correct answer at least 7 items of the test. That was appropriate passing grade of students at the school is 70, so the categorize the number of the students who were competent in reading comprehension. the following formula was applied :

$$P = \frac{R}{T} \times 100\%$$

Where :

P = The percentage of those who get points up to 70

R = The percentage of those who get points up to 70

T = The total number of the students

## **CHAPTER IV**

### **DATA ANALYSIS AND DISCUSSION**

#### **A. Data Description**

The data was analyzed by qualitative and quantitative data. The quantitative data were taken from observation sheet, interview, photography evidence and reading test. This research was conducted in one class with 50 students. This research was accomplished in two cycles. Each cycle consisted of four steps of classroom action research (planning, acting, observation and reflecting). The first cycle conducted in two meetings including to pre-test and post-test one (I), in pre-test the teacher was gave the reading test before treatment and in post-test one (I) the teacher gave the treatment base on the material of Descriptive text. The second cycle was conducted in two meetings including to post-test two (II), in post-test two (II) the teacher gave more treatment and information about the Descriptive text by using feedback strategy and rainbow card as learning media in teaching reading process so in the last meeting of each cycle, the students conducted the test and the post test. The qualitative data were taken from mean of students' score in taking reading test in Descriptive text learning.

#### **1. The Qualitative Data**

##### **a. Observation**

The researcher observed the students situation, condition and what problem was found during the teaching- learning process in every meetings. The researcher filled the observation sheet in order to know the students activities

during teaching learning process which feedback strategy was applied to improve the students' reading comprehension, it also was done to know how the interaction between the teacher, researcher and students. From the observation, the researcher noted that the students were excited, active and enthusiastic in learning Descriptive text by using feedback strategy and rainbow card as learning media.

#### **b. Interview**

The interview was done before conducting the first cycle. The researcher interviewed the teacher and the students. This interview also has done after implemented the teacher and the students. This interview also has done after implemented the strategy. From the students and teacher answer interview showed that there were differences feeling before and after the implemented of the strategy.

The teacher felt the learning process was more active and students' reading comprehension increased after the strategy implemented. The students also has showed that the felt pleasure, more interested and enjoyed learning reading Descriptive text by using feedback strategy.

#### **c. Documentation**

Photography is one of source a documentation of responding observation for researcher to catch every moment which considered important. The photography was taken while the teacher and researcher taught the students in front of the classroom, it was taken when the students did reading test, and during the teaching-learning process in the classroom. From the photo will be found that the students' were active and enthusiastic during the teaching-learning process.

## 2. The Quantitative Data

The qualitative data were taken from the result of the test has given to the students. The test that was given still relevant to the topic that was taught and discussed in the classroom in every cycle. There were two cycles that were considered of four meetings in this research and the test was given in the last of each cycle. The result of the test score of students were shown in the table.

**Table 4.1**  
**The students' score during Cycle I (Pre-test and Post-test I)**  
**and Cycle II (Post-test II)**

NO	NAME OF STUDENTS	SCORES		
		Pre-Test	Cycle I	Cycle II
			Post-Test (I)	Post-Test II
1	AHA	30	50	60
2	AU	50	70	80
3	AWT	50	70	80
<b>TOTAL</b>		x = 2230 X = 44.6	x = 3230 X = 64.6	x = 4000 X = 80

From the table above the researcher found the students' achievement were :

### Pre –Test

In the Pre-test the students' score included to the low result, because in pre-test the students did not understand yet about the material and still shy to ask the teacher and researcher, it gave influence in students' achievement. From the table showed that in the pre-test there were not students who able to pass the passing grade 70.

### Post- Test I

In the Post- Test one(I)in the first cycle the students' score got increasing. In the post-test one (I) students had given the reaction to pay more attention to the

teacher and asked the material they did not know, and the reaction of the students gave influence in students' achievement to increase. From the table it showed than in the post-test one (I) there were some students who able to pass the passing grade 70.

### **Post –Test II**

In the post- test two (II) in the second cycle the students' score got increasing. In the post-test two (II) students gave the positive reaction and more motivated in doing the test, the students also using feedback strategy to created the supportive condition in got the high score. The students' reaction and motivation increased the students' achievement. From the table it showed in post-test two (II) were students who pass the passing grade, it means more than students' could improved their reading comprehension by using feedback strategy.

## **B. Data Analysis**

### **1. The Qualitative Data**

The qualitative data was analyzed from observation sheet and interview sheet. The research was done in two cycles, and each cycle consists of two meetings and one test.

#### **a. The First Cycle**

The first cycle was done in two meetings, the details were below:

##### **1. Planning**

The plan was arranged before researcher conducting the research. First of all, researcher prepared or made a lesson plan for 2 meetings. The topic which

discussed was about Descriptive Text learning. In planing of action research, research had been prepared made the lesson plan, material about Descriptive Text, sources of material, made learning media and exercise as the instrument of collecting data feedback strategy. All the material above used by researcher to teach the students in the class.

## **2. Action**

In the first cycle the researcher as the teacher did some action such as :  
Introduction the teacher gave information about what they would discuss and the teacher asked the students about their knowledge of their reading. In the core activities the teacher explain about Descriptive text and the material in the text, the teacher asked the students about they knowledge about material, the teacher gave to the students some of text, one of group reading a text, then teacher and other group give feedback and then the teacher and students discussed about the meaning of the words based on the text, and the last in closing activities the teacher and students' concluded the material together to know how far the students understand about the material.

## **3. Observation**

The observation was done to observe how the students' behavior and what the students' problem during the teaching-learning process.

1. Most of the students had participant effectively during teaching and learning process and also when they did feedback strategy in class although some of them still lack and of understanding about vocabulary in reading process. They were enthusiastic and enjoyable about the topic which discussed by teacher in classroom. They also seriously to answer the exercise.

2. The teacher gave information about they would discuss and explain about maerial by using feedback strategy.

To know about the students' activity could be seen in photographs evidence which took by reseacher during the teaching-learning process in classroom. The researcher could see the students enjoyable, interested and enthusiastic than before.

#### **4. Reflection**

Based on the result of the score of the test in cycle one (I) and also observation, action of increasing was needed. Actually, students' score in test of cycle one (I) was improved than the score of pre-test, but it was needed more increasing in their reading comprehension to solve their problems in material because some of them still confused and difficult to understand the meaning of the words.

In the second cycle, researcher as teacher improved their reading comprehension by gave more explanation about the meaning of the words.

#### **b. The Second Cycle**

After doing the first cycle, the students' problem were found and it gave information about the students' reading comprehension in mastering the words. Therefore, researcher had a good motivation and good feedback that wasconducted the second cycle of action research which was carried out in two meetings, it was expected that the second cycle of action research would get better than first cycle. In this cycle, researcher gave the motivation and good feedback and also more explanation about the material. The second cycle of action research as follows :



## **1. Planning**

In this phase, the researcher prepared lesson plan and emphasized the teaching-learning process in teaching reading. In this cycle, the researcher explained more deeply about the material in supposed the students could improve and knew well about the meaning of the words. Besides that, the researcher as the teacher used the media to make the students' more interest and developed their creativity and also more focus in the material. The researcher also created the supportive and active situation in the class during teaching-learning process.

## **2. Action**

In this part, the teacher supported the students by giving motivation to make them felt spirit and always strunggle to did the lesson and what they were facing, in this part, the lesson plan that had been arranged was implemented well in the classroom. In this steps, there were some activities done by the researcher were introduction the teacher gave information about what they would discuss, the teacher asked the students about their knowledge of Descriptive text learning.

In core activities the teacher explained about the material that they have and would be discussed, the teacher gave more examples about the material which the teacher explained about Descriptive text, the teacher divided students into 5 groups and determine each group leader, the teacher gave to the students some of text using the rainbow card as learning media and red and blue card for give feedback to other groups, the teacher explained about the rule of feedback strategy, one of group reading a text, then teacher and other group gave feedback using red or blue card and then the students discussed and answered the questions based on the text, and the last in closing activities the teacher and students'

concluded the material together to know how far the students' understood about the material

### **3. Observation**

The observation was still done for the last time. The activity of students' were observed and it showed that most of the students' did not have problems anymore about reading. They liked to learn about reading comprehension in Descriptive text leaning by using feedback strategy and rainbow card as learning media which was given by the teacher. They were active during teaching learning process and more enthusiastic than before. The observation also could be taken from interviewed in each meeting.

### **4. Reflection**

Having checked the students reading comprehension giving test to them, it was found that the students' score showed in creasing. Based on the observation and the result of their test, researcher conducted that the students' could improve their reading comprehension by using feedback strategy. The students' score in the second cycle had improved than in the first cycle.

## **2. The Quantitative Data**

The data was taken test that gave to the students in the last of each cycle. Based on the result of every meetings and the test in every cycle which have been conducted, it was found that the students' score kept improving since the first until the last meeting, it can be seen from students' score increased from the pre-test, post-test in cycle one (I) until the post-test of cycle two (II) was higher than the post-test of cycle one (I)

**Table 4.2**  
**The Students' Score in Pre-Test**  
 ( see appendix VII page 93 )

NO	INITIAL OF STUDENTS	THE TOTAL OF SCORE	PASSING GRADE OF STUDENTS (70)
1	AHA	30	FAILED
2	AU	50	FAILED
3	AWT	50	FAILED
<b>TOTAL</b>		<b>x = 2230</b> <b>X = 44.6</b>	

From the table of pre-test, the total score of the students were 2230 and the number of the students who completed talking the test from pre-test, post-test in cycle one (I) and the post-test in the cycle two(II) were 50 students, to see the mean of the students in this test the researcher applied the following formula :

$$x = \frac{\sum x}{N}$$

Where :

x = The mean of students

$\sum x$  = The total score

N = The number of students

So the mean of the students were :

$$x = \frac{2230}{50} = 44.6$$

**Table 4.3**  
**The Percentage of The Students Score in Pre-Test**

	<b>Total of students</b>	<b>Criteria</b>	<b>Percentage</b>
<b>P1</b>	<b>0</b>	<b>PASSED</b>	<b>0%</b>
<b>P2</b>	<b>50</b>	<b>FAILED</b>	<b>100%</b>
<b>The total</b>	<b>50</b>		

From the analysis above knew that students' reading comprehension were very low. The mean of the students were 44.6 and the students categories still in poor level, and the number of the students who were competent in reading comprehension in calculated by applying the following formula :

$$P = \frac{R}{T} \times 100\%$$

Where :

P = The percentage of students who get the point (70)

R = The number of students who get point up (70)

T = The total number of students who do the test

So the percentage of the students were :

$$P1 = \frac{0}{50} \times 100\% = 0\%$$

$$P2 = \frac{50}{50} \times 100\% = 100\%$$

From the percentage above known that the students who competent in reading comprehension were very low.

**Table 4.4**  
**The Students' Score in Post-Test I**  
 (see appendix VIII page 95 )

NO	INITIAL OF STUDENTS	THE TOTAL OF SCORE	PASSING GRADE OF STUDENTS (70)
1	AHA	50	FAILED
2	AU	70	PASSED
3	AWT	70	PASSED
<b>TOTAL</b>		<b>x = 3230</b> <b>X = 64.6</b>	

From the table of post-test cycle one (I), the total score of the students were 3230 and the number of the students who completed talking the test from pre-test, post-test in cycle one (I) and the post-test in the cycle two (II) were 50 students, to see the mean of the students in this test the reseacher applied the following formula :

$$x = \frac{\sum x}{N}$$

Where :

x = The mean of students

$\sum x$  = The total score

N = The number of students

So the mean of the students were :

$$x = \frac{3230}{50} = 64.6$$

**Table 4.5**  
**The Percentage of The Students Score in Post-Test I**

	<b>Total of students</b>	<b>Criteria</b>	<b>Percentage</b>
<b>P1</b>	<b>26</b>	<b>PASSED</b>	<b>52%</b>
<b>P2</b>	<b>24</b>	<b>FAILED</b>	<b>48%</b>
<b>The total</b>	<b>50</b>		

From the analysis above knew that students' Reading comprehension got increasing. The mean of the students were 64.6 and include fair level. and the number of the students who were competent in reading comprehension in calculated by applying the following formula :

$$P = \frac{R}{T} \times 100\%$$

Where :

P = The percentage of students who get the point (70)

R = The number of students who get point up (70)

T = The total number of students who do the test

So the percentage of the students were :

$$P1 = \frac{26}{50} \times 100\% = 52\%$$

$$P2 = \frac{24}{50} \times 100\% = 48\%$$

From the analysis above, knew that the students reading comprehension got increasing. The mean of the students were 64.6. From the score who got  $\geq 70$  were 26 students or it were 52% and 24 students got the score under  $\leq 70$  or it were 48%, it could be conducted that the students reading comprehension in got higher in post-test in cycle one (I) than pre-test. But, the students' achievement in

the post-test of cycle one (I) were categorized unsuccessful. Because the percentage of the students who pass the passing grade only 52%, the researcher wanted the percentage of students who passed the passing grade were  $\geq 70\%$ . Therefore the next action continued on the cycle two (II).

**Table 4.6**  
**The Students' Score in Post-Test II**  
(see appendix IX page 97)

<b>NO</b>	<b>INITIAL OF STUDENTS</b>	<b>THE TOTAL OF SCORE</b>	<b>PASSING GRADE OF STUDENTS (70)</b>
<b>1</b>	<b>AHA</b>	<b>60</b>	<b>FAILED</b>
<b>2</b>	<b>AU</b>	<b>80</b>	<b>PASSED</b>
<b>3</b>	<b>AWT</b>	<b>80</b>	<b>PASSED</b>
<b>TOTAL</b>		<b>x = 4000</b> <b>X = 80</b>	

From the table of post-test of cycetwo (II), the total score of the students were 4000 and the number of the students who completed talking the test from pre-test, post-test in cycle one (I) and the post-test in the cycle two (II) were 50 of students, to see the mean of the students in this test the reseacher applied the following formula :

$$x = \frac{\sum x}{N}$$

Where :

x = The mean of students

$\sum x$  = The total score

N = The number of students

So the mean of the students were :

$$x = \frac{4000}{50} = 80$$

**Table 4.7**  
**The Percentage of The Students Score in Post-Test II**

	<b>Total of students</b>	<b>Criteria</b>	<b>Percentage</b>
<b>P1</b>	<b>42</b>	<b>PASSED</b>	<b>84%</b>
<b>P2</b>	<b>8</b>	<b>FAILED</b>	<b>16%</b>
<b>The total</b>	<b>50</b>		

From the analysis above knew that students' reading comprehension was increased. The mean of the students were 80, and the number of the students who were competent in reading comprehension in calculated by applying the following formula :

$$P = \frac{R}{T} \times 100\%$$

Where :

P = The percentage of students who get the point (70)

R = The number of students who get point up (70)

T = The total number of students who do the test

So the percentage of the students were :

$$P1 = \frac{42}{50} \times 100\% = 84\%$$

$$P2 = \frac{8}{50} \times 100\% = 16\%$$

From the percentage, the students' reading comprehension was classified on good level when doing the action research on cycle two (II). The students score showed the increasing which could be determined that they showed the progress. They got the increasing score in each cycle.



**Table 4.8**  
**The Means Score of Cycle I (Pre-test and Post-test I) and Cycle II (Post-test II)**

<b>X</b>	<b>Pre-test</b>	<b>Post-test I</b>	<b>Post-test II</b>
<b>Mean</b>	<b>46.6</b>	<b>64.6</b>	<b>80</b>

The mean of the students' score in the post-test of cycle two (II) was highest, so it could be said that the students' reading comprehension by using feedback strategy improved from 46.6 to 80

The number of competent students were calculated by applying the formula:

$$P = \frac{R}{T} \times 100\%$$

Where :

P = The percentage of students who got  $\geq 70$

R = The percentage of students who got  $\geq 70$

T = Total number of students who did the test

The percentage of the increasing of students reading comprehension could be seen as follows :

- a. The percentage of competent students in the pre-test were :

$$P1 = \frac{0}{50} \times 100\% = 0 \%$$

- b. The percentage of competent students in the post-test one (I) were :

$$P1 = \frac{26}{50} \times 100\% = 52 \%$$

- c. The percentage of competent students in the post-test two (II) were :

$$P1 = \frac{42}{50} \times 100\% = 84 \%$$

**Table 4.9**  
**The Percentage of Students Reading Comprehension**

Cycle		The Competent Students	Percentage
Cycle I	Pre-test	0	0%
	Post-test I	26	52%
Cycle II	Post-test II	42	84%

From the table above, the the result showed the increasing of the students' scores from the pre-test to the post-test of cycle one (I), post-test of cycle one (I) to post-test cycle two (II). In the first test (pre-test) the students got the score  $\geq 70$  were 0 students 50 students (0%). In the second test (post-test cycle I) the students who got the score  $\geq 70$  were 26 students of 50 students (52%). In the third test (post-test in cycle II) the students who got the score  $\geq 70$  were 42 students of 50 students (84%). The increasing of post-test of cycle one(I) to the post-test cycle two(II) were about 32%.

### **C. Research Finding**

The result indicated that there was an increasing on the students reading comprehension by using feedback strategy. The mean of the first cycle were 64.6 it was good enough. The mean of second cycle were 80 it indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point  $\geq 70$  also grew up. In the pre-test, the students who got point  $\geq 70$  up were 0 students (0%). In the post- test of cycle one (I) students who got point  $\geq 70$  upwere 26 students (52%) it means that there were an increasing about 52%. The post-test of cycle two (II), students who got point 70 to up there

were 42 students (82%) and the increasing were about 32%. For the total increasing of the students' score from pre-test to post-test of cycle two (II) were 82%. In other words, the students' reading comprehension improved and became well in the first meeting to the next meeting.

The researcher also analyzed qualitative data to support the research finding beside the quantitative data. The qualitative data were organized from the observation sheet, interview and photography evidence. All of these data indicated that the students gave their attitude and responses during teaching-learning process. Observation sheet for the students, it could be conducted that the Students' were active during the teaching-learning process, although at the first meeting they were not interested and confused about the meaning of the words and some of them were shy and afraid for asking what they don't know. There were some students found chatting and made some noisy. But the next meeting was better than the previous meeting because they were less of mistakes. From interview, it was found that the students felt interesting and enjoyed in learning reading process in Descriptive text, and from photography evidence it was found that the students were active and enthusiastic in following teaching-learning process. In this based on the result of quantitative and qualitative data, it could be conducted that feedback strategy could improve students' reading comprehension especially for VII-1 grade students at SMP Swasta AL-Hikmah Medan.

#### **D. Discussion**

This research was conducted to find out the improving students' reading comprehension by using feedback strategy. The feedback strategy was one of the

strategy that could be used by the teacher in teaching English to improve the students' reading comprehension.

The research that had been done by the reseacher indicated that feedback strategy was affective or could be used in teaching reading. In could be seen from the tables that showed us the increasing of students' score from pre-test, post-test of cycle one (I) and post-test of cycle two (II). The increasing because of the teacher knew how to control the class and created the active class. Besides that, the feedback strategy helped the students' to understanding the subject easily.

Based on quantitive data could be seen the students' reading comprehension improved and became well in the first meeting to the next meeting, and the qualitative data it showed the increasing of teacher and students activity during teaching-learning process. The data could be seen from observation sheet, interview and photography evidence that indicated the students were active and paid attention the subject that the teacher taught. The students also has felt spirit in doing the task by using feedback strategy and that created the supportive situation during taeching-learning process.

So, it could be conducted that the result of the research showed that the implementation of feedback strategy could improve the students reading comprehension, it could be seen from the quantitative and qualitative data by prove the students score got better in the post-test of first cycle that the pre-test, and the post-test of cycle second cycle got better that the first cycle. Another could be seen from the qualitative data that showed the students were active, spirit and enthusiastic in teaching-learning process.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **1. Conclusions**

After analyzing the data, it could be concluded that :

1. Feedback strategy could improve the students' reading comprehension for VII-1 grade at SMP Swasta AL-Hikmah Medan.
2. Based on the result of qualitative data showed, it could be concluded that the students responses were more active, spirit, enthusiastic and enjoyable in reading Descriptive text by using feedback strategy and used rainbow card as learning media.
3. From the result research analysis, it was found the improvement of students' reading comprehension was improve. The mean of post-test in cycle one (I) was better than pre-test and mean of post-test in cycle two (II) was better than post-test in cycle one (I). The percentage of students who got 70 up improved in each cycle, and also based on the finding stating that feedback strategy could improving students' reading comprehension.

#### **2. Suggestion**

This research showed that the implementation of feedback strategy could improved students' reading comprehension especially for students VII-1 grade of SMP Swasta AL-Hikmah Medan. There were following suggestion offered :

1. For the principal of SMP Swasta AL-Hikmah Medan, it is useful to make an instructional concept in English subject especially in teaching reading of Descriptive text by using feedback strategy.
2. For the English teacher, it is useful to apply feedback strategy as one of the alternative way in teaching reading learning process to make a variation in teaching reading so that the students did not get bored in learning English especially in reading Descriptive text.
3. For the students, they will feel more spirit, interest and motivated in learning reading process in Descriptive text so they can understand the material, they can enrich their knowledge and can improve their reading comprehension by using feedback strategy.
4. For the other researcher, who wants to develop all information and knowledge about feedback strategy for those who have interest in doing research related the topic are able to make research in other decipline.

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## Appendix I

### Lesson Plan (cycle I) SIKLUS 1 PERTEMUAN 1 DAN 2

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP Swasta AL-Hikmah Medan  
 Kelas/Semester : VII / I  
 Mata Pelajaran : Bahasa Inggris  
 Materi : Describing Persons, Animals, Things  
 Skill : Membaca (Reading)  
 Alokasi waktu : 2 x 40 menit

#### A. KOMPETENSI DASAR dan INDIKATOR

##### 1. KOMPETENSI DASAR:

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi fungsional.
- 3.7. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.
- 4.8. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

##### 2. INDIKATOR

1. Menunjukkan sikap sungguh-sungguh dalam belajar.
2. Bertanggung jawab, peduli, bekerja sama dan cinta damai dalam belajar makna sifat orang, binatang dan benda.
3. Menjelaskan fungsi sosial dan unsur kebahasaan dalam teks lisan dan tulis
4. Menyusun teks lisan dan tulis tentang sifat orang, binatang, dan benda

## B. MATERI PEMBELAJARAN

Orang, binatang, benda di sekitar dan relevan dengan peserta didik, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat dan ramah lingkungan.

*Fungsi sosial:*

Mengidentifikasi, mengenalkan, memuji, mencela, mengagumi

Struktur Teks

- Orang yang digambarkan
- Ciri-ciri orang: young, old, clever, big, small, easy, difficult, diligent, tired, tall, short, beautiful, etc.
- It's..., They're..., I'm... etc.

Is It small? What is he like? What are they like? Are you tired? What do you think/? Dst

*Unsur Kebahasaan:*

1. Kata tanya What? Which? How?
2. Nama- nama benda yang sangat lazim disekitar rumah dan sekolah dan terkait.
3. Kata kerja dalam simple present tense.
4. Ucapan, tekanan kata, intonasi, ejaan dan tulisan tangan.

## C. METODE PEMBELAJARAN:

Feedback Strategy Learning

## D. LANGKAH-LANGKAH PEMBELAJARAN

### 1. PENDAHULUAN

- a. Mengucapkan salam dan berdoa.
- b. Memberikan motivasi dan apersepsi.
- c. Menginformasikan tujuan pembelajaran.

### 2. INTI

#### a. Mengamati

Siswa	Guru
<ul style="list-style-type: none"> <li>• Siswa mendengarkan/ membaca berbagai teks untuk menyatakan dan menanyakan sifat orang, binatang, benda</li> <li>• Siswa mengikuti interaksi teks untuk menyatakan dan menanyakan sifat orang, binatang, dan benda</li> </ul>	<ul style="list-style-type: none"> <li>• memperdengarkan/meminta siswa membaca berbagai teks untuk menyatakan dan menanyakan sifat orang, binatang, benda</li> <li>• Membimbing Siswa untuk mengikuti interaksi teks untuk menyatakan dan menanyakan sifat orang, binatang, dan benda</li> </ul>

<ul style="list-style-type: none"> <li>• Siswa menirukan model teks untuk menyatakan dan menanyakan sifat orang, binatang, dan benda</li> <li>• siswa mengidentifikasi ciri-ciri teks untuk menyatakan dan menanyakan sifat orang, binatang, dan benda (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul>	<ul style="list-style-type: none"> <li>• memberikan model teks untuk menyatakan dan menanyakan sifat orang, binatang, dan benda</li> <li>• Memberi bimbingan dan arahan , untuk mengidentifikasi ciri-ciri teks untuk menyatakan dan menanyakan sifat orang, binatang, dan benda (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul>
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### b. Mempertanyakan

Siswa	Guru
<ul style="list-style-type: none"> <li>• mempertanyakan antara lain perbedaan antar berbagai ungkapan untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</li> </ul>	<ul style="list-style-type: none"> <li>• Membimbing dan mengarahkan siswa dalam mempertanyakan antara lain perbedaan antar berbagai ungkapan untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</li> </ul>

### c. Mengeksplorasi

Siswa	Guru
<p>menyusun teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p>	<p>Membimbing siswa dalam menyusun teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p>

**d. Mengasosiasikan**

Siswa	Guru
<ul style="list-style-type: none"> <li>• membandingkan ungkapan untuk menyatakan dan menanyakan sifat orang, binatang, benda yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>• membandingkan antar ungkapan untuk menyatakan dan menanyakan sifat orang, binatang, benda dalam bahasa Inggris dan dalam bahasa siswa.</li> </ul>	<ul style="list-style-type: none"> <li>• Meminta siswa untuk membandingkan ungkapan untuk menyatakan dan menanyakan sifat orang, binatang, benda yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>• Meminta siswa membandingkan antar ungkapan untuk menyatakan dan menanyakan sifat orang, binatang, benda dalam bahasa Inggris dan dalam bahasa siswa.</li> </ul>

**e. Mengkomunikasikan**

Siswa	Guru
<ul style="list-style-type: none"> <li>• menyatakan dan menanyakan sifat orang, binatang, benda dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>• menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan sifat orang, binatang, dan benda sesuai dengan konteks penggunaannya dalam jurnal belajar (<i>learning journal</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Meminta siswa dalam menyatakan dan menanyakan sifat orang, binatang, benda dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>• Meminta siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan sifat orang, binatang, dan benda sesuai dengan konteks penggunaannya dalam jurnal belajar (<i>learning journal</i>).</li> </ul>

**3. PENUTUP**

- Guru dan siswa membuat rangkuman/simpulan pelajaran.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

**E. MEDIA PEMBELAJARAN:**

LCD, Papan Tulis

**F. SUMBER BELAJAR**

Buku Paket Siswa When English Rings the Bell

**G. PENILAIAN HASIL PEMBELAJARAN****1. KINERJA (praktik)**

- a. Mendiskripsikan secara lisan sebuah keluarga beserta karakternya serta hal yang dimiliki oleh keluarga itu dengan ucapan yang tepat.
- b. Mendiskripsikan secara tulis sebuah keluarga beserta karakternya serta hal yang dimiliki oleh keluarga itu dengan benar.

**2. Observasi:**

Penilaian untuk tujuan memberi balikan sasaran penilaian

- Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.
- Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi rubik.
  - a. Aspek Sikap

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Sungguh-sungguh	5: selalu sungguh-sungguh 4: sering sungguh-sungguh 3: kadang-kadang sungguh-sungguh 2: jarang sungguh-sungguh 1: tidak pernah sungguh-sungguh	
2.	Tanggung jawab	5: selalu tanggung jawab 4: sering tanggung jawab 3: kadang-kadang tanggung jawab 2: jarang tanggung jawab 1: tidak pernah tanggung jawab	
3.	Peduli	5: selalu peduli 4: sering peduli 3: kadang-kadang peduli 2: jarang peduli 1: tidak pernah peduli	
4.	Kerjasama	5: selalu kerjasama 4: sering kerjasama 3: kadang-kadang kerjasama 2: jarang kerjasama	

		1: tidak pernah kerjasama	
5.	Cinta damai	5: selalu cinta damai 4: sering cinta damai 3: kadang-kadang cinta damai 2: jarang cinta damai 1: tidak pernah cinta damai	

b. Aspek Pengetahuan

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Pengucapan	5 = Hampir sempurna 4 = ada kesalahan tapi tidak mengganggu makna 3 = ada beberapa kesalahan dan mengganggu makna 2 = banyak kesalahan dan mengganggu makna 1 = terlalu banyak kesalahan sehingga sulit dipahami	
2.	Intonasi	5 = Hampir sempurna 4 = ada kesalahan tapi tidak mengganggu makna 3 = ada beberapa kesalahan dan mengganggu makna 2 = banyak kesalahan dan mengganggu makna 1 = terlalu banyak kesalahan sehingga sulit dipahami	
3.	Ketelitian	5 = sangat teliti 4 = teliti 3 = cukup teliti 2 = kurang teliti 1 = tidak teliti	
4.	Pemahaman	5 = sangat memahami 4 = memahami 3 = cukup memahami 2 = kurang memahami 1 = tidak memahami	

## c. Aspek Ketrampilan Menulis

No	Aspek Yang di nilai	Kriteria	Perolehan skor
1.	Kesesuaian isi dengan judul	5= 100% isi sesuai dengan Judul 4= 80% isi sesuai dengan Judul 3= 60% isi sesuai dengan Judul 2= 40% isi sesuai dengan Judul 1= 20% isi sesuai dengan Judul	
2.	Struktur text	5= 100% tulisan memiliki struktur yang tepat 4= 80% tulisan memiliki struktur yang tepat 3= 60% tulisan memiliki struktur yang tepat 2= 40% tulisan memiliki struktur yang tepat 1= 20% tulisan memiliki struktur yang tepat	
3.	Pilihan kata	5= 100% pilihan kata tepat 4= 80% pilihan kata tepat 3= 60% pilihan kata tepat 2= 40% pilihan kata tepat 1= 20% pilihan kata tepat	
4.	Keterpaduan kalimat	5= 100% kalimat terpadu dan runtut 4= 80% kalimat terpadu dan runtut 3= 60% kalimat terpadu dan runtut 2= 40% kalimat terpadu dan runtut 1= 20% kalimat terpadu dan runtut	
5.	Keterpaduan paragraf	5= 100% paragraf terpadu dan runtut 4= 80% paragraf terpadu dan runtut 3= 60% paragraf terpadu dan runtut 2= 40% paragraf terpadu dan runtut 1= 20% paragraf terpadu dan runtut	
6.	Penulisan kosa kata	5= 100% penulisan kata tepat 4= 80% penulisan kata tepat 3= 60% penulisan kata tepat 2= 40% penulisan kata tepat 1= 20% penulisan kata tepat	
7.	Ketepatan tata bahasa	5= 100% penggunaan tata bahasa tepat 4= 80% penggunaan tata bahasa tepat 3= 60% penggunaan tata bahasa tepat 2= 40% penggunaan tata bahasa tepat 1= 20% penggunaan tata bahasa tepat	
8.	Originalitas penulisan	5= 100% tulisan hasil pemikiran sendiri 4= 80% tulisan hasil pemikiran sendiri 3= 60% tulisan hasil pemikiran sendiri 2= 40% tulisan hasil pemikiran sendiri 1= 20% tulisan hasil pemikiran sendiri	
4.	Kerapian tulisan	5= rapi dan terbaca 3= kurang rapi dan kurang terbaca	

## d. Aspek Tingkah laku

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Melakukan tindak komunikasi yang tepat	5 = Selalu melakukan kegiatan komunikasi yang tepat 4 = Sering melakukan kegiatan komunikasi yang tepat 3 = Beberapa kali melakukan kegiatan komunikasi yang tepat 2 = Pernah melakukan kegiatan komunikasi yang tepat 1 = tidak pernah melakukan kegiatan komunikasi yang tepat	

**H. Penilaian**

## 1. Rubik Penilaian

Uraian	Skor
Jawaban benar	1
Jawaban salah	0

## 2. Instrument : Terlampir

Medan, Agustus 2019

Guru Bahasa Inggris

Mahasiswa Peneliti

**SUNARDI, S.Pd****MASITOH NASUTION**

NPM: 1502050249



## Appendix II

### Lesson Plan (cycle II) SIKLUS 2 PERTEMUAN 3 DAN 4

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP Swasta AL-Hikmah Medan  
 Kelas/Semester : VII / I  
 Mata Pelajaran : Bahasa Inggris  
 Materi : Describing Persons, Animals, Things  
 Skill : Membaca (Reading)  
 Alokasi waktu : 2 x 40 menit

#### A. KOMPETENSI DASAR dan INDIKATOR

##### 1. KOMPETENSI DASAR:

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan komunikasi fungsional.
- 3.7. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya.
- 4.8. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

##### 2. INDIKATOR

1. Menunjukkan sikap sungguh-sungguh dalam belajar.
2. Bertanggung jawab, peduli, bekerja sama dan cinta damai dalam belajar makna sifat orang, binatang dan benda.
3. Menjelaskan fungsi sosial dan unsur kebahasaan dalam teks lisan dan tulis
4. Menyusun teks lisan dan tulis tentang sifat orang, binatang, dan benda

## B. MATERI PEMBELAJARAN

Orang, binatang, benda di sekitar dan relevan dengan peserta didik, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat dan ramah lingkungan.

*Fungsi sosial:*

Mengidentifikasi, mengenalkan, memuji, mencela, mengagumi

Struktur Teks

- Orang yang digambarkan
- Ciri-ciri orang: young, old, clever, big, small, easy, difficult, diligent, tired, tall, short, beautiful, etc.
- It's..., They're..., I'm... etc.

Is It small? What is he like? What are they like? Are you tired? What do you think/? Dst

*Unsur Kebahasaan:*

5. Kata tanya What? Which? How?
6. Nama- nama benda yang sangat lazim disekitar rumah dan sekolah dan terkait.
7. Kata kerja dalam simple present tense.
8. Ucapan, tekanan kata, intonasi, ejaan dan tulisan tangan.

## C. METODE PEMBELAJARAN:

Feedback Strategy Learning

## D. LANGKAH-LANGKAH PEMBELAJARAN

### 1. PENDAHULUAN

- a. Mengucapkan salam dan berdoa.
- b. Memberikan motivasi dan apersepsi.
- c. Menginformasikan tujuan pembelajaran.

### 2. INTI

#### a. Mengamati

Siswa	Guru
<ul style="list-style-type: none"> <li>• Siswa mendengarkan/ membaca berbagai teks untuk menyatakan dan menanyakan sifat orang, binatang, benda</li> <li>• Siswa mengikuti interaksi teks untuk menyatakan dan menanyakan sifat orang, binatang, dan benda</li> </ul>	<ul style="list-style-type: none"> <li>• memperdengarkan/meminta siswa membaca berbagai teks untuk menyatakan dan menanyakan sifat orang, binatang, benda</li> <li>• Membimbing Siswa untuk mengikuti interaksi teks untuk menyatakan dan menanyakan sifat orang, binatang, dan benda</li> </ul>

<ul style="list-style-type: none"> <li>• Siswa menirukan model teks untuk menyatakan dan menanyakan sifat orang, binatang, dan benda</li> <li>• siswa mengidentifikasi ciri-ciri teks untuk menyatakan dan menanyakan sifat orang, binatang, dan benda (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul>	<ul style="list-style-type: none"> <li>• memberikan model teks untuk menyatakan dan menanyakan sifat orang, binatang, dan benda</li> <li>• Memberi bimbingan dan arahan , untuk mengidentifikasi ciri-ciri teks untuk menyatakan dan menanyakan sifat orang, binatang, dan benda (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul>
---	---

### b. Mempertanyakan

Siswa	Guru
<ul style="list-style-type: none"> <li>• mempertanyakan antara lain perbedaan antar berbagai ungkapan untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</li> </ul>	<ul style="list-style-type: none"> <li>• Membimbing dan mengarahkan siswa dalam mempertanyakan antara lain perbedaan antar berbagai ungkapan untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</li> </ul>

### c. Mengeksplorasi

Siswa	Guru
<p>menyusun teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p>	<p>Membimbing siswa dalam menyusun teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p>

**d. Mengasosiasikan**

Siswa	Guru
<ul style="list-style-type: none"> <li>• membandingkan ungkapan untuk menyatakan dan menanyakan sifat orang, binatang, benda yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>• membandingkan antar ungkapan untuk menyatakan dan menanyakan sifat orang, binatang, benda dalam bahasa Inggris dan dalam bahasa siswa.</li> </ul>	<ul style="list-style-type: none"> <li>• Meminta siswa untuk membandingkan ungkapan untuk menyatakan dan menanyakan sifat orang, binatang, benda yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>• Meminta siswa membandingkan antar ungkapan untuk menyatakan dan menanyakan sifat orang, binatang, benda dalam bahasa Inggris dan dalam bahasa siswa.</li> </ul>

**e. Mengkomunikasikan**

Siswa	Guru
<ul style="list-style-type: none"> <li>• menyatakan dan menanyakan sifat orang, binatang, benda dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>• menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan sifat orang, binatang, dan benda sesuai dengan konteks penggunaannya dalam jurnal belajar (<i>learning journal</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Meminta siswa dalam menyatakan dan menanyakan sifat orang, binatang, benda dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>• Meminta siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan sifat orang, binatang, dan benda sesuai dengan konteks penggunaannya dalam jurnal belajar (<i>learning journal</i>).</li> </ul>

**3. PENUTUP**

- Guru dan siswa membuat rangkuman/simpulan pelajaran.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Memberikan tugas, baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

**E. MEDIA PEMBELAJARAN:**

LCD, Papan Tulis

**F. SUMBER BELAJAR**

Buku Paket Siswa When English Rings the Bell

**G. PENILAIAN HASIL PEMBELAJARAN****1. KINERJA (praktik)**

- a. Mendiskripsikan secara lisan sebuah keluarga beserta karakternya serta hal yang dimiliki oleh keluarga itu dengan ucapan yang tepat.
- b. Mendiskripsikan secara tulis sebuah keluarga beserta karakternya serta hal yang dimiliki oleh keluarga itu dengan benar.

**2. Observasi:**

Penilaian untuk tujuan memberi balikan sasaran penilaian

- Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.
- Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi rubik.
  - a. Aspek Sikap

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Sungguh-sungguh	5: selalu sungguh-sungguh 4: sering sungguh-sungguh 3: kadang-kadang sungguh-sungguh 2: jarang sungguh-sungguh 1: tidak pernah sungguh-sungguh	
2.	Tanggung jawab	5: selalu tanggung jawab 4: sering tanggung jawab 3: kadang-kadang tanggung jawab 2: jarang tanggung jawab 1: tidak pernah tanggung jawab	
3.	Peduli	5: selalu peduli 4: sering pedul 3: kadang-kadang peduli 2: jarang peduli 1: tidak pernah peduli	
4.	Kerjasama	5: selalu kerjasama 4: sering kerjasama 3: kadang-kadang kerjasama 2: jarang kerjasama	

		1: tidak pernah kerjasama	
5.	Cinta damai	5: selalu cinta damai 4: sering cinta damai 3: kadang-kadang cinta damai 2: jarang cinta damai 1: tidak pernah cinta damai	

b. Aspek Pengetahuan

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Pengucapan	5 = Hampir sempurna 4 = ada kesalahan tapi tidak mengganggu makna 3 = ada beberapa kesalahan dan mengganggu makna 2 = banyak kesalahan dan mengganggu makna 1 = terlalu banyak kesalahan sehingga sulit dipahami	
2.	Intonasi	5 = Hampir sempurna 4 = ada kesalahan tapi tidak mengganggu makna 3 = ada beberapa kesalahan dan mengganggu makna 2 = banyak kesalahan dan mengganggu makna 1 = terlalu banyak kesalahan sehingga sulit dipahami	
3.	Ketelitian	5 = sangat teliti 4 = teliti 3 = cukup teliti 2 = kurang teliti 1 = tidak teliti	
4.	Pemahaman	5 = sangat memahami 4 = memahami 3 = cukup memahami 2 = kurang memahami 1 = tidak memahami	

## c. Aspek Ketrampilan Menulis

No	Aspek Yang di nilai	Kriteria	Perolehan skor
1.	Kesesuaian isi dengan judul	5= 100% isi sesuai dengan Judul 4= 80% isi sesuai dengan Judul 3= 60% isi sesuai dengan Judul 2= 40% isi sesuai dengan Judul 1= 20% isi sesuai dengan Judul	
2.	Struktur text	5= 100% tulisan memiliki struktur yang tepat 4= 80% tulisan memiliki struktur yang tepat 3= 60% tulisan memiliki struktur yang tepat 2= 40% tulisan memiliki struktur yang tepat 1= 20% tulisan memiliki struktur yang tepat	
3.	Pilihan kata	5= 100% pilihan kata tepat 4= 80% pilihan kata tepat 3= 60% pilihan kata tepat 2= 40% pilihan kata tepat 1= 20% pilihan kata tepat	
4.	Keterpaduan kalimat	5= 100% kalimat terpadu dan runtut 4= 80% kalimat terpadu dan runtut 3= 60% kalimat terpadu dan runtut 2= 40% kalimat terpadu dan runtut 1= 20% kalimat terpadu dan runtut	
5.	Keterpaduan paragraf	5= 100% paragraf terpadu dan runtut 4= 80% paragraf terpadu dan runtut 3= 60% paragraf terpadu dan runtut 2= 40% paragraf terpadu dan runtut 1= 20% paragraf terpadu dan runtut	
6.	Penulisan kosa kata	5= 100% penulisan kata tepat 4= 80% penulisan kata tepat 3= 60% penulisan kata tepat 2= 40% penulisan kata tepat 1= 20% penulisan kata tepat	
7.	Ketepatan tata bahasa	5= 100% penggunaan tata bahasa tepat 4= 80% penggunaan tata bahasa tepat 3= 60% penggunaan tata bahasa tepat 2= 40% penggunaan tata bahasa tepat 1= 20% penggunaan tata bahasa tepat	
8.	Originalitas penulisan	5= 100% tulisan hasil pemikiran sendiri 4= 80% tulisan hasil pemikiran sendiri 3= 60% tulisan hasil pemikiran sendiri 2= 40% tulisan hasil pemikiran sendiri 1= 20% tulisan hasil pemikiran sendiri	
4.	Kerapian tulisan	5= rapi dan terbaca 3= kurang rapi dan kurang terbaca	

## d. Aspek Tingkah laku

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Melakukan tindak komunikasi yang tepat	5 = Selalu melakukan kegiatan komunikasi yang tepat 4 = Sering melakukan kegiatan komunikasi yang tepat 3 = Beberapa kali melakukan kegiatan komunikasi yang tepat 2 = Pernah melakukan kegiatan komunikasi yang tepat 1 = tidak pernah melakukan kegiatan komunikasi yang tepat	

## H. Penilaian

## 1. Rubik Penilaian

Uraian	Skor
Jawaban benar	1
Jawaban salah	0

## 2. Instrument : Terlampir

Medan, Agustus 2019

Guru Bahasa Inggris

Mahasiswa Peneliti

**SUNARDI, S.Pd****MASITOH NASUTION**

NPM: 1502050249



## Appendix III

### Pre-Test

**Topic** : Descriptive Text

**Nama** :

**Mata Pelajaran** : Bahasa Inggris

**Kelas/Semester** : VII/I

**Alokasi Waktu** : 10 menit

**Jumlah Soal** : 10 Butir

**Bentuk Soal** : Pilihan Berganda

**Source** : <http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html>

**Read the following paragraph, and then choose the correct answer by crossing ( X ) a, b, c, or d !**

#### My Brother

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

**Vocabularies:** Young: muda, long: panjang, straight: lurus, hair: rambut, bright: cerah, friendly: ramah, rather: agak, naughty: nakal, interested: tertarik, player: pemain.

1. How old is Peter? He is ... years old.
  - a. Four
  - b. Fourteen
  - c. Forty
  - d. Ten
  
2. The writer is ... years old.
  - a. Fourteen
  - b. Sixteen
  - c. Eighteen
  - d. Nineteen
  
3. Which of the following statement is not true about Peter?
  - a. He has long and straight hair.
  - b. He has bright eyes.
  - c. He is not interested in sports.
  - d. He plays football and tennis.
  
4. According to the passage, we know that Peter is ...
  - a. The writer's youngest brother
  - b. The writer's elder brother
  - c. A naughty boy
  - d. A friendly boy
  
5. It is implied in the passage that ....
  - a. Peter is naughty.
  - b. Peter is lazy.
  - c. Peter is unfriendly.
  - d. Peter is diligent

### Singapore

Singapore is a city state, it is a city but it is also a state. It is a republic. Along with Indonesia, Malaysia, Thailand, the Philippines and Brunei, it belongs to ASEAN, the Association of South East Asian nations.

Like Indonesia, Singapore is a country of “Bhinneka Tunggal Ika.” Chinese, Malay Indians and Eurasians make up its citizens. Other Asians, including Indonesians, Japanese, Philippines, Korea, Thailand’s, and Arabs also live on that tiny island. Singapore is sometimes called “Instant Asia” because you can see varieties of customs, cultures and foods of nearly all Asia in Singapore.

6. The text mainly talks about Singapore as ...
- a nation
  - an island
  - a republic
  - a city state
7. Singapore's citizens consist of ...
- Brunei, Indians
  - Chinese, Thais and Arab
  - Chinese, Malays, Indians, and Eurasians
  - Eurasians and Philippines
8. " ... Koreans, Thais and Arabs live on that tiny island."  
(Paragraph 2)  
The underlined word may be replaced by "very ..."
- cute
  - huge
  - small
  - broad

### **New Toy**

I just got a new toy from my uncle. My uncle is a sailor. He bought me a robot when he sailed abroad. I love this robot. My robot is very nice. It is about twenty centimeters tall. The colour of the robot is blue. The robot has a strong body. It has two big red eyes. It has two strong legs are covered with blade boots.

My robot can be moved with two medium sized batteries. After inserting the batteries at the back of the robot body, we can make it move when we push the button behind its neck.

The robot will move its left dan right foot in turn. It will move its two arms in turn too. However, the robot could not bend its feet and it moves forward only.

9. What are the colour of the robot's eyes?
  - a. Red
  - b. Blue
  - c. Black
  - d.White
  
10. How tall is the robot?
  - a. 12 cm
  - b. 20 cm
  - c. 22 cm
  - d. 25 cm

**ANSWER KEY PRE-TEST**

- 1. B**
- 2. C**
- 3. C**
- 4. A**
- 5. D**
- 6. D**
- 7. C**
- 8. C**
- 9. A**
- 10. B**

**Appendix IV****Post-Test I****(cycle I)****Topic : Descriptive Text****Nama :****Mata Pelajaran : Bahasa Inggris****Kelas/Semester : VII/I****Alokasi Waktu : 10 menit****Jumlah Soal : 10 Butir****Bentuk Soal : Pilihan Berganda****Source : <http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html>)**

**Read the following paragraph, and then choose the correct answer by crossing ( X ) a, b, c, or d !**

**My Brother**

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

**Vocabularies:** Young: muda, long: panjang, straight: lurus, hair: rambut, bright: cerah, friendly: ramah, rather: agak, naughty: nakal, interested: tertarik, player: pemain.

1. How old is Peter? He is ... years old.
  - a. Four
  - b. Fourteen
  - c. Forty
  - d. Ten
  
2. The writer is ... years old.
  - a. Fourteen
  - b. Sixteen
  - c. Eighteen
  - d. Nineteen
  
3. Which of the following statement is not true about Peter?
  - a. He has long and straight hair.
  - b. He has bright eyes.
  - c. He is not interested in sports.
  - d. He plays football and tennis.
  
4. According to the passage, we know that Peter is ...
  - a. The writer's youngest brother
  - b. The writer's elder brother
  - c. A naughty boy
  - d. A friendly boy
  
5. It is implied in the passage that ....
  - a. Peter is naughty.
  - b. Peter is lazy.
  - c. Peter is unfriendly.
  - d. Peter is diligent

### Singapore

Singapore is a city state, it is a city but it is also a state. It is a republic. Along with Indonesia, Malaysia, Thailand, the Philippines and Brunei, it belongs to ASEAN, the Association of South East Asian nations.

Like Indonesia, Singapore is a country of “Bhinneka Tunggal Ika.” Chinese, Malay Indians and Eurasians make up its citizens. Other Asians, including Indonesians, Japanese, Philippines, Korea, Thailand’s, and Arabs also live on that tiny island. Singapore is sometimes called “Instant Asia” because you can see varieties of customs, cultures and foods of nearly all Asia in Singapore.

6. The text mainly talks about Singapore as ...
  - a. a nation
  - b. an island
  - c. a republic
  - d. a city state
  
7. Singapore's citizens consist of ...
  - a. Brunei, Indians
  - b. Chinese, Thais and Arab
  - c. Chinese, Malays, Indians, and Eurasians
  - d. Eurasians and Philippines
  
8. " ... Koreans, Thais and Arabs live on that tiny island."  
(Paragraph 2)  
The underlined word may be replaced by "very ..."
  - a. cute
  - b. huge
  - c. small
  - d. broad



### **New Toy**

I just got a new toy from my uncle. My uncle is a sailor. He bought me a robot when he sailed abroad. I love this robot. My robot is very nice. It is about twenty centimeters tall. The colour of the robot is blue. The robot has a strong body. It has two big red eyes. It has two strong legs are covered with blade boots.

My robot can be moved with two medium sized batteries. After inserting the batteries at the back of the robot body, we can make it move when we push the button behind its neck.

The robot will move its left dan right foot in turn. It will move its two arms in turn too. However, the robot could not bend its feet and it moves forward only.

9. What are the colour of the robot's eyes?
  - a. Red
  - b. Blue
  - c. Black
  - d. White
  
10. How tall is the robot?
  - a. 12 cm
  - b. 20 cm
  - c. 22 cm
  - d. 25 cm

**ANSWER KEY POST-TEST I**

1. B
2. C
3. C
4. A
5. D
6. D
7. C
8. C
9. A
10. B

**Appendix V****Post-Test II****(cycle II)****Topic : Descriptive Text****Nama :****Mata Pelajaran : Bahasa Inggris****Kelas/Semester : VII/I****Alokasi Waktu : 10 menit****Jumlah Soal : 10 Butir****Bentuk Soal : Pilihan Berganda****Source : <http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html>)**

**Read the following paragraph, and then choose the correct answer by crossing ( X ) a, b, c, or d !**

**New Toy**

I just got a new toy from my uncle. My uncle is a sailor. He bought me a robot when he sailed abroad. I love this robot. My robot is very nice. It is about twenty centimeters tall. The colour of the robot is blue. The robot has a strong body. It has two big red eyes. It has two strong legs are covered with blade boots.

My robot can be moved with two medium sized batteries. After inserting the batteries at the back of the robot body, we can make it move when we push the button behind its neck.

The robot will move its left dan right foot in turn. It will move its two arms in turn too. However, the robot could not bend its feet and it moves forward only.

1. “It has two big red eyes”. It refers to...
  - a. The robot
  - b. The writer
  - c. The body
  - d. The battery
  
2. What is the main idea of paragraph two?
  - a. The writer’s robot can be move with two medium sizes batteries
  - b. The robot is difficult to move
  - c. The robot can be moved without batteries
  - d. The batteries must be put to make the robot strong

### **My Timmy**

I have some pets. However, my favourite pet is Timmy. Timmy is a male tabby cat. He is very adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. He always meows when I come home, he usually give me a kiss.

Timmy is a nice playmate. I’m so happy to spend my time with him. Most of the time, he’s a good cat. It’s almost impossible for me to be angry at him. In the morning, he always wakes up early. When he wakes up earlier, he waits quality by my bedside until I wake up.

3. When does Timmy usually give a kiss to the writer? When the writer....
  - a. feels hungry
  - b. goes to sleep
  - c. leaves home
  - d. comes home

4. Why is the writer almost impossible to be angry at his cat? Because ....
  - a. It has innocent round eyes
  - b. Most of the time, it is a good cat
  - c. It always wakes up early
  - d. It is a male tabby cat
  
5. The second paragraph tell about....
  - a. Characteristic
  - b. Habitat
  - c. Food
  - d. Behavior
  
6. What is the purpose of the text about?
  - a. To describe place
  - b. To tell how to care for cats
  - c. To describe something
  - d. To tell how to make something

## My Favorite Singer



Do you know Isyana Sarasvati? She is a very famous singer from Indonesia. She is pretty and very talented. Her fulname is Isyana Sarasvati. She is usually called Isyana. This beautiful lady was born in Bandung, West Java, on May 2, 1993. Her parents are Sapta Dwi Kardana and Luana Marpanda.

Isyana, the Taurus girl, is slim. She is only 50 kg and 165 tall. She has a long smooth beautiful hair. By glimpsing, she looks like a korean star.

Talking about her personality, Isyana is kind of introvert girl. She seems very quiet. But actually she is friendly enough to people. Talking about her passion in music. Isyana likes jazz, RnB, pop, and soul. She also can play piano, saxophone, and violin. That's fantastic. What do you know about her song? Isyana is being famous because of a very romantic song entitled "Keep Being You" and "Tetap dalam Jiwa".

7. From the text above we know that,....
  - a. She is a famous and talented singer
  - b. She can't play musical instruments
  - c. She dislikes jazz and RnB
  - d. Isyana is an extrovert girl

8. The second paragraph talks us about ....
  - a. Isyana's personality
  - b. Isyana's physical appearance
  - c. Isyana's attitude
  - d. Isyana's passion
  
9. What does Isyana do? She is a ...
  - a. Vocalist
  - b. Singer
  - c. Pianist
  - d. Musician
  
10. "She is a very famous singer from Indonesia". The underlined word means ...
  - a. Strange
  - b. Unpopular
  - c. Well-known
  - d. Clum

**ANSWER KEY POST TEST II**

1. A
2. A
3. D
4. B
5. D
6. B
7. A
8. A
9. B
10. C



## Appendix VI

### The Students Score During Cycle I (Pre-Test and Post-Test I) and Cycle II (Post-Test II)

NO	NAME OF STUDENTS	SCORES		
		Pre-Test	Cycle I	Cycle II
			Post-Test (I)	Post-Test II
1	ABDUL HARRIS ANSARI	30	50	60
2	ADE ULPIA	50	70	80
3	ADRINA WIRDATUSSHOLIHA	50	70	80
4	AJENG TRIADINI	50	70	90
5	ANGGA	30	50	60
6	ANGGI WAHYUDA	50	70	90
7	ANGGUN RAMADANI	50	70	80
8	BAGUS SATRIO	50	70	80
9	BAYU FEBRIAN NACCOLA	30	60	70
10	BAY SYAHPUTRA	50	70	90
11	DIMAS PRANATA	50	70	90
12	DIYAUL AULIA	60	80	90
13	DWI EKA PRASTYO	30	50	60
14	FADHIL YUSRI	30	60	80
15	FAREL ALDEVIN	50	70	90
16	FARREL PAMUNGKAS	30	50	70
17	IMANIAR ARISKA PUTRI	50	60	90
18	JUAN PRATAMA	30	50	70
19	KARINA OKTAVIA	50	70	80
20	KHANITAH HARYANI	60	80	90
21	M.ARSYA SADEWA HRP	50	70	80
22	M.RAIHAN	30	50	70
23	M.SYHRUL ROMADONA	40	60	80
24	MAULIDA BANJARANTI	40	60	80
25	MEILIA HASANAH	50	70	90
26	MELLY PADHILAH	50	70	80
27	M.FAISAL ARDIANSYAH	30	50	80
28	MUTIA SARI	50	70	90
29	MUTIARA APRIANANDA	50	70	100
30	NABIL AZIRA	60	80	90
31	NADIN ZASKIA MARSHA	40	60	80
32	NURIKA	50	70	90
33	PARA NATASYA	50	70	90

34	PUTRI WARNINGSIH	60	80	100
35	RABBANI	60	80	90
36	RAFA IRSYAD	40	60	80
37	RAHMAN SULWANA	30	50	60
38	RAIFAN ALBUKHORI	50	70	80
39	RAZI ALFATHORA	20	50	60
40	RENO SYAHPUTRA	40	50	60
41	SALWA ASHSYIFA WANNA	30	50	60
42	SEPTIANI	50	70	80
43	SUCI SYAHPUTRI	50	70	80
44	SYOIBATUL ASLAMIAH	50	70	90
45	TIARA AMALIA	30	50	60
46	UMAIROH SALSABILLA	50	70	90
47	WAHYU AULYA	50	70	80
48	ZAHRA DESINTA	50	70	80
49	ZAINI AQMAR	30	60	70
50	ZANZABIL ARRIZQY FAISAL	50	70	90
<b>TOTAL</b>		<b>x = 2230</b> <b>X = 44.6</b>	<b>x = 3230</b> <b>X = 64.6</b>	<b>x = 4000</b> <b>X = 80</b>

## Appendix VII

## The Students Test Result in Pre-Test

NO	INITIAL OF THE STUDENTS	ITEM OF THE TEST										THE TOTAL OF SCORE	PASSING GRADE OF STUDENTS
		1	2	3	4	5	6	7	8	9	10		
		10	10	10	10	10	10	10	10	10	10	100	(70)
1	AHA				√			√			√	30	FAILED
2	AU		√		√	√		√			√	50	FAILED
3	AWT		√	√	√		√				√	50	FAILED
4	AT		√		√	√		√			√	50	FAILED
5	AG		√					√	√			30	FAILED
6	AW		√	√	√		√				√	50	FAILED
7	AR		√		√		√			√	√	50	FAILED
8	BS		√	√	√		√			√		50	FAILED
9	BFN		√					√	√			30	FAILED
10	BSY		√		√		√			√	√	50	FAILED
11	DPN		√		√		√			√	√	50	FAILED
12	DA		√	√	√		√			√	√	60	FAILED
13	DP	√	√			√						30	FAILED
14	FY	√	√			√						30	FAILED
15	FA		√	√	√		√		√		√	50	FAILED
16	FM		√					√	√			30	FAILED
17	IAP				√	√			√	√	√	50	FAILED
18	JP		√					√	√			30	FAILED
19	KO				√	√			√	√	√	50	FAILED
20	KH		√	√	√		√			√	√	60	FAILED
21	MSH				√	√			√	√	√	50	FAILED
22	MR		√					√	√			30	FAILED
23	MSR		√		√			√			√	40	FAILED
24	MB		√	√	√						√	40	FAILED
25	MH				√	√			√	√	√	50	FAILED
26	MP		√		√		√			√	√	50	FAILED
27	MA		√					√	√			30	FAILED
28	MS		√		√		√			√	√	50	FAILED
29	MAN		√		√		√			√	√	50	FAILED
30	NA		√	√	√		√			√	√	60	FAILED
31	NZM		√	√				√	√			40	FAILED
32	NR	√	√		√	√			√			50	FAILED
33	PN		√	√	√					√	√	50	FAILED
34	PW		√	√	√		√			√	√	60	FAILED
35	RB		√	√	√		√			√	√	60	FAILED

36	RI		√		√			√	√			40	FAILED
37	RS		√					√	√			30	FAILED
38	RA		√	√	√		√				√	50	FAILED
39	RAF	√		√								20	FAILED
40	RSP		√		√			√			√	40	FAILED
41	SAW				√			√			√	30	FAILED
42	ST		√		√	√		√			√	50	FAILED
43	SS		√	√	√		√				√	50	FAILED
44	SA		√		√	√		√			√	50	FAILED
45	TA		√					√	√			30	FAILED
46	US		√	√	√		√				√	50	FAILED
47	WA		√		√		√			√	√	50	FAILED
48	ZD		√	√	√		√			√		50	FAILED
49	ZA		√					√	√			30	FAILED
50	ZAF		√		√					√	√	50	FAILED
<b>TOTAL</b>												<b>x = 2230</b> <b>X = 44.6</b>	

### Appendix VIII

#### The Students Test Result in Post-Test I (cycle I)

NO	INITIAL OF THE STUDENTS	ITEM OF THE TEST										THE TOTAL OF SCORE	PASSING GRADE OF STUDENTS
		1	2	3	4	5	6	7	8	9	10		
		10	10	10	10	10	10	10	10	10	10		
												<b>100</b>	<b>(70)</b>
1	AHA				√			√	√	√	√	50	FAILED
2	AU		√		√	√		√	√	√	√	70	PASSED
3	AWT	√	√	√	√	√	√				√	70	PASSED
4	AT		√		√	√		√	√	√	√	70	PASSED
5	AG		√					√	√	√	√	50	FAILED
6	AW		√	√	√		√		√	√	√	70	PASSED
7	AR		√		√		√	√	√	√	√	70	PASSED
8	BS		√	√	√		√		√	√	√	70	PASSED
9	BFN		√					√	√	√	√	60	FAILED
10	BSY		√		√		√	√	√	√	√	70	PASSED
11	DPN		√		√		√	√	√	√	√	70	PASSED
12	DA		√	√	√		√		√	√	√	80	PASSED
13	DP	√	√	√	√	√						50	FAILED
14	FY	√	√			√			√	√	√	60	FAILED
15	FA		√	√	√		√		√	√	√	70	PASSED
16	FM		√					√	√	√	√	50	FAILED
17	IAP				√	√		√	√	√	√	60	FAILED
18	JP		√					√	√	√	√	50	FAILED
19	KO				√	√	√	√	√	√	√	70	PASSED
20	KH		√	√	√		√	√	√	√	√	80	PASSED
21	MSH				√	√	√	√	√	√	√	70	PASSED
22	MR		√					√	√	√	√	50	FAILED
23	MSR		√		√			√	√	√	√	50	FAILED
24	MB		√	√	√				√	√	√	60	FAILED
25	MH				√	√	√	√	√	√	√	70	PASSED
26	MP		√	√	√	√	√			√	√	70	PASSED
27	MA		√					√	√	√	√	50	FAILED
28	MS		√		√		√	√	√	√	√	70	PASSED
29	MAN		√		√		√	√	√	√	√	70	PASSED
30	NA		√	√	√		√	√	√	√	√	80	PASSED
31	NZM		√	√				√	√	√	√	60	FAILED
32	NR	√	√		√	√			√	√	√	70	PASSED
33	PN		√	√	√		√		√	√	√	70	PASSED
34	PW		√	√	√		√		√	√	√	80	PASSED
35	RB		√	√	√		√		√	√	√	80	PASSED

36	RI		√		√			√	√	√	√	60	FAILED
37	RS		√					√	√	√	√	50	FAILED
38	RA		√	√	√		√	√			√	70	<b>PASSED</b>
39	RAF	√		√						√	√	50	FAILED
40	RSP		√		√			√		√	√	50	FAILED
41	SAW				√			√	√	√	√	50	FAILED
42	ST		√		√	√		√	√	√	√	70	<b>PASSED</b>
43	SS	√	√	√	√	√	√				√	70	<b>PASSED</b>
44	SA		√		√	√		√	√	√	√	70	<b>PASSED</b>
45	TA		√					√	√	√	√	50	FAILED
46	US		√	√	√		√		√	√	√	70	<b>PASSED</b>
47	WA		√		√		√	√	√	√	√	70	<b>PASSED</b>
48	ZD		√	√	√		√		√	√	√	70	<b>PASSED</b>
49	ZA		√					√	√	√	√	60	FAILED
50	ZAF		√		√			√	√	√	√	70	FAILED
<b>TOTAL</b>												<b>x = 3230</b> <b>X = 64.6</b>	

## Appendix IX

## The Students Test Result in Post-Test II (cycle II)

NO	INITIAL OF THE STUDENTS	ITEM OF THE TEST										THE TOTAL OF SCORE	PASSING GRADE OF STUDENTS
		1	2	3	4	5	6	7	8	9	10		
		10	10	10	10	10	10	10	10	10	10		
1	AHA				√		√	√	√	√	√	60	FAILED
2	AU		√		√	√	√	√	√	√	√	80	PASSED
3	AWT	√	√	√	√	√	√		√		√	80	PASSED
4	AT		√	√	√	√	√	√	√	√	√	90	PASSED
5	AG		√				√	√	√	√	√	60	FAILED
6	AW		√	√	√	√	√	√	√	√	√	90	PASSED
7	AR	√	√		√		√	√	√	√	√	80	PASSED
8	BS		√	√	√		√	√	√	√	√	80	PASSED
9	BFN		√			√	√	√	√	√	√	70	PASSED
10	BSY		√	√	√	√	√	√	√	√	√	90	PASSED
11	DPN		√	√	√	√	√	√	√	√	√	90	PASSED
12	DA		√	√	√	√	√	√	√	√	√	90	PASSED
13	DP	√	√	√	√	√				√		60	FAILED
14	FY	√	√			√	√	√	√	√	√	80	PASSED
15	FA	√	√	√	√		√	√	√	√	√	90	PASSED
16	FM		√			√	√	√	√	√	√	70	PASSED
17	IAP		√	√	√	√	√	√	√	√	√	90	PASSED
18	JP	√	√	√				√	√	√	√	70	PASSED
19	KO			√	√	√	√	√	√	√	√	80	PASSED
20	KH		√	√	√	√	√	√	√	√	√	90	PASSED
21	MSH	√			√	√	√	√	√	√	√	80	PASSED
22	MR		√		√	√		√	√	√	√	70	PASSED
23	MSR		√		√	√	√	√	√	√	√	80	PASSED
24	MB		√	√	√		√	√	√	√	√	80	PASSED
25	MH	√	√		√	√	√	√	√	√	√	90	PASSED
26	MP		√	√	√	√	√	√		√	√	80	PASSED
27	MA		√		√	√	√	√	√	√	√	80	PASSED
28	MS		√	√	√	√	√	√	√	√	√	90	PASSED
29	MAN	√	√	√	√	√	√	√	√	√	√	100	PASSED
30	NA	√	√	√	√		√	√	√	√	√	90	PASSED
31	NZM		√	√	√	√		√	√	√	√	80	PASSED
32	NR	√	√		√	√	√	√	√	√	√	80	PASSED
33	PN		√	√	√	√	√	√	√	√	√	90	PASSED
34	PW	√	√	√	√	√	√	√	√	√	√	100	PASSED
35	RB		√	√	√	√	√	√	√	√	√	90	PASSED

36	RI		√		√	√	√	√	√	√	√	√	80	<b>PASSED</b>
37	RS	√	√					√	√	√	√		60	<b>FAILED</b>
38	RA	√	√	√	√		√	√	√		√		80	<b>PASSED</b>
39	RAF	√		√		√			√	√	√		60	<b>FAILED</b>
40	RSP		√		√			√	√	√	√		60	<b>FAILED</b>
41	SAW				√		√	√	√	√	√		60	<b>FAILED</b>
42	ST		√		√	√	√	√	√	√	√		80	<b>PASSED</b>
43	SS	√	√	√	√	√	√		√		√		80	<b>PASSED</b>
44	SA		√	√	√	√	√	√	√	√	√		90	<b>PASSED</b>
45	TA		√				√	√	√	√	√		60	<b>FAILED</b>
46	US		√	√	√	√	√	√	√	√	√		90	<b>PASSED</b>
47	WA	√	√		√		√	√	√	√	√		80	<b>PASSED</b>
48	ZD		√	√	√		√	√	√	√	√		80	<b>PASSED</b>
49	ZA		√			√	√	√	√	√	√		70	<b>PASSED</b>
50	ZAF		√	√	√	√	√	√	√	√	√		90	<b>PASSED</b>
<b>TOTAL</b>													<b>x = 4000</b> <b>X = 80</b>	



## Appendix X

### Observation Sheet of Students' Activity (cycle I Meeting 1-2)

#### OBSERVATION SHEET

#### The observation sheet of Students' Activity in (cycle) I

NO	Activity	Meeting of Cycle I		Average	Description
		1	2		
1	All of the students come on time	4	4	4	Very good
2	The students pay attention to the teachers's explanation	4	4	4	Very good
3	The students are active in joining the learning process	4	4	4	Very good
4	The students ask question to the teacher if there is something unclear	4	4	4	Very good
5	The students can answer the question from the teacher	3	4	3.5	Good
6	The students can follow the rule of Feedback Strategy	4	4	4	Very good
7	The students can improve their reading comprehension	3	4	3.5	Good
	<b>Total of average</b>	<b>27</b>			

Note :

1 = Bad      2 = Enough      3 = Good      4 = Very good

$$\text{Score} = \frac{\text{total of everage}}{\text{number of activity}} = \frac{27}{7} = 3.85 = \text{Very good}$$

## OBSERVATION SHEET

### The observation sheet of Students' Activity in (cycle) II

NO	Activity	Meeting of Cycle II		Average	Description
		1	2		
1	All of the students come on time	4	4	4	Very good
2	The students pay attention to the teachers's explanation	4	4	4	Very good
3	The students are active in joining the learning process	4	4	4	Very good
4	The students ask question to the teacher if there is something unclear	4	4	4	Very good
5	The students can answer the question from the teacher	4	4	4	Very good
6	The students can follow the rule of Feedback Strategy	3	4	3.5	Good
7	The students can improve their reading comprehension	4	4	4	Very good
	<b>Total of average</b>	<b>27.5</b>			

Note :

1 = Bad      2 = Enough      3 = Good      4 = Very good

$$\text{Score} = \frac{\text{total of average}}{\text{number of activity}} = \frac{27.5}{7} = 3.92 = \text{Very good}$$

## Appendix XI

### Observation Sheet of Students' Activity (cycle II Meeting 1-2)

#### OBSERVATION SHEET

#### The observation sheet of Teacher Activity in (cycle) I

NO	Activity	Meeting of Cycle I		Average	Description
		1	2		
1	All of the students come on time	4	4	4	Very good
2	The students pay attention to the teachers's explanation	4	4	4	Very good
3	The students are active in joining the learning process	4	4	4	Very good
4	The students ask question to the teacher if there is something unclear	4	4	4	Very good
5	The students can answer the question from the teacher	3	4	3.5	Good
6	The students can follow the rule of Feedback Strategy	3	4	3.5	Good
7	The students can improve their reading comprehension	3	3	3	Good
<b>Total of average</b>		<b>26</b>			

Note :

1 = Bad      2 = Enough      3 = Good      4 = Very good

$$\text{Score} = \frac{\text{total of everage}}{\text{number of activity}} = \frac{26}{7} = 3.71 = \text{Very good}$$

## OBSERVATION SHEET

### The observation sheet of Teacher Activity in (cycle) II

NO	Activity	Meeting of Cycle II		Average	Description
		1	2		
1	All of the students come on time	4	4	4	Very good
2	The students pay attention to the teachers's explanation	4	4	4	Very good
3	The students are active in joining the learning process	4	4	4	Very good
4	The students ask question to the teacher if there is something unclear	4	4	4	Very good
5	The students can answer the question from the teacher	3	4	3.5	Good
6	The students can follow the rule of Feedback Strategy	4	4	4	Very good
7	The students can improve their reading comprehension	4	4	4	Very good
	<b>Total of average</b>	<b>27.5</b>			

Note :

1 = Bad      2 = Enough      3 = Good      4 = Very good

$$\text{Score} = \frac{\text{total of average}}{\text{number of activity}} = \frac{27.5}{7} = 3.92 = \text{Very good}$$

## Appendix XII

### Interview sheet with the students

#### Before implementing feedback strategy

- The researcher : Selamat pagi semuanya..
- The students : Selamat pagi Miss
- The reseacher : Ok sebelumnya Miss mau bertanya bagaimana pendapat kalian tentang bahasa inggris, terutama pada saat kalian membaca sebuah text khususnya pembelajaran Descriptive Text ?
- The students I : Kalo menurut aku sih, bahasa inggris itu susah Miss
- The students II : Kalo membacanya bisa Miss, Cuma mengartikannya banyak yang susah kata-katanya Miss
- The students III : Kadang bingung Miss cara bacanya gimana
- The students IV : setelah selesai membaca saya tidak paham Miss, karna banyak yang nggak tau artinya
- The students V : Bosan Miss belajar bahasa inggris karna gitu-gitu aja

### Interview sheet with the students

#### After implementing feedback strategy

##### (I)

- The researcher : Selamat pagi Bayu
- The students I : Selamat pagi Miss
- The reseacher : Ok sekarang Miss mau bertanya bagaimana pendapat Bayu setelah kita belajar bahasa inggris menggunakan feedback strategy yaitu pada saat kalian membaca Descriptive Text yang kita lakukan tadi?
- The students I : Kalo menurut aku Miss menyenangkan
- The researcher : Selanjutnya apakah feedback strategy ini memotivasi kamu dalam membaca Text Descriptive?
- The students I : Kalo aku sih iya Miss, karna kita harus membaca text nya dengan baik supaya mendapatkan feedback yang bagus dari kelompok lain Miss
- The researcher : pertanyaan Miss yang terakhir, apakah menurut kamu feedback strategy ini membuat suasana kelas menjadi aktif atau bagaimana ?
- The students I : membuat kelas menjadi aktif Miss karna kami harus saling diskusi dengan kelompok kami masing-masing

## (II)

- The researcher : Selamat pagi Khanitah
- The students II : Selamat pagi Miss
- The reseacher : Ok sekarang Miss mau bertanya bagaimana pendapat Nita setelah kita belajar bahasa inggris menggunakan feedback strategy yaitu pada saat kalian membaca Descriptive Text yang kita lakukan tadi?
- The students II : Kalo menurut aku seru banget, karna membuat jadi semangat membaca Miss
- The researcher : Selanjutnya apakah feedback strategy ini memotivasi kamu dalam membaca Text Descriptive?
- The students II : Iyalah Miss, karan kami harus membaca text nya dengan bagus
- The researcher : Pertanyaan Miss yang terakhir, apakah menurut kamu feedback strategy ini membuat suasana kelas menjadi aktif atau bagaimana ?
- The students II : Aktif Miss, kami harus diskusi sama kelompok kami sendiri dan harus kompak Miss

**(III)**

- The researcher : Selamat pagi Nabil
- The students III : Selamat pagi Miss
- The reseacher : Ok sekarang Miss mau bertanya bagaimana pendapat Nabil setelah kita belajar bahasa inggris menggunakan feedback strategy yaitu pada saat kalian membaca Descriptive Text yang kita lakukan tadi?
- The students III: Bagus Miss kami jadi kompak dan harus bertanggungjawab terhadap feedback yang kami berikan kepada kelompok lain
- The researcher : Selanjutnya apakah feedback strategy ini memotivasi kamu dalam membaca Text Descriptive?
- The students III : Iya Miss memotivasi kami untuk membaca dengan baik dan benar, karna semakin bagus cara membacanya akan mendapatkan feedback yang baik juga Miss
- The researcher : Pertanyaan Miss yang terakhir, apakah menurut kamu feedback strategy ini membuat suasana kelas menjadi aktif atau bagaimana ?
- The students III : Kami menjadi lebih aktif Miss karna kami harus memberikan feedback sama teman-teman yang lain



## (IV)

- The researcher : Selamat pagi Zahra
- The students IV : Selamat pagi Miss
- The reseacher : Ok sekarang Miss mau bertanya bagaimana pendapat Zahra setelah kita belajar bahasa inggris menggunakan feedback strategy yaitu pada saat kalian membaca Descriptive Text yang kita lakukan tadi?
- The students IV : menyenangkan Miss dan baru ini kami belajar seperti ini Miss
- The researcher : Selanjutnya apakah feedback strategy ini memotivasi kamu dalam membaca Text Descriptive?
- The students IV : Iya Miss, kadang kalo saya membaca text biasa aja Miss tapi karna ini diberikan Feedback jadi harus lebih bagus lagi membaca text nya Miss, jadi tambah semangat
- The researcher : pertanyaan Miss yang terakhir, apakah menurut kamu feedback strategy ini membuat suasana kelas menjadi aktif atau bagaimana ?
- The students IV : kami jadi aktif Miss karna harus kompak untuk bersaing sama kelompok lain

## (V)

- The researcher : Selamat pagi Reno
- The students V : Selamat pagi Miss
- The reseacher : Ok sekarang Miss mau bertanya bagaimana pendapat Reno setelah kita belajar bahasa inggris menggunakan feedback strategy yaitu pada saat kalian membaca Descriptive Text yang kita lakukan tadi?
- The students V : Saya pikir tadi membosankan Miss, ternyata asyik
- The researcher : Selanjutnya apakah feedback strategy ini memotivasi kamu dalam membaca Text Descriptive?
- The students V : Kalo saya juga termotivasi Miss, karna kalo membacanya buruk bakalan dapat feedback buruk juga Miss, malu lah yakan Miss
- The researcher : pertanyaan Miss yang terakhir, apakah menurut kamu feedback strategy ini membuat suasana kelas menjadi aktif atau bagaimana ?
- The students V : aktif kali Miss karna kami bersaing sama kelompok lain Miss, buat rebutan juara untuk ngumpulkan feedback paling bagus

## Appendix XIII

### Interview sheet with the English teacher

- The researcher : Assalamualaikum, Good morning Sir ?
- The Teacher : walaikumsalam, Morning..
- The reseacher : Ok Sir, I'd like to ask you some questions to you about my research strategy, especially the using of feedback strategy to improving students' reading comprehension in Descriptive text learning and using rainbow card as my learning media, so what do you think about that Sir ?
- The teacher : I think that is very interesting because I found that many students' get some motivation because of that strategy and enjoy following reading process
- The reseacher : Next, do you think that feedback strategy can motivate your students' reading learning in Descriptive text?
- The teacher : Yes of course, because I see this strategy can give motivation to the students, everybody I found active and more enthusiastic to reading learning
- The reseacher : Do you think the feedback strategy can improve your students reading comprehension ?
- The teacher : I think yes, because of this strategy we can see feedback strategy such as motivation and by giving the feedback students' will be more enthusiastic so I think taht can improve their reading comprehension.
- The reseacher : And thelast, do you want to try this strategy in teaching-learning process especially to reading learning in Descriptive Text ?
- The teacher : Why not, it is a good to repair my strategy in teaching-learning process and can improve students reading comprehension.
- The reseacher : Ok thank you so much Sir

## Appendix XIV

### The Students' AttendanceList During The Research

No	Name of Students	Meeting			
		1	2	3	4
1	ABDUL HARRIS ANSARI	√	√	√	√
2	ADE ULPIA	√	√	√	√
3	ADRINA WIRDATUSSHOLIHA	√	√	√	√
4	AJENG TRIADINI	√	√	√	√
5	ANGGA	√	√	√	√
6	ANGGI WAHYUDA	√	√	√	√
7	ANGGUN RAMADANI	√	√	√	√
8	BAGUS SATRIO	√	√	√	√
9	BAYU FEBRIAN NACCOLA	√	√	√	√
10	BAY SYAHPUTRA	√	√	√	√
11	DIMAS PRANATA	√	√	√	√
12	DIY AUL AULIA	√	√	√	√
13	DWI EKA PRASTYO	√	√	√	√
14	FADHIL YUSRI	√	√	√	√
15	FAREL ALDEVIN	√	√	√	√
16	FARREL PAMUNGKAS	√	√	√	√
17	IMANIAR ARISKA PUTRI	√	√	√	√
18	JUAN PRATAMA	√	√	√	√
19	KARINA OKTAVIA	√	√	√	√
20	KHANITAH HARYANI	√	√	√	√
21	M.ARSYA SADEWA HRP	√	√	√	√
22	M.RAIHAN	√	√	√	√
23	M.SYHRUL ROMADONA	√	√	√	√
24	MAULIDA BANJARANTI	√	√	√	√
25	MEILIA HASANAH	√	√	√	√
26	MELLY PADHILAH	√	√	√	√
27	M.FAISAL ARDIANSYAH	√	√	√	√
28	MUTIA SARI	√	√	√	√
29	MUTIARA APRIANANDA	√	√	√	√
30	NABIL AZIRA	√	√	√	√
31	NADIN ZASKIA MARSHA	√	√	√	√
32	NURIKA	√	√	√	√
33	PARA NATASYA	√	√	√	√
34	PUTRI WARNINGSIH	√	√	√	√
35	RABBANI	√	√	√	√
36	RAFA IRSYAD	√	√	√	√
37	RAHMAN SULWANA	√	√	√	√
38	RAIFAN ALBUKHORI	√	√	√	√

39	RAZI ALFATHORA	√	√	√	√
40	RENO SYAHPUTRA	√	√	√	√
41	SALWA ASHSYIFA WANNA	√	√	√	√
42	SEPTIANI	√	√	√	√
43	SUCI SYAHPUTRI	√	√	√	√
44	SYOIBATUL ASLAMIAH	√	√	√	√
45	TIARA AMALIA	√	√	√	√
46	UMAIROH SALSABILLA	√	√	√	√
47	WAHYU AULYA	√	√	√	√
48	ZAHRA DESINTA	√	√	√	√
49	ZAINI AQMAR	√	√	√	√
50	ZANZABIL ARRIZQY FAISAL	√	√	√	√

**Appendix XV****Students' Name and Initial**

<b>No</b>	<b>Name of The Stdents</b>	<b>The Initial of The Students</b>
1	ABDUL HARRIS ANSARI	AHA
2	ADE ULPIA	AU
3	ADRINA WIRDATUSSHOLIHA	AWT
4	AJENG TRIADINI	AT
5	ANGGA	AG
6	ANGGI WAHYUDA	AW
7	ANGGUN RAMADANI	AR
8	BAGUS SATRIO	BS
9	BAYU FEBRIAN NACCOLA	BFN
10	BAYU SYAHPUTRA	BSY
11	DIMAS PRANATA	DPN
12	DIYAUL AULIA	DA
13	DWI EKA PRASTYO	DP
14	FADHIL YUSRI	FY
15	FAREL ALDEVIN	FA
16	FARREL PAMUNGKAS	FM
17	IMANIAR ARISKA PUTRI	IAP
18	JUAN PRATAMA	JP
19	KARINA OKTAVIA	KO
20	KHANITAH HARYANI	KH
21	M.ARSYA SADEWA HRP	MSH
22	M.RAIHAN	MR
23	M.SYHRUL ROMADONA	MSR
24	MAULIDA BANJARANTI	MB
25	MEILIA HASANAH	MH
26	MELLY PADHILAH	MP
27	M.FAISAL ARDIANSYAH	MA
28	MUTIA SARI	MS
29	MUTIARA APRIANANDA	MAN
30	NABIL AZIRA	NA
31	NADIN ZASKIA MARSHA	NZM
32	NURIKA	NR
33	PARA NATASYA	PN
34	PUTRI WARNINGSIH	PW
35	RABBANI	RB
36	RAFA IRSYAD	RI
37	RAHMAN SULWANA	RS
38	RAIFAN ALBUKHORI	RA
39	RAZI ALFATHORA	RAF

40	RENO SYAHPUTRA	RSP
41	SALWA ASHSYIFA WANNA	SAW
42	SEPTIANI	ST
43	SUCI SYAHPUTRI	SS
44	SYOIBATUL ASLAMIAH	SA
45	TIARA AMALIA	TA
46	UMAIROH SALSABILLA	US
47	WAHYU AULYA	WA
48	ZAHRA DESINTA	ZD
49	ZAINI AQMAR	ZA
50	ZANZABIL ARRIZQY FAISAL	ZAF

**Appendix XVI**

**Photography Evidence (Documentation)**

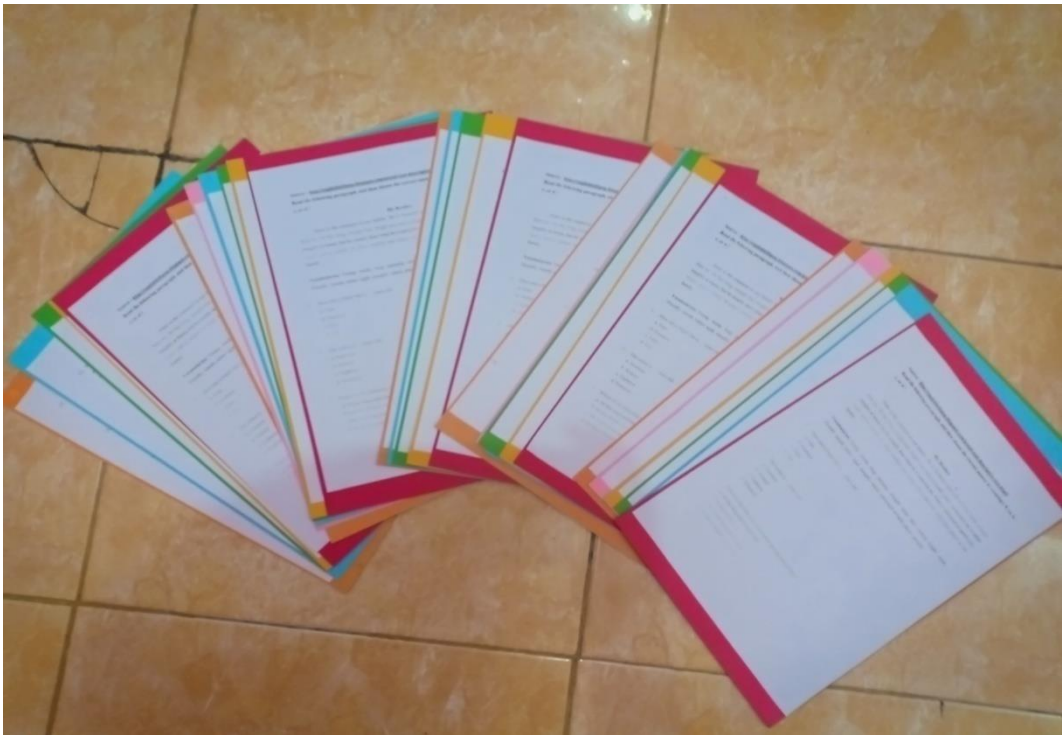


**Situation of SMP Swasta AL-Hikmah Medan**





### Rainbow card as learning media



### Doing Pre-Test



## Giving treatment



### Doing Post-Test I



### Inviting students giving feedback





### Doing Post-Test II

