

**IMPROVING STUDENTS' CRITICAL THINKING IN READING
COMPREHENSION THROUGH THE IMPLEMENTAL OF PORPE (PREDICT,
ORGANIZE, REHEARSE, PRACTICE, EVALUATE)**

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By:

GITA SAHFITRI
NPM. 1402050087



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2018**



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umstu.ac.id> E-mail: fkip@umstu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Selasa, Tanggal 20 Maret 2018, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Gita Sahfitri
NPM : 1402050087
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving Students' Critical Thinking in Reading Comprehension through The Implemental, of PORPE (Predict, Organize, Rehearse, Practice, Evaluate)

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : (**A**) Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus

Ketua

PANITIA PELAKSANA

Sekretaris

Dr. Elfrianto Nasution, S.Pd., M.Pd

Dra. Hi. Syamsurnita, M.Pd

ANGGOTA PENGUJI:

1. Dr. Hj. Dewi Kesuma Nst, SS, M.Hum
2. Erlindawaty, S.Pd, M.Pd
3. Mandra Saragih, S.Pd, M.Hum

1.

3.



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI



Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Gita Sahfitri
N.P.M : 1402050087
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving Students' Critical Thinking in Reading Comprehension
through the Implemental of PORPE (Predict, Organize, Rehearse,
Practice, Evaluate)

sudah layak disidangkan.

Medan, Maret 2018

Disetujui oleh:

Pembimbing

(Mandra Saragih, S.Pd, M.Hum)

Diketahui oleh:

Dekan

Dr. Elfrianto Nasution, S.Pd., M.Pd.

Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum

SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Gita Sahfitri
N.P.M : 1402050087
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Improving Students' Critical Thinking in Reading Comprehension through the Implemental of PORPE (Predict, Organize, Rehearse, Practice, Evaluate)

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Desember 2017

Hormat saya

Yang membuat pernyataan,



Gita Sahfitri

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Gita Sahfitri
N.P.M : 1402050087
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving Students' Critical Thinking in Reading Comprehension through the Implemental of PORPE (Predict, Organize, Rehearse, Practice, Evaluate)

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
01-03-2018	chapte III Research Design diary Note Chapter IV	
05-03-2018	Chapter IV Observation sheet Diary Note	
08-03-2018	Chapter V CONCLUSION References Abstract <u>ACC FOR GREENTABLE</u>	

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd, M.Hum)

Medan, Maret 2018

Dosen Pembimbing

(Mandra Saragih, S.Pd, M.Hum)

ABSTRACT

Sahfitri, Gita. “Improving Students’ Critical Thinking in Reading Comprehension through the implemental of PORPE (PREDICT, ORGANIZE, REHEARSE, PRACTICE, EVALUATE).

This study dealt with the implement of PORPE to improve students’ critical thinking in reading comprehension. The objective of the study 1) to find out the improvement of the students’ critical thinking in reading comprehension through the implemental of PORPE strategy ?. 2) to find out the students’ reaction during the implemental of PORPE strategy in reading comprehension. This study was conducted at SMK N 1 Percut Sei Tuan in eleventh grade. The sample was taken by using purposive sampling technique. The number of sample were 26 students. The method of research applied classroom action research. It was applied to figure out the student’s activity during the implemental of PORPE strategy in reading comprehension and to figure out the improvement of the students’ critical thinking in reading comprehension by applying PORPE strategy. The instruments of this research were observation sheet and diary note and a reading comprehension test which consisted of 10 multiple choices. The researcher conducted two cycles in this research, there were three meetings in cycle 1 and 1 meeting in cycle 2. This research used quantitative and qualitative data. The quantitative data showed that the mean score in cycle 1 was 75, the mean score in cycle 2 was 86.15; the students who got score more than 70 in cycle 1 was 15 student and the percentage was 88.46%, the students who got score more than 70 in cycle 2 was 26 students and the percentage was 100%. The qualitative data got from observation sheet in every cycle showed that the improvement of teacher and students’ behavior. Based on the results from quantitative and qualitative data proved that PORPE strategy improved the students’ critical thinking in reading comprehension.

Keywords: classroom action research, PORPE Strategy, reading comprehension.

ACKNOWLEDGEMENTS



First of all, the researcher would like to thank to Allah SWT, the most precious and merciful who had given healthy and blessing to complete this study. Secondly, to our prophet Muhammad SAW who had brought us the human beings from the darkness into the brightness.

This study was concerned with the implemental of PORPE strategy to improve students' critical thinking in reading comprehension. It was submitted to English Education Program of the Faculty of Teachers' Training and Education, University of Muhammadiyah Sumatera Utara in partial fulfillment of the requirement for the Degree of Sarjana Pendidikan.

There were many people who have assisted her in process of completing this study, especially her beloved parents, Wakidi and Jumini for their pray, support, advice, and material during completing her study in University of Muhammadiyah Sumatera Utara.

Therefore, the researcher would like to address her deep thankful to all people mentioned below:

1. Dr. Agussani, M.AP, rector of University of Muhammadiyah Sumatera Utara.
2. Dr. Elfrianto Nasution, S.Pd., M.Pd, the Dean of FKIP University of Muhammadiyah Sumatera Utara.
3. Mandra Saragih, S.Pd., M.Hum and Pirman Ginting, S.Pd., M.Hum, the Head and Secretary of English Education Program of FKIP University of

Muhammadiyah Sumatera Utara for administrative service. So she could finish this study.

4. Mandra Saragih, S.Pd., M.Hum, as her supervisor who had given her guidance, suggestion and advice, so she could finish this study.
5. All lectures especially those of English Education Program for guidance, advice, and suggestion during the years of her study.
6. Kasni, M.Pd the Headmaster of SMK N 1 Percut Sei Tuan, Irfah Zukhairiyah, M.Si and Junita Hotnida Saragih, S.Pd the English teacher, other teachers and students who have given a good cooperation and help during the experiment.
7. Her beloved younger brother, Junaidi and Zulkifli who always given supports, motivations, and spirit in finishing her study.
8. Her beloved friends ever Afrilda Yuningsih, Citra Pakar Ningsih, Btari Dzakira Pangestika, Dewi Anjani, Khasina Nisa Soraya, Indah Dwi Permata, Hazira Ulfa Tanjung for having wonderful journey with you.
9. Her friends Fatin Amira, Yeni Apriani, Nur qomariah, Ayu Kumala Dewi, Firdha Khairani Siregar, Nurul Putri Saragih, Rohayat, Fatma wati who have given support and prayed to the researcher.
10. All of her classmates in B-Morning English Education in FKIP UMSU. And her friends in PPL Ladyvia Mutiara, Suci Effendi, Rofiqoh Batubara, Dian Pangestika, Kharisma Khairia, Yulia Agustiana, Yuli Prastika, Isma Fauziah, Fitri Yunita L, and Siti Nur Linda S.

Finally the researcher hopes that her study will be useful for the readers,

especially for the students of English Education Program who want to do the research and also the researcher herself. May Allah, the most almighty blessing all of us.

Medan, March 2018

The Researcher,

Gita Sahfitri

TABLE OF CONTENTS

TABLE OF CONTENTS	i
CHAPTER I	
INTRODUCTION	1
A. The Background of the Study	1
B. The Identification of the Problem	4
C. The Scope and Limitation	4
D. The Formulation of the Study	4
E. The Objective of the Study	5
F. The Significance of the Study	5
CHAPTER II	
REVIEW OF LITERATURE	7
A. Theoretical Framework.....	7
1. Reading	7
1.1. The Purpose of Reading	8
2. Reading Comprehension.....	10
2.1. Levels of Reading Comprehension	11
2.2. The Process of Reading Comprehension.....	12
2.3. The assessment of Reading Comprehension	14
3. Critical Thinking.....	15
3.1. Definition of Critical Thinking	15
3.2. Critical Thinking in Reading	17

4. Analytical Exposition	19
4.1. The Basic Competency of Analytical Exposition Text	19
4.2. The Indicator of Analytical Exposition	19
4.3. Generic Structure of Analytical Exposition	20
4.4. Language Features of Analytical Exposition	20
5. PORPE Strategy	20
5.1. The Implemental of PORPE	21
5.2. The advantages of PORPE	24
B. Relevant Studies	25
C. Conceptual Framework	27

CHAPTER III

METHOD OF RESEARCH	29
A. Location and Time of the Research	29
B. The Subject of the Study	29
C. Research Design.....	29
D. Procedure of the Research.....	30
E. Instrument of the Research.....	33
F. Technique of Collecting Data	34
G. Technique of Analyzing Data	34

CHAPTER IV

DATA AND DATA ANALYSIS	36
A. The Data	36
B. Data Analysis	37

1. The Analysis of Qualitative Data	37
2. The Analysis of Quantitative Data	39
C. Research Findings	47

CHAPTER V

CONCLUSION AND SUGGESTION	49
--	-----------

A. Conclusion	49
---------------------	----

B. Suggestion	49
---------------------	----

REFERENCES

APPENDICES

LIST OF TABLES

	Pages
Table 4.1 : The Result Score of Pre-test, Cycle I and Cycle II	37
Table 4.2 : The Result of Students' Score in Pre-Test, Cycle I and Cycle II	38
Table 4.3 : Distribution of Students' For Cycle I	42
Table 4.4 : Distribution of Students' For Cycle 1	42
Table 4.5 : Distribution of Students' For Cycle 1I	45
Table 4.6 : Distribution of Students' From Pre-test Until Cycle II	45

LIST OF FIGURE

	Pages
Figure 1: Schema of Conceptual Framework	27
Figure 2 : Schema of Action Research Cycles	30

LIST OF APPENDICES

APPENDIX 1	Lesson Plan Cycle 1
APPENDIX 2	Lesson Plan Cycle 2
APPENDIX 3	Students' Test
APPENDIX 4	Obeservation Sheet for Teacher
APPENDIX 5	Obeservation Sheet for Students
APPENDIX 6	Diary Note
APPENDIX 7	The Result of Students' Score for Pre-test
APPENDIX 8	The Result of Students' Score for Cycle 1
APPENDIX 9	The Result of Students' Score for Cycle 2
APPENDIX 10	The students Score Result From Pre-test Until Cycle 2
APPENDIX 11	Form K-1
APPENDIX 12	Form K-2
APPENDIX 13	Form K-3
APPENDIX 14	Lembar Pengesahan Proposal
APPENDIX 15	Surat Pernyataan Plagiat
APPENDIX 16	Lembar Pengesahan Skripsi
APPENDIX 17	Surat Keterangan Hasil Seminar

APPENDIX 18	Surat Keterangan Izin Riset
APPENDIX 19	Surat Keterangan Selesai Riset
APPENDIX 20	Berita Acara Bimbingan Proposal
APPENDIX 21	Berita Acara Bimbingan Skripsi
APPENDIX 22	Curriculum Vitae

CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is one of the most important activities to get information from every reading passage in any language teaching and learning classroom. It is not only a source of information but also as a means of extending knowledge of the language. Grabe and Stoller (2011: 3) says that, reading is the ability to draw meaning from the printed page and interpret this information appropriately. It means that, reading is a process to get meaning of the text, the reader recognize and use their knowledge of the structure of language.

The competency standard of reading for Senior High School at grade eleventh of curriculum 2013 expects that the students were able to comprehend the short functional texts such as recount, narrative, descriptive, analytical exposition and procedure text in the daily context. It means that after learning reading, the students were expected to comprehend reading text easily including the meaning, the generic structure and the language features of those texts. Furthermore, it was also supported by the expectations of school where students learning reading, the score that must be obtained by students at least 75.

For Indonesian students, reading is still a big deal. The national research held by Petrus (2011) on English language teaching in 358 senior high school in 26 provinces and he found out that the result of the national examination of English both reading comprehension (35 multiple choice items) and listening

comprehension (15 multiple-choice items) were discouraging : 66,75 students had scores below 6.0. The result of this research shows that the students' reading skill in Indonesian is still low. In addition, Medan Bisnis (2011) found that people of North Sumatera were definitely weak in reading comprehension and have no interest in reading activity.

Based on the observation conducted by researcher at the XI grade students of SMK N 1 Percut Sei Tuan, found the problems in reading comprehension. The problems are: Some of students still confuse about grammar. The students have limitation vocabulary because it was limited their understanding. Teacher didn't use exact strategy in teaching reading.

There were many factors that influence the students' failure of comprehending a text. It might comes from the students' side such as lack of interest or concentration, lack of understanding words and sentences. And many teachers usually orients the students to a textbook in teaching reading. Teacher just teach the students by asking them to read the text book and answer the questions provide in the textbook. Therefore, the students become passive in teaching learning process and they cannot comprehend their reading text.

Based on the explanation previously, it was need to provide various techniques and strategies in teaching reading. Strategy will helps students learn and remember information for a long time period and helps students to solve their problems in reading comprehension. Teacher must be able to make variations and choose the suitable strategy in order to attract student's interest in reading.

Simpson (1988:152) PORPE is independent study strategy which operationalize the cognitive and meta cognitives process that effective readers engage into understand and subsequently learn material. This strategy provides the students with some activities that can make the students become active and effective readers. Students will not just reading a text but they will be more aware of what they read and get the information from the text.

By implemental of this strategy, students were expected to be an effective readers who clarify the purpose of reading, focus attention on the major content and take corrective action understanding, identify the important aspect of message, monitor ongoing activities , engage in self-questioning to determine whether goals are being achieved. It helps to improve their comprehension skill, understanding the content of text, and analyze the text critically.

Simpson (1989) conducted the research and found that PORPE can help students to prepare for multiple choice exams. It can stimulate the students to synthesize, analyze, and think about the key concept.

Based on the problems above, the researcher wants to conduct a research by the title “Improving Students’ Critical Thinking in Reading Comprehension through the Implemental of PORPE (Predict, Organize, Rehearse, Practice, Evaluate)”.

B. The Identification of the Problem

Based on the above explanation, there were many problems that was identified by researcher in the first observation, they are:

1. Some of students still confused about grammar.
2. The students have limitation vocabulary so that they are difficult to understand the reading text.
3. The teachers teaching strategies still use the traditional way.

C. The Scope and Limitation of the Study

This study focuses on improving students' critical thinking in reading comprehension through the implemental of PORPE strategy. The limitation of the study is only to find out whether of PORPE strategy was effective to improve students' critical thinking in reading comprehension.

D. The Formulation of the Study

In this study, the problems were formulated as follows:

1. Is there any improvement of the students' critical thinking in reading comprehension trough the implemental of PORPE (Predict, Organize, Rehearse, Practice, Evaluate) Strategy ?
2. How are the students' reaction during the implementation PORPE (Predict, Organize, Rehearse, Practice, Evaluate) Strategy in reading comprehension ?

E. The Objective of the Study

The objectives of the study were stated as follows:

1. To find out the improvement of the students' critical thinking in reading comprehension through the implemental of PORPE (Predict, Organize, Rehearse, Practice, Evaluate) Strategy.
2. To find out the students' reaction during the implementation of PORPE (Predict, Organize, Rehearse, Practice, Evaluate) Strategy in reading comprehension.

F. The Significance of Study

a. Theoretical Significance

The findings of the study were theoretically expected to be significant for improving the theories about reading comprehension through the implemental of PORPE.

b. Practical Significances

The findings of this study are expected to contribute for:

1. The English teachers, it can be used as one of the way strategies which suitable for teaching reading process.
2. The Students' improving their critical thinking for reading comprehension through the implemental of PORPE.

3. Other researchers, Institutions, University, English Department who are

interested in this study.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Reading

Reading is one of the most important skills in learning a language besides listening, speaking, and writing. Most of the definition of reading stress that it is a process of getting meaning from prints. Understanding information in the text is the whole purpose of reading. A cognitive constructivist view of the reading emphasize it is a process in which readers actively search for and make meaning for themselves in what they read. Westwood (2001:10)

Reading is a very complex skill and for this reason it is not surprising to find that some children encounter difficulties in learning to read (Westwood 2001:25). Reading is considered to be the neglected aspect of language teaching. Reading is similar to listening in that it is a receptive skill it involves students interacting with the visual input of language, which they need to process and understand.

According to Grabe and Stoller, (2002:9) reading is the ability to draw meaning from the printed page and interpret this information appropriately. The process of drawing information and interpreting information requires the work of the brain actively.

Based on the explanation above, it can be concluded that reading is a process of getting meaning from printed page which needs interaction with the visual input of language.

1.1. The purpose of Reading

As one of the skills, reading is purposeful. The essential purpose of all reading generally is to get new information and for pleasure. Before reading a text, the readers or students must determine their reading purpose.

Candling & Hall (2002:13) states there are purposes of reading. They are :

a. Reading to search for simple information

This purpose is a common reading ability. The reader only read the surface to look for the simple information without have ti think the material deeply. In reaing to search, the reader typically scans the text for a specific piece of information or a specific word.

So, it can be said that reading to search is useful for the readers to find as well as to figure out the information needed by scanning and skimming the text.

b. Reading to learn from the text

Reading is to learn usually carried out at reading rate somewhat slower than general reading comprehension. In addition, it makes stronger inferential demands the general comprehension to connect text information with background knowledge.

c. Reading to integrate in information, write and critique text

Reading is to integrate information requires additional decision about the relative importance of complementary, mutually supporting or conflicting information and the likely restricting of rhetorical frame to accommodate information from multiple sources. Critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal. In this respect, both reading to write and reading to critique text may be task variants of reading to integrate information from the text.

d. Reading for general comprehension

Reading for general comprehension, when accomplished by a skilled fluent reader, require very rapid and automatic processing of words, strong skills in forming general meaning representation of main ideas, and efficient coordination of many processes under very limited time constrains.

This also must be viewed as an important factor influencing comprehension. Some readers experience problems with comprehension because they are unable to adjust their comprehension according to the various types of material they are reading. The degree of comprehension when reading for pleasure, for example, certainly is quite different from the intense comprehension necessary when studying for a final examination.

2. Reading Comprehension

As defined by Partnership for Reading (2008) reading comprehension is understand a text that is read or process of constructing meaning from a text. Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message. Comprehension is a construction process because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the readers' mind. Comprehension increase when readers create images for the information they get while reading.

The first point to be made about the reading process is reading comprehension. Reading comprehension is the most obvious sense. According to Grabe and Stoller (2002:17) reading comprehension needs the ability to understand or to gain the information from the text.

Reading comprehension involves taking meaning from a text in order to obtain meaning from text. Someone could be said to comprehend a text fully when he can : (1) recognize the words and the sentences of the text and know what those words and sentence mean, (2) associate meanings, both denotative and connotative, from personal experiences with the printed text, (3) recognize how all the meaning and or they fit together contextually, and (4) make value judgments, and based on the reading experiences.

From the explanation above, it can be conclude that, in reading comprehension, a reader must have available ability in the process of interpreting the text appropriately in comprehending text.

2.1. Levels of Reading Comprehension

According to Thomas Barret in Brassell and Rasinski (2008: 17) state there are three types of action with his three-level taxonomy of reading comprehension:

a. Literal Comprehension

In this level, the readers get information and ideas that are explicitly stated in the text. Literal comprehension requires a reader to be able to retell or recall the facts or information presented in a text. Literal comprehension focuses on ideas and information explicitly stated in the selection.

b. Inferential Comprehension

Inferential comprehension refers the ability of a reader to take in information that is inferred or implied within a text. It is stimulated by purposes for reading and teacher's questions which demand thinking and imagination that goes beyond the printed page. In this level the student uses the ideas and information implicitly stated his intuition and personal experiences as a basis for conjecturing and hypothesizing.

c. Critical Comprehension

Critical comprehension involves a reader making critical judgments about the information presented in the text. Critical comprehension refers to the ability to make judgment about ideas and information a writer offers. A competent reader will measure them against what they already know, accepting or rejecting them in whole or part or with holding judgment until confirmation is reached.

2.2 The Process of Reading Comprehension

According to Klingrand Vaughn (2007;8-12) reading comprehension involves much more than the readers' responses to text. Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself. There are five basic comprehension processes that work together simultaneously and complement one another: micro processes, integrative processes, macro processes, elaborate processes, and metacognitive processes.

a. Micro Processes

Micro processing refers to the reader's initial chunking of idea units within individual sentences. "chunking" involves grouping words into phrases or clusters of words that carry meaning and requires an understanding of syntax as well as vocabulary. For example: Michelle pouts the yellow roses in a vase. The reader does not picture yellow and roses separately, but instead immediately visualizes roses that are the color yellow.

b. Integrative Processes

As reader progresses through individual sentences, he or she is processing more than the individual meaning units within sentences. He or she is also actively making connections across sentences. This process of understanding and inferring the relationship among clauses is referred to as integrative processing. In integrative processing include being able to identify and understand pronoun referents and being able to infer causation or sequence. For example : Michael quickly locked the door and shut the windows, he was afraid. The good readers know automatically that he in the second sentences refers to Michael in the first sentences.

c. Macro Processes

Ideas are better understood and or easily remembered when the reader is able to organize them in a coherent way. The reader does this by summarizing the key ideas. He or she may either automatically or deliberately select the most important information to remember and delete relatively less important details.

d. Elaborative Processes

When we read, we involve it into prior knowledge and make inferences beyond points describes explicitly in the text. We make inferences that may or may not correspond with those intended by the author. For instance, in the two sentences provided about Michael, we do not know why he was afraid. But we

can predict that perhaps he was worried that someone had followed him at home, or maybe a storm was brewing and he was concerned about strong winds.

e. Metacognitive Processes

Metacognitive is the reader's conscious awareness or control of cognitive processes include rehearsing (repeating information to enhance recall), reviewing, underlining, important words or sections of passage, note taking, and checking understanding.

2.3. The assessment of Reading Comprehension

According to Brown (2004) there are some ways or assessment design of reading. It is designed based on the several types of reading. Based on the types reading can be divided into four, namely : perceptive, selective, interactive and extensive. Assessment of basic reading skill or perceptive reading may be carried out in a number or different ways. They are reading aloud, written response, and multiple choice.

Assessment of selective reading which is focused on formal aspects of language (lexical grammatical, and few discourse features) may be carried out in multiple choice (for form-focused criteria), matching tasks, editing tasks, picture-cued tasks, and gap-filling tasks. Assessment of interactive reading may be carried out in cloze tasks, impromptu reading plus comprehension question, short-answer tasks, editing (longer texts), scanning, ordering tasks, information transfer for reading charts, maps, graphs and diagram. Assessment of extensive reading which involves somewhat longer texts like journal articles, technical reports,

longer essays, short stories, and books may be carried out in skimming tasks, summarizing and responding, note-taking and outlining.

3. Critical Thinking

3.1. Definition of Critical Thinking

Critical thinking is a way of thinking using cognitive skills, can be rooted from Bloom taxonomy or other taxonomy, involving deep analysis, synthesis and reflection, evaluation, to get as close as possible to the truth to foster understanding, decision-making and guide action (Scriven and Paul,1987; Ellis, 2008).

These skills could be achieved by cultivating self-guided, self-disciplined thinking which attempts to reason at the highest level of quality in a fair-minded way. The strength of this thinking is that it continuously attempts to improve one's thinking by systematically subjecting it to intellectual self-assessment (Elder and Paul, 2010). By realizing this self-assessment, no matter how skilled they are as thinkers, they can always improve their reasoning abilities. This specific definition is later used as the primary concept of reviewing critical thinking theories in this paper.

In order to be a good critical thinker, one should think for a purpose, within a point of view, based on assumptions, leading to implications and consequences, using data, facts and experiences, to make inferences and judgments, based on concepts and theories to answer question or solve a problem.

The following paragraphs will discuss more detailed description of these eight elements.

According to Robert H. Ennis in Hassoubah (2004: 85), critical thinking is reasoned and reflective thinking with emphasis on making decisions about what to believe or do. Thus, the indicator of critical thinking ability is derived from activity critical students as follows:

- 1) Looking for a clear statement of each question.
- 2) Looking for reasons.
- 3) Trying to know the information well.
- 4) Use a source that has credibility.
- 5) Pay attention to the situation and condition as a whole.
- 6) Trying to stay relevant to the main idea.
- 7) Considering the original and fundamental interests.
- 8) Looking for alternatives.
- 9) Be open minded.
- 10) Take a position when there is sufficient evidence to perform.
- 11) Seek as much explanation as possible when possible.
- 12) Be systematic and orderly with parts of the whole problem.

3.2. CRITICAL THINKING IN READING

Critical thinking is commonly integrated with various disciplines such as four language skills (reading, listening, writing, speaking), mathematics, sciences and many others. Recent studies on the integration of critical thinking with language skills indicated significant increase of reading and writing skills when critical thinking skills are inclusively integrated in the teaching and learning process (Crook, 2006; Scanlan, 2006). Another study by Niewoehner and Steidle (2008) tried to relate critical thinking with leadership lesson that finally could survive the loss of the space shuttle in Columbia. On the basis of such incorporation, the following part will elaborate some reading strategies which relate the reading skills with critical thinking skills.

a. Cognitive Domain in Reading Skills

Cognitive skills are the primary domain of reading activities. The skills of analyzing, inferring and interpreting a text activate cognitive skills which become the major elements of critical thinking. Ellis (2008) uses a model of critical thinking rooted from Bloom's taxonomy of cognitive skills including things like logic, analysis, evaluation, inference, interpretation, explanation, and synthesis.

Alternatively, some other list that decomposes these into further more specific skills could also be used. For instance, analysis can be decomposed into deconstructing, contrasting, and comparing. Accordingly, whatever reading strategies applied by EFL teachers in the teaching and learning process, it will always involve critical thinking skills which later it used as the fundamental

reason of assessing the EFL learners critical thinking in reading skills. Before assessing it, it better to know the relationship between critical thinking and reading skills.

3.3. Incorporating Critical Thinking in Reading Skills

Reading skills in ELT needs to be developed critically to fulfill the demand of globalized era. Kameo (2007) emphasized that Indonesian students need to think critically because they need to understand and evaluate what they are reading. The following part is discussing the relationship between critical thinking and reading, critical thinking versus critical reading and critical thinking assessment in reading.

Reading skills will not be optimally comprehended without incorporating critical thinking in its process of understanding. Understanding the text type by merely reading and answering comprehension questions is not sufficient enough to stimulate EFL learners' critical thinking. By incorporating reasoning skills in the reading comprehension to some extent will help EFL learners to develop a habit of thinking critically. For instance instead of asking question about the main idea and supporting sentences, EFL teachers can incorporate elements of reasoning such as asking about the writer's purpose, the writer's main question to ask in the reading comprehension questions. The more detailed the information about types of questions, the deeper the understanding on the elements and standards of reasoning. Before touching the critical thinking assessment, it is better to know the difference between critical thinking and critical reading.

4. Analytical Exposition

According to Rita Suswati (2014: 66) stated that exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter. The aim of Analytical Exposition Text is to understand about the text.

4.1. The Basic Competency of Analytical Exposition Text

After learning about Analytical Exposition text, the students are expected to have some basic competencies:

- 1) Understand about the purpose, generic structures, and language features of Analytical Exposition text.
- 2) Know how to analysis a text from a news or other sources.

4.2. The Indicator of Analytical Exposition

- 1) The students were able to determine the purpose, generic structures and language features of the analytical exposition text from the news or other sources.
- 2) The students were able to analysis the analytical exposition text from the news or other sources.

4.3. Generic Structure of Analytical Exposition

- 1) Thesis : Introducing the topic and indicating the writer's position.
- 2) Argument 1 : Explaining the argument to support the writer's position.
- 3) Argument 2 : Explaining the other arguments to support the writer's position more.

- 4) Reiteration : Restating the writer's position.

4.4. Language Features of Analytical Exposition

- 1) Using relational process
- 2) Using internal conjunction
- 3) Using causal conjunction
- 4) Using Simple Present Tense

5. PORPE Strategy

PORPE stands for Predict, Organize, Rehearse, Practice and Evaluate. The term "Strategy" in "PORPE Strategy" is different with approach, method and technique. Brown (2007:119) defines that strategy is specified method of approaching a problem task, mode of operation for achieving a particular end, planned designed for controlling and manipulating certain information.

Simpson (1988:152) PORPE is an independent study strategy which operationalize the cognitive and meta cognitive processes that effective readers engage into understand and subsequently learn material. This strategy provides the students with some activities that can make the students become active and effective readers. Students will not just reading a text but they will be more aware of what they read and get the information from the text.

5.1. The Implemental of PORPE Strategy

1. Predict

Cook and Mayer in Simpson (1988:154) describe the predict step of PORPE as involving the encoding processes of selection because it asks the learner to pay attention to the important pieces of information in the passage. When the students are asked to predict possible essay question on the material they have read, they are involves in clarifying the purposes of their subsequent study. Students are also stimulated to process the text actively as they read to master the content and organization by posing several general or higher order essay questions that ask for a synthesis and discussion, a comparison and contrast, or an evaluation of the key concept from a unit of study.

In predict step, students use word as discuss, explain, criticize, compare, and contrast. Students also need to generate chapter question, boldface headings and the chapter organization, lecture and discussion ideas, especially when they overlap with the chapters being studied, and study guides of hints by teacher.

The Predict step in itself may somewhat questionable as an independent study strategy, but when stimulated and unifies the other four step of PORPE.

2. Organize

The second step of PORPE, Organize, involves in constructing the information that will answer the self-predicted essay question. In constructing, students build internal connection among ideas so that information becomes

recognized into a coherent structure. Cook & Mayer in Simpson (1988:154) state that when students organize the key ideas of a passage which are pertinent to a self-predicted essay question, they are involved in selecting, acquiring, and constructing, all critical encoding processes. For each predicted essay questions, students outline their answer in their own words or formalize them in a map or chart.

3. Rehearse

The third step of PORPE, Rehearse, engages students in the active recitation and self-testing of the key ideas recorder in their maps, charts, or outlines. In a sense, students are verbally answering their self-predicted essay question so that the key ideas can be transferred to working memory. This active rehearsal in PORPE characterizes what effective learners, described by Baker and Brown (1984) must do-monitor, and takes corrective when necessary.

4. Practice

The fourth step PORPE, Practice, involves students in creating from memory their own text which answer their self-predicted essay question. This practice step is an integrative encoding process in that during the act of writing students are building connections between their existing knowledge and schemata and the key ideas from the passage. Practice is the validation step learning because students must write from recall the answer to their self-predicted essay question in some public and observable form.

5. Evaluate

The final step of PORPE, Evaluate, requires students to use their writing in order to validate whether they have created a meaningful text which demonstrates their understanding of the content and to evaluate, students are provided a checklist and are asked to read their essay with these six question in mind : (a) Did I answer the question directly ? (b) Did my essay have an introductory sentence which restated the essay question on the question? (c) Was my essay organized with major points or ideas or examples to prove and essay clarify each point? (e) Did I use transition to cue the reader? (f) Did my essay make sense and show my knowledge of the content?

With PORPE, students are involved in Predicting potential essay question to guide subsequent study, Organize key ideas using their own word, structure, and methods, Rehearsing the key ideas, Practicing the recall of the key ideas in self-assigned writing tasks that require analytical thinking, and Evaluating the completeness, accuracy, appropriateness of their written product terms of the original task, the self-predicted essay question. These five steps of PORPE are synergistic in that they build upon each other and guide students through the process necessary to read, study, and learn content are material.

5.2. The advantages of PORPE

The Advantages of PORPE has many advantages for the student and content area teacher. Most importantly, it is a strategy that can begin as teacher directed and initiated and then, when appropriate, be gradually phased from teacher to student control. Tad's first week of lessons were heavily teacher

controlled, but that intensive direct instruction was necessary for most of his students. By the end of the semester, however, Tad's students were independently employing the steps of PORPE as a part of their study preparation for both history and English. The research conducted on PORPE suggests several other advantages for content area learning (Simpson, Hayes, Stahl, Connor, & Weaver, 1988; Simpson, Stahl, & Hayes, 1989). These four advantages are discussed below:

1. PORPE can stimulate students to synthesize, analyze, and think about key concepts. The students trained in PORPE who participated in the two research studies cited wrote essays significantly better in content, organization, and cohesion than the control group's essays.
2. PORPE can help students prepare for multiple-choice exams, especially when the questions ask them to draw conclusions and apply information to new contexts. In studies cited the students trained in PORPE scored significantly better on the multiple-choice questions. This finding is unique considering the equivocal findings about the impact of writing upon recognition tasks (King, Biggs, & Lipsky, 1984; Newell, 1984).
3. PORPE can have a durable and long-term impact upon student learning. In studies cited the students trained in PORPE scored significantly better than the control group on the unannounced exam that occurred two weeks after the initial exam. This condition held for both the multiple-choice and essay questions. Perhaps the synergistic steps of PORPE required more elaborative processing from the students, and thus more depth of processing (Bradshaw & Anderson, 1982).

4. PORPE is especially useful for high-risk students. The subjects of both research studies cited were students predicted by the university to perform below a 70% average during their freshmen year. Yet these students internalized the steps of PORPE after three weeks of intensive training and were able to independently employ PORPE as a means of studying psychology chapters. More importantly, they were able to perform at higher levels than the university's regression formula had predicted they would perform.

B. Relevant Studies

According to Budiyanto (2008) PORPE strategy is one of promising strategy that can be applied in teaching reading process. The research held by him in Universitas Negeri Yogyakarta for 20 college students found that the applying of PORPE strategy increase the students' score in reading some text in Bahasa from 6,20 to 7,25. He found that the use of PORPE is able to improve the lecturing process. In the process, students become more enthusiastic and excited. The PORPE strategy's activities train the students to express ideas (oral and written), expand discussion, as well as reinforce the ideas through examples and new facts.

According to Soemarni in her thesis entitled "The Effect Of Using PORPE Method In Increasing Reading Comprehension Of The Second Year Students At SLTPN 4 Sabak Auh, Siak" PORPE strategy has given theoretical and practical in comprehending a reading text. PORPE strategy guide the students to do the some steps in reading process in order to comprehend the text. The implementation of

PORPE strategy is very useful in teaching reading and it increase the students contribution in teaching learning process by doing the five steps of PORPE strategy. The strenghteness of PORPE strategy are placed in the five steps which make the students become active and effective readers.

Based on the resources it can be concluded that Predict, Organize, Rehearse, Practice, Evaluate (PORPE) strategy can improving the students' reading comprehension. The PORPE strategy can also help the students comprehend the text easier and makes the students know what steps they have to do in order to comprehend a reading text. The PORPE strategy is a promising strategy that can be implemental to make the student become an active and effective reader.

C. Conceptual Framework

As in the conceptual framework, reading will make students can understand about content from text or article such magazine, newspaper, short story, novels, etc. The action research was conducted in eleventh grade of at SMK N 1 Percut Sei Tuan on Jln. Kolam No 3 Medan Estate. The teacher and I was use action research to improve students' reading comprehension. Here, the researcher was used *PORPE* Strategy to make students to reading comprehension by *PORPE* (Predict, Organize, Rehearse, Practice, Evaluate) refers to strategies to have students understand the main idea in the text easily.

The research was conducted within two cycles and the steps of the research include plan, act, observe and reflect. The conceptual framework can be seen in the following schema.

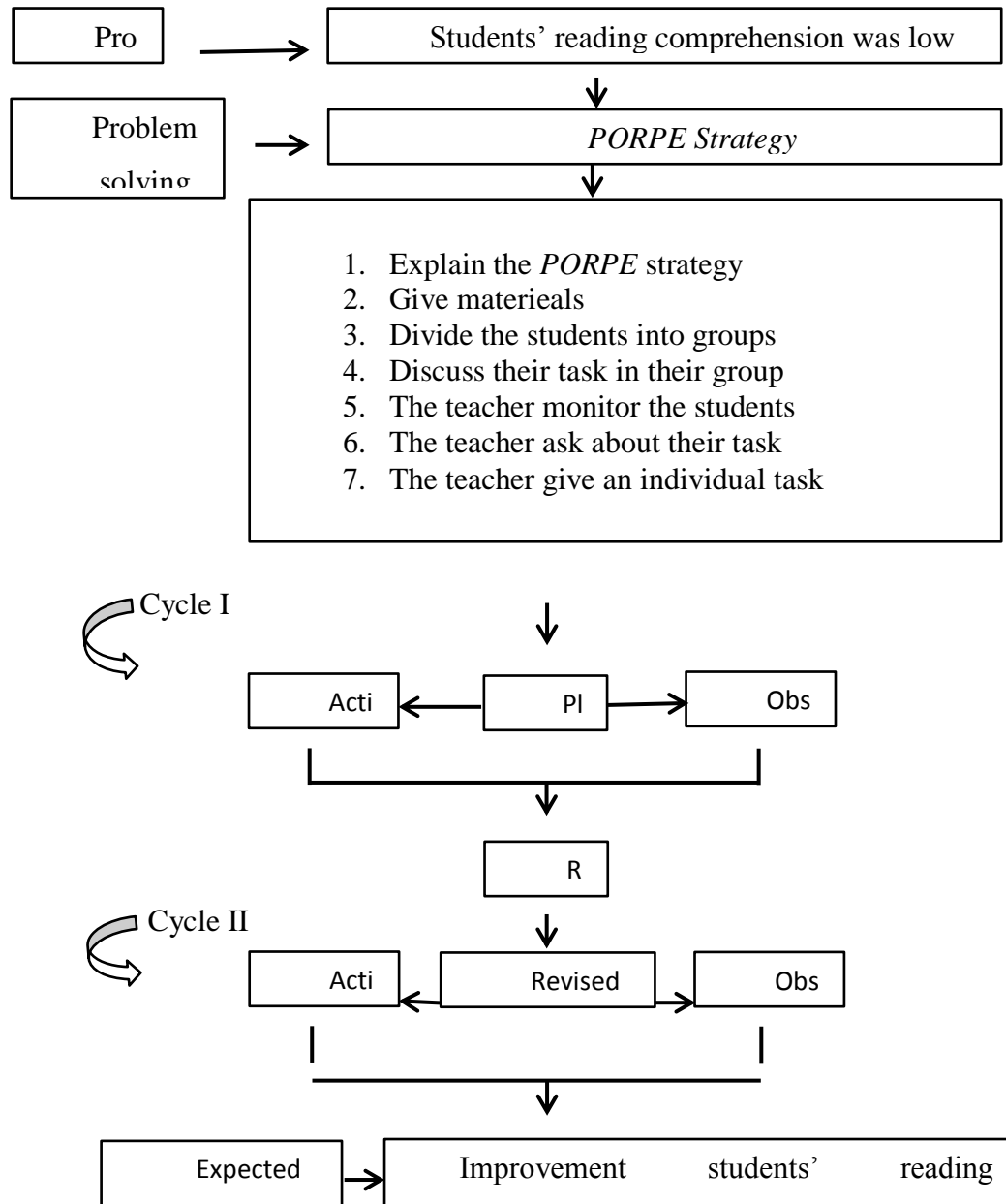


Figure 1: Schema of Conceptual Framework

CHAPTER III

METHOD OF RESEARCH

A. Location and Time of the Research

This research was conducted at SMK N 1 Percut Sei Tuan on Jln. Kolam No 3 Medan Estate. It was focused in the first year of 2017/2018 academic year. The reason for choosing this school because the researcher found that the students have some problems in reading comprehension and the student's ability of reading in that school still low and poor.

B. The Subject of the Study

The subject of this research was the students of SMK N 1 Percut Sei Tuan, class XI TGB. The class consists of 26 students. They were 16 girls and 10 boys. It found that many students face difficulty to get main idea of the text in reading comprehension and the teacher of the school is expectation the student need and improvement in reading comprehension.

C. Research Design

This research was conducted by using classroom action research. Classroom action research was a method of finding out what works best in your own classroom so that you could improve students' learning.

There were four steps to conduct classroom action research namely:

1. Plan, involves thinking process and evaluating to reflect the event that will be happened and attempting to find out ways to overcome problem encounter.
2. Action, at this step, we think and consider what action will be done, how the method was provided.
3. Observation, is activity that consists of gathering data to identify the result action. Collecting data can be considered form several factors: students, teacher, interaction between student and teacher. Observation process can be done by the teacher or assist by other such as others teachers, consultant, headmaster, act.
4. Reflection, is activity the fairness of data for doing some improvement and revisions in another enhance the successful of teaching.

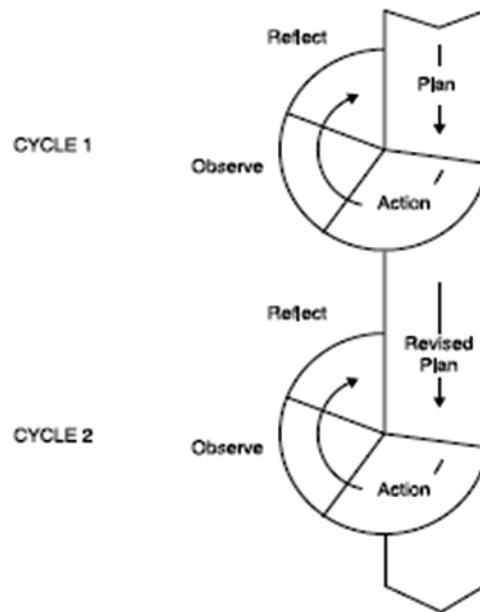
D. Procedure of the Research

This research was conducted by two cycles. They were planning, action, observation, and reflection.

Figure 2 : Schema of Action Research Cycles

Classroom Action Research Model by Kemmis and Mc. Taggart

(Arikunto, 2013).



1. Cycle 1

a) Planning

The activities in the planning were:

- 1) Making the lesson plan about Analytical Exposition Text.
- 2) Designing the steps in using PORPE Strategy.
- 3) Preparing the material, that is Analytical Exposition Text.
- 4) Preparing teaching, that is PORPE Strategy .
- 5) Preparing a test, that is reading test

b) Action

Teacher activity:

- 1) The teacher open the class by greeting the students.

- 2) The teacher ask what topic they will learn, that is Analytical Exposition Text.
- 3) The teacher introduce the PORPE Strategy in Analytical Exposition Text.
- 4) The teacher ask the students' opinion about Analytical Exposition Text.
- 5) The teacher give the definition of Analytical Exposition Text.
- 6) The teacher explain about the Analytical Exposition Text.
- 7) The teacher give the question based on the text to students.
- 8) The teacher and students make the conclusion based on the material.
- 9) The teacher end the class by closing.

Students' activity:

- 1) The students answer greeting from their teacher as response to the teacher.
- 2) The students answer what topic they will learn.
- 3) The student listen the explanation the PORPE Strategy in Analytical Exposition Text from teacher.
- 4) The students give their opinion about Analytical Exposition Text.
- 5) The students listen the definition of Analytical Exposition Text from teacher.
- 6) The students listen to the teacher in explaining the Analytical Exposition Text.
- 7) The students answer the question based on the text that give by the teacher.
- 8) The student and teacher make the conclusion based on the material.
- 9) The students answer the closing from their teacher as response to the teacher.

a) Observation

Observation was done to collect data namely, teacher and students activity attitude during teaching learning process. In this section the researcher do the formal observation. The researcher was an observer for English teacher and the students of the class that consisted of 26 students.

b) Reflection

Reflection was a feedback process from the action that was done. Reflection was use to help teacher to make decision. The teacher and researcher analyze all recording information learning process by using a test with PORPE Strategy.

1. Cycle 2

The researcher do cycle 2, if the result in cycle 1 was still need improvement. In cycle 2 also has four stages; they were planning, action, observation, and reflection. Every weakness in cycle 1 was revise in cycle 2.

E. Instrument of the Research

This research use two instruments. They were test and observation sheet.

1) Test

To get the data the researcher gives the reading comprehension test. The test was take from PORPE Strategy.

2) Observation Sheet

Observation sheet was use to observe all activities happen during the

teaching learning process. The activities were include teacher and students' activities.

3) Diary Note

Diary note was personal notes about observations, comments, interpretations and explanation. Diary note not only told the diary tasks but also revealed a feeling of what is was like to participate in classroom action research.

F. Technique of collecting Data

Collecting the data was done by test, observation sheet and diary note. Observation was use to observe the quality of teaching learning process based on the instrument of observation, Diary note was not only told the diary tasks but also revealed a feeling of what was was like to participate in classroom action research and test was done to know the quality of learning result.

G. Technique of Analyzing Data

Quantitative data was used in this study. It was use to analyze the student's score. The quantitative data was analyzed by using formula as follows:

$$\bar{x} = \frac{\sum x}{N} \text{ (Arikunto, 2013)}$$

Notes :

\bar{x} : The mean of the students' score

$\sum x$: The total score of students

N : The number of the students

Next, to categories the number of the students who pass the test successfully, the researcher will apply the following formula :

$$P = \frac{R}{T} \times 100\% \text{ (Arikunto, 2013)}$$

Where :

P : The percentage of those who getting score

R : The number of students' getting score

T : The total number of the students.

The qualitative data will be analyzed by applying a category as proposed by Arikunto (2007). The value of students' motivation in learning is analyzed by applying a formula as follows :

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

Where :

P : The percentage

R : The number of activity indicators performed by the students

SM : The total number of activity indicator.

CHAPTER IV

DATA AND DATA ANALYSIS

A. DATA

The data was taken from only one class of SMK N 1 Percut Sei Tuan. The class was XI TGB-2 which consisted 26 students. The researcher took all students who from the first until the last meeting. The teaching process of reading comprehension was done through the implemental of PORPE strategy.

This research analyzed the data from two kinds of data. They were quantitative data (reading test result) and qualitative data (observation sheet and diary note) which had been collected within two cycles. The first including pre-test, Cycle I was conducted in three meetings and cycle II was conducted one meeting.

The data of students' score in pre-test, cycle I, and cycle II can be seen as below:

Table 4.1
The Result Score of Pre-test, Cycle I and Cycle II

Names of Test	Pre-Test	Cycle I		Cycle II
		1	2	3
Lowest Score	30	50	60	80
Highest Score	70	80	90	100
$\sum X$	1410	1720	1950	2240
N	54.23	66.15	75	86.15

The data of students who passed Standard Minimum Score (KKM) :

Table 4.2
The Result of Students' Score in Pre-Test, Cycle I and Cycle II

No	Criteria	Score	Pre-Test	Cycle I		Cycle II
				1	2	3
1	Passed	75-100	0	5	13	26
2	Failed	0-74	26	21	13	0

B. Data Analysis

1. The Analysis of Qualitative Data

The qualitative data were taken from observation sheet :

a. Observation Sheet

In the first meeting, the observation sheets shown that there was a problem there, the students no interested in reading, they made a noisy and disturb their friends when the researcher given them pre-test only a paid attention, they want to tried reading text but did not know meaning of the word in the text. Then in the next day or second meeting, there was still a little bit problems, even the teacher got the picture result was not effectively, the teacher to control the students also, so the teacher could hear and got the result perfectly. Because the teacher took add their score in report. The students also found that was easier and felt so excited. It can be seen from data post test in cycle 1. So the researcher continued to the next cycle or cycle 2, the students look enjoyed and full attention toward reading text, they tried better and full excited in English. It can be seen from the data post test

in cycle 2. So based on the observation, students were interested to read the text through PORPE Strategy. (See appendix 4 and 5).

b. Diary Note

In the diary note, the researcher noted in the first meeting in cycle I, the students have less interest in learning English, especially in reading. The students' in reading comprehension was low in the class. From the first test, it was found that no students can get score 75 or above. It means that they felt difficulties to understand the text. Most of them made noisy and disturbed their friends when teaching learning process. In the second meeting, by using PORPE strategy, all of the students could understand what they were studying. After giving the explanation about analytical exposition. They worked cooperatively but some of the students did not paid attention. Based on the reflection in the first cycle that had been done was found that the second cycle had to be conducted. It was expected that the result in the second cycle would be better than the first cycle. In next meeting of the cycle 2, the researcher gave motivation and review about implemental of PORPE strategy. The students listened seriously asked some question. In the last meeting, the students felt more enjoyable and interested in learning reading by implemental of PORPE strategy, it was proved from the result of their test in cycle 2. The students' score had been improved and all of them passed the criteria minimum completeness. (See appendix 6).

2. The Analysis of Quantitative Data

2.1 Data Analysis in Pre Test

Pre-test was given before running to the treatment in Cycle I. The researcher gave the test to all students and the students answered the test. And the point of pre-test can be seen bellow (See appendix 7).

From the table of pre-test, the total score of students was 1410 and the number of students who took the test was 26 students, so the students' mean was:

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

$$\bar{x} = \frac{1410}{26} = 54.23$$

From the analysis above, students' in reading comprehension of analytical exposition was low. The mean of students was 54.23 and to look the number of students' who were competent in reading comprehension test was calculated by applying the following formula:

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

$$P_1 = \frac{6}{26} \times 100\% = 23\%$$

From the table analysis, the students' in reading comprehension was low. The mean of students was 54.23. Just 6 students passed in pre-test session (23%). It can be concluded that the students' in reading comprehension is still low.

From the explanation above, students' in reading comprehension was classified low when conducting action research in pre-test. So, Post test continued

in cycle I. So, to improve the students' critical thinking in reading comprehension, the researcher as the teacher gave a strategy in teaching reading. In that time, the former teacher was an observer. After the researcher had applied the strategy in the Cycle I, the researcher then gave them a test.

2.2 Data Analysis in Cycle I

a. Planning

Planning was developed for taking action and/or for gathering information and data in order to observe or capture the experience or monitoring the practice. The activities in planning were:

1. The researcher prepared the material such as lesson plan and design the step in doing the action.
2. The researcher prepared list of students name and score.
3. The research prepared test to students.

b. Action

The researcher implements the plan or changes a practice and collects data. Data may be collected from a variety of sources. The researcher gave pre-test before the strategy was applied, and then the researcher taught reading comprehension by using PORPE strategy. The researcher gave the opportunity to the students to ask about problem which faced by students and the last the researcher gave the post-test.

c. Observation

There were three meetings in cycle 1. In the first meeting in cycle 1, the researcher explained about Analytical Exposition Text without giving a test. In the second meeting in cycle 1, the researcher explained about Analytical Exposition Text and gave test of multiple choice through the implemental of PORPE strategy. The items of the multiple choice test in this research have indicators of reading comprehension can be seen by the table below. (See appendix 8).

Question Number	Comprehension in multiple choice test in Cycle 2
1	Answering some questions through specific information from text provided.
2	Answering some questions through specific information from text provided.
3	Answering some questions through specific information from text provided.
4	Finding unstated and stated information from some choices.
5	Answering some questions through specific information from text provided.
6	Finding idea from particular paragraph from text provided.
7	Completing sentence by using specific word from text.
8	Finding unstated and stated information from some choices.
9	Answering some questions through specific information from text provided.
10	Answering some questions through specific information from text provided.

From table above, the first meeting the mean of students' score was 66.15 (fifteen students who got 70). There was improvement from the first meeting. There was improvement from the first meeting. And second meeting, the mean of students was 75 (twenty three students who got 70). There was improvement from the first meeting to the second meeting. From the analysis

above, the number of students' who were competent in reading comprehension test was calculated by applying the following formula:

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

$$P_1 = \frac{15}{26} \times 100\% = 57.69\%$$

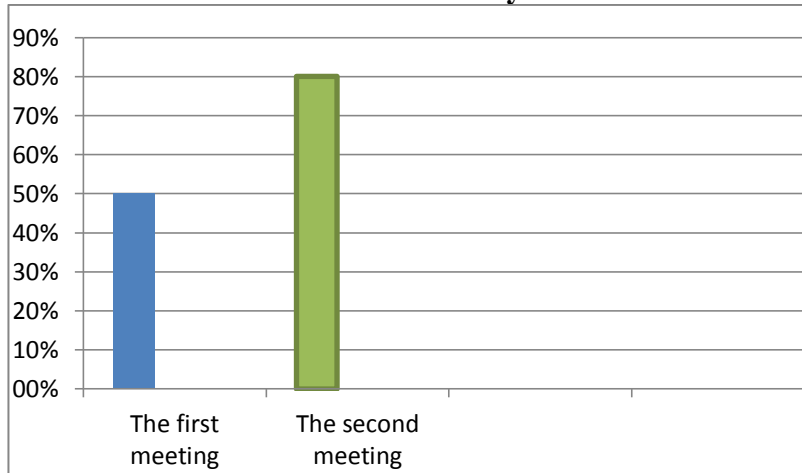
$$P_2 = \frac{23}{26} \times 100\% = 88.46\%$$

Table 4.3
Distribution of Students' Critical thinking in Reading Comprehension For Cycle I

	Criteria	Total Students	Percentage
P ₁	Passed	15	57.69%
P ₂	Passed	23	88.46%

The result showed the improvement of the students score from the pre test to the first cycle. The pre test was only 23% (six students) who got 70 points. The first cycle was 88.46% (twenty three students) who got 70 points. There was an improvement 65. 46%. Percentage of the first meeting to second meeting could see in diagram:

Table 4.4
Distribution of Students' critical thinking in Reading Comprehension For Cycle 1



During the teaching learning process, most of the student's just guessed the answer because they found it difficult to comprehend the text. Most of them cheated their friend's work. Some student's still applied conventional method in reading comprehension by translating word by word.

d. Reflection

Based on the observation and the result students test, it was known the teaching and learning reading through the implemental of PORPE strategy not yet satisfied and did not gave improvement, although there was some students got low score or under the KKM (75). Reflection also was a phase to process the data that taken from observation while teaching learning process through the implemental of PORPE strategy. After cycle 1 had finished, the result of researcher did not effective through the implemental of PORPE strategy in improving students critical thinking in reading comprehension, it was needed to continue in cycle 2.

2.3 Data Analysis in Cycle 2

a. Planning

In planning, the researcher did:

1. The researcher gave motivation to the students to be more active in learning.
2. The researcher gave reward to the students.
3. The researcher tried to explain more detail about PORPE strategy so that the students were easier to understand the material.

b. Action

1. Condition of learning after through the implemental of POPRE strategy, the student could do the test better than before. The students understanding the material.
2. All of students had motivation to ask and to respond a presentation.
3. Condition of learning process was more effective and more interesting.

c. Observation and Evaluation

There was one meeting in cycle 2. In the third meeting in cycle 1, the researcher explained about Analytical Exposition Text without giving a test. In the first meeting in cycle 2, the researcher explained about Analytical Exposition Text and gave test of multiple choice through the implemental of PORPE strategy. the items of the multiple choice test in this research have indicators of reading comprehension can be seen by the table below:

Question Number	mprehension in multiple choice test in Cycle 2
1	Answering some questions through specific information from text provided.
2	Answering some questions through specific information from text provided.

3	Answering some questions through specific information from text provided.
4	Finding unstated and stated information from some choices.
5	Answering some questions through specific information from text provided.
6	Finding idea from particular paragraph from text provided.
7	Completing sentence by using specific word from text.
8	Finding unstated and stated information from some choices.
9	Answering some questions through specific information from text provided.
10	Answering some questions through specific information from text provided.

The mean of the students' score in the Cycle 2 was the highest, so it could be said that the students' critical thinking in reading comprehension through the implementation of PORPE strategy increased. The result of students' score could be seen below (See appendix 9).

From explanation above that improvement students' critical thinking in reading comprehension were increased from 75 in cycle I to 86.15 in cycle II. In the Cycle II, there were one meeting. The fourth meeting, the mean of score 86.15 (twenty six students who got 70) with percentage 100%. So, the total score of the second cycle was higher than the first cycle. In the second cycle, there was 100% (twenty six students) who got 70 points which the improvement was 11.54%. It can be concluded that PORPE strategy could improve students' critical thinking in reading comprehension. From the analysis above, the number of students' who were :

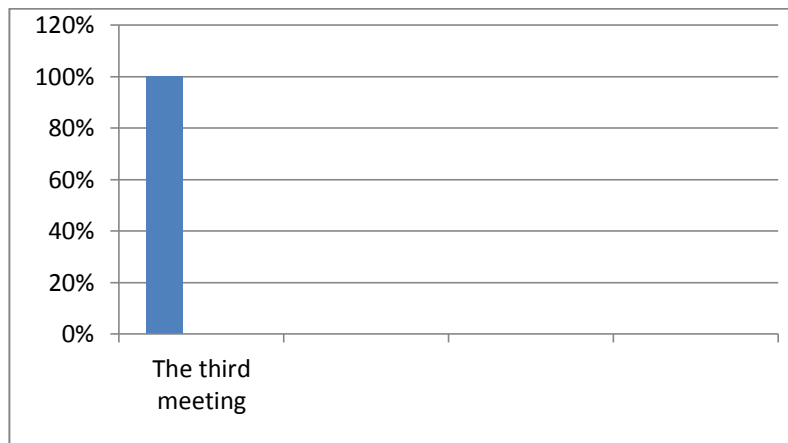
competent in reading comprehension test was calculated by applying the following formula:

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

$$P_3 = \frac{26}{26} \times 100\% = 100\%$$

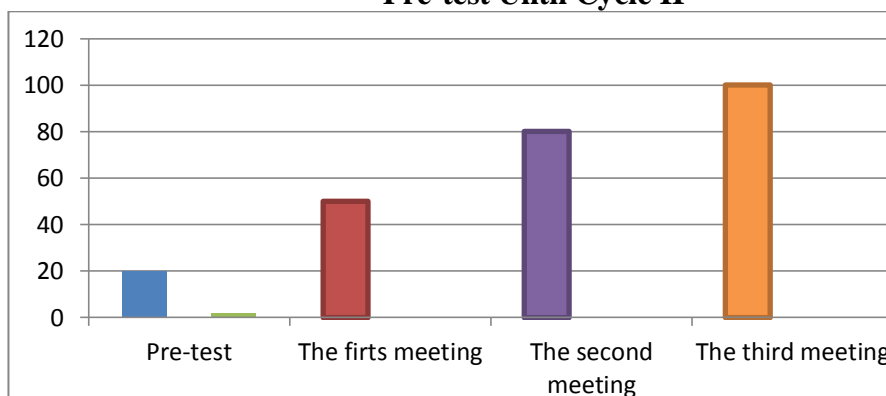
Table 4.5
Distribution of Students' critical thinking in Reading Comprehension For Cycle II

	Criteria	Total Students	Percentage
P ₃	Passed	26	100%



The Students score from the first meeting until fourth meeting could see in the table below (See appendix 10).

Table 4.6
Distribution of Students' critical thinking in Reading Comprehension From Pre-test Until Cycle II



During teaching learning process through the implemental of PORPE

strategy, The observation was still done for the last time, the activity of the students was observed and it showed that most of the students were more interest in reading a text and they did not have problem to comprehend the analytical exposition through the implemental of PORPE strategy. They did not use much time to translate word by word.

d. Reflection

Based on the observation and student test, it was known that teaching and learning reading through the implemental of PORPE strategy was satisfying and gave the improvement to students.

According to description in each cycle, the students' critical thinking through the implemental of PORPE strategy made students enjoyed in teaching and learning process, and also because the material which given by teacher more creative, not monotone, fun, and imaginative. The result of this research was PORPE strategy can improve students' critical thinking in learning reading comprehension.

C. Research Findings

Based on the data analysis, it showed that the students' critical thinking in reading comprehension had been improved through the implemental of PORPE strategy. It could be seen from the quantitative data. The mean score in cycle 1 was 75, the mean score in cycle 2 was 86.15, the students who got score more than 70 in cycle 1 was 23 students, the students who got score more than 70 in cycle 2 was 26 students, and the percentage of the students who got score

more than 70 in cycle 1 was 88.46%, the percentage of the students who got score more than 70 in cycle 2 was 100%. It also could be seen from qualitative data that was observation sheet.

It could be concluded that PORPE strategy could improve the students' critical thinking in reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, the conclusion could be drawn as followed:

1. There was improvement of students' critical thinking in reading comprehension by implemental of PORPE strategy. It means that PORPE strategy was a good way in teaching reading comprehension.
2. In observation sheet and diary note, it could be seen that the teacher was very active in teaching learning process and the students was interested and not bored.

B. Suggestion

Suggestion was staged as followed:

1. For English teacher, it was better to use PORPE strategy to make the teaching and learning process more interesting and lively.
2. For students, should use PORPE strategy to comprehend a text, because it can stimulate students' critical thinking in reading comprehension.
3. The other researchers, it suggested that they use relevant topic to conduct further research by using PORPE strategy.

REFERENCES

- Arikunto, Suharsimi. 2013. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Brassel, Danny and Rasinski, Timothy. 2008. *Comprehension That Works*. CA: Huntington Beach: Shell Education.
- Brown, H. D. 2004. *Language Assessment: Principle and Classroom Practice*. New York: Pearson Education.
- Brown, H. D. 2007. *Principles of Language Learning and Teaching*. White Plains: Pearson Education.
- Budiyanto, 2008. *Peningkatan Efektifitas Membaca Mahasiswa dengan Teknik Porpe*. Unpublished Thesis. Universitas Negeri Yogyakarta. Yogyakarta. Retrieved April 10, 2013, from <http://eprints.uny.ac.id/126/> peningkatan efektifitas membaca mahasiswa dengan teknik porpe.
- Grabe, W & Stoller, F. L. 2002. *Teaching and Researching Reading*. Harlow: Pearson Education.
- Grabe, W., Stoller, F.L. 2011. *Teaching and Researching Reading*. Great Britain: Pearson Education Limited.
- Klingner, Janette K and Sharon Vaughn. 2007. *Teaching Reading Comprehension to students with Learning Difficulties*. New York: the Guilford Press.
- Medan Bisnis 2011. *Memprihatinkan Minat Baca Warga Sumut, Suara Hati*. Retrieved March 10, 2013, from <http://www.medanbisnisdaily.com/news/2011/0742797/memprihatinkanminatbacawargasumut>.
- Petrus, Ismail. 2011. *The National Examination of English*. Retrieved March 10, 2013, from <http://www.infodiknas.com/the-national-examination-of-English>. a-validity-based-account.
- Simpson, M. L, Hayes, C.G. 1988. An Initial Validation of a Study Strategy content areas. *Journal of Reading*, 29, 407-414.
- Simpson, M.L., Stahl, N.A., & Hayes, C.G. 1989. PORPE: A Research Validation. *Journal of Reading*, 33, 22-28.
- Soemarni, 2006. *The Effect of Using Porpe Method In Increasing Reading Comprehension of The Second Year Students At SLTP 4 Sabak Auh, Siak*. Unpublished Thesis. Universitas Riau. Riau. Retrieved June, 1, 2013, from <http://lib.unri.ac.id/skripsi>.
- Westwood, Peter. 2001. *Reading and Learning Difficulties*. Australia : Press.

APPENDIX 1

LESSON PLAN

School	: SMK N 1 Percut Sei Tuan
Class	: XI TGB 2
Subject	: English
Aspect/Skill	: Reading Comprehension
Topic	: Analytical Exposition Text
Time Allocation	: 2 X 35 Minutes

A. Core Competencies

- KI 3 : Understand, apply, analyze factual knowledge, conceptual, procedural, based on curiosity about science, technology, art, culture, and humanities with a vision of humanity, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge on specific fields of study according to their talents and interests to solve the problem.
- KI 4 : Processing, reasoning, and all present in the realm of the concrete and the abstract realm associated with the development of the learned in school independently, and is able to use the method according to the rules of science.

B. Basic Competency

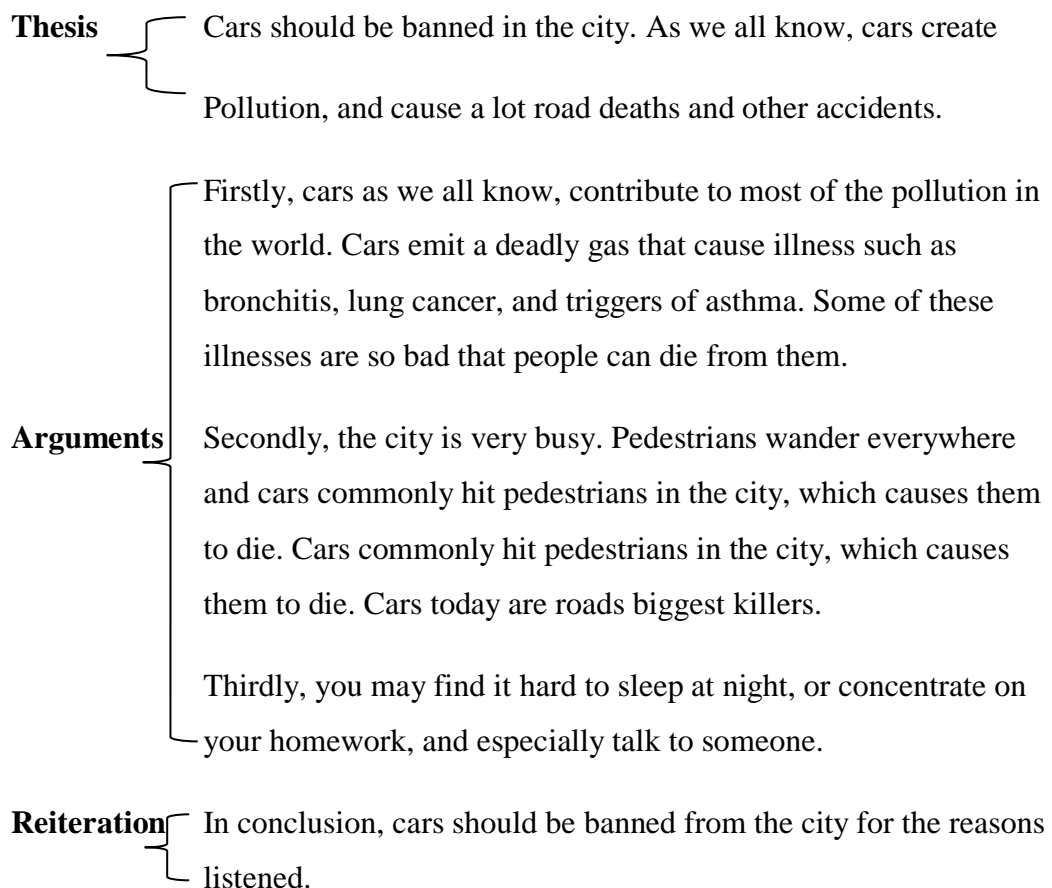
1. Analyzing social function, the structure of the text, and linguistic elements in the expression of opinions and mind, according to the context of use.
2. Responding the meaning in the text of Analytical Exposition about the hot topic discussed in common.

C. Competency Achievement Indicators

1. Students can analyze the social function, the structure of the text, and linguistic elements of analytical exposition text about the hot topic discussed generally according to the context of use.
2. Students can respond the meaning from analytical exposition text.

D. Learning Materials

Cars should be banned in the city



E. Learning Method/Technique

PORPE strategy.

F. Media / Tool / Source Learning

1. Media : Power point presentation and picture

2. Tool : LCD and Laptop

G. Learning Steps

First meeting

Activity	Description	Time Allocation
Opening activity	<ol style="list-style-type: none">1. Teachers give greetings.2. Teachers check student's attendance3. Teachers communicate with students and give questions to material will be taught.	10'
Core activities	<p>Observing</p> <ol style="list-style-type: none">1. Students look at a variety of analytical exposition text that shown by the teachers in slide powerpoint.2. Students observe the social function, structure and linguistic elements.3. Students identify the main idea, details and specific information from the analytical information. <p>Questioning</p> <p>Under the quidance and direction of teachers, students ask questions about the main idea,</p>	10' 5' 20'

	<p>details and specific information from the analytical information.</p> <p>Exploring</p> <ol style="list-style-type: none"> 1. Students try to answer the questions from the teacher together. 	
	<p>Associating</p> <ol style="list-style-type: none"> 1. The teacher give the correct answer for the students. <p>Communicating</p> <ol style="list-style-type: none"> 1. Teacher ask students apply PORPE Strategy. 	<p>15'</p> <p>20'</p>
Closing activities	<ol style="list-style-type: none"> 1. Learners and teachers reflect on their learning activities and benefits. 2. Learners and teachers give each other feedback on the process and learning outcomes. 	5'

Second meeting

Activity	Description	Time Allocation
Opening activity	<ol style="list-style-type: none"> 1. Teachers give greetings. 2. Teachers check student's attendance 3. Teachers communicate with students and give questions to material will be taught. 	10'
Core activities	<p>Observing</p> <ol style="list-style-type: none"> 1. Students look at a variety of analytical exposition text that shown with PORPE strategy 2. Students observe the social 	10'

	<p>Associating</p> <ol style="list-style-type: none"> 1. In pairs students analyze some text exposition focusing on the social function, structure, and language element. 2. Students gain feedback (feedback) from teachers and friends about the results of the analysis presented in the working group. <p>Communicating</p> <ol style="list-style-type: none"> 1. Students create a report in the form of notes of reading. 2. Flocking, students exchanged stories about text exposition with attention to social functions, structure and linguistic elements. 3. Students present in the classroom. 4. Make a written self-evaluation report on their respective experiences in the search for text exposition during the learning process inside and outside the classroom, including constraints experienced. 	<p>15'</p> <p>20'</p>
Closing activities	<ol style="list-style-type: none"> 1. Learners and teachers reflect on their learning activities and benefits. 2. Learners and teachers give each other feedback on the 	5'

	<p>process and learning outcomes.</p> <p>3. Students receive assignments through the implemental of PORPE strategy</p>	
--	--	--

Third meeting

Activity	Description	Time Allocation
Opening activity	<p>1. Teachers give greetings.</p> <p>2. Teachers check student's attendance</p> <p>3. Teachers communicate with students and give questions to material will be taught.</p>	10'
Core activities	<p>Observing</p> <p>1. Students look at a variety of analytical exposition text that shown with PORPE strategy</p> <p>2. Students observe the social function, structure and linguistic elements.</p> <p>3. Students identify the main idea, details and specific information from the analytical information.</p> <p>Questioning</p> <p>Under the guidance and direction of teachers, students ask questions about the main idea, details and specific information from the analytical information.</p> <p>Exploring</p> <ul style="list-style-type: none"> - The teacher ask students to understand about generic structure of analytical exposition text. 	<p>10'</p> <p>5'</p> <p>20'</p>

	<p>Associating</p> <ol style="list-style-type: none"> 1. Teacher give the correct answers to students. <p>Communicating</p> <ol style="list-style-type: none"> 2. Teacher ask students to study more about Analytical Exposition Text at home. 	<p>15'</p> <p>20'</p>
Closing activities	<ol style="list-style-type: none"> 1. Learners and teachers reflect on their learning activities and benefits. 2. Learners and teachers give each other feedback on the process and learning outcomes. 3. Students receive assignments that done with PORPE Strategy 	5'

H. Appraisal

Assessment Technique : Reading Comprehension Test

Form Instrument : Reading a text about Analytical Exposition Test in PORPE Strategy.

Percut Sei Tuan,
Researcher

Februari 2018

Gita Sahfitri
1402050087

Known by,

Headmaster of SMK N 1 Percut Sei Tuan

English Teacher

Kasni, M.Pd

NIP. 19661009 198812 1 004

Junita Hotnida Saragih, S.Pd

NIP. 1976 0619 2008 01 2016

APPENDIX 2

LESSON PLAN

School	: SMK N 1 Percut Sei Tuan
Class	: XI TGB 2
Subject	: English
Aspect/Skill	: Reading Comprehension
Topic	: Analytical Exposition Text
Time Allocation	: 2 X 35 Minutes

A. Core Competencies

- KI 3 : Understand, apply, analyze factual knowledge, conceptual, procedural, based on curiosity about science, technology, art, culture, and humanities with a vision of humanity, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge on specific fields of study according to their talents and interests to solve the problem.
- KI 4 : Processing, reasoning, and all present in the realm of the concrete and the abstract realm associated with the development of the learned in school independently, and is able to use the method according to the rules of science.

B. Basic Competency

1. Analyzing social function, the structure of the text, and linguistic elements in the expression of opinions and mind, according to the context of use.
2. Responding the meaning in the text of Analytical Exposition about the hot topic discussed in common.

C. Competency Achievement Indicators

1. Students can analyze the social function, the structure of the text, and linguistic elements of analytical exposition text about the hot topic discussed generally according to the context of use.
2. Students can respond the meaning from analytical exposition text.

D. Learning Materials

Reconsidering TV Programs

Thesis { Television has become a widely used electronic device to entertain the viewer. Almost everyone from different level of age can access various program of television. However, have we ever considered that the programs in the television are appropriate for us to watch? Nowadays, many programs in our television are inappropriate that bring the negative impact to the viewer. Therefore, we must reconsider TV programs that run today.

Arguments { The TV programs should be taken under evaluation for its negative impact to our society, especially for the children. Today, TV program often views the variety shows that full of slapstick act, the abusive cartoon, and dramas with improper moral value. Those programs mostly gain a high rate and run in a prime time. In the prime time, everyone from any level of age, including children, can access the TV programs. The programs give inappropriate models to the viewer, especially children. The social problems emerge as the impact of the inappropriate model of the program such as abusive behavior, ethical issue, life style, etc.

Reiteration { As the media to give both entertainment and information, television can be accessed by many people. The inappropriate programs will shape wrong mindset and behavior. Therefore, it is essential for us to reconsider

the programs that are run in television and wisely choose the proper program to watch.

E. Learning Method/Technique

PORPE strategy.

F. Media / Tool / Source Learning

1. Media : Power point presentation and picture
2. Tool : LCD and Laptop

G. Learning Steps **Fourth meeting**

Activity	Description	Time Allocation
Opening activity	1. Teachers give greetings. 2. Teachers check student's attendance 3. Teachers communicate with students and give questions to material will be taught.	10'

Core activities	<p>Observing</p> <ol style="list-style-type: none"> 1. Students look at a variety of analytical exposition text that shown by the teachers in PORPE Strategy. 2. Students observe the social function, structure and linguistic elements. 3. Students identify the main idea, details and specific information from the analytical information. <p>Questioning</p> <p>Under the quidance and direction of teachers, students ask questions about the main idea, details and specific information from the analytical information.</p> <p>Exploring</p> <ul style="list-style-type: none"> - the teacher ask students to understand about generic structure of analytical exposition text. 	<p>10'</p> <p>5'</p> <p>20'</p>
-----------------	---	---------------------------------

	<p>Associating</p> <ol style="list-style-type: none"> 1. Teacher give the correct answers to students. <p>Communicating</p> <ol style="list-style-type: none"> 2. Teacher ask students to study more about Analytical Exposition Text at home. 	<p>15'</p> <p>20'</p>
Closing activities	<ol style="list-style-type: none"> 1. Learners and teachers reflect on their learning activities and benefits. 2. Learners and teachers give each other feedback on the process and learning outcomes. 3. Students receive assignments that done in PORPE Strategy 	<p>5'</p>

H. Appraisal

Assessment Technique : Reading Comprehension Test

Form Instrument : Reading a text about Analytical Exposition Test in

PORPE Strategy.

Percut Sei Tuan,
Researcher

Februari 2018

Gita Sahfitri
1402050087

Known by,

Headmaster of SMK N 1 Percut Sei Tuan

English Teacher

Kasni, M.Pd

NIP. 19661009 198812 1 004
2016

Junita Hotnida Saragih, S.Pd

NIP. 1976 0619 2008 01

APPENDIX 3

Pre-Test

Cars Should Be Banned In The City

Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

Firstly, cars, as we all know contribute the most of pollution in the world. Cars emit a deadly gas causes illnesses such as bronchitis, lung cancer, and trigger of asthma. Some of these illness are so bad that people can die from them.

Secondly, the city is very busy. Pedestrians wander every where and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate in your homework, and especially talk to someone.

In conclusion, cars should be banned from the city for the reasons listed.

1. What type of the text above?
 - a. Narrative.
 - b. Report.
 - c. Analytical.
 - d. Explanation.
 - e. Description.

2. What one of the diseases caused by pollution?
 - a. HIV / AIDS
 - b. BRONCHITIS
 - c. LIVER
 - d. IMPOTENT

e. CHOLERA

3. What tense is mostly used in the text?

- a. Past tense
- b. Simple present tense
- c. Simple perfect tense
- d. Present continuous tense
- e. Past continuous tense

4. We usually call the last paragraph as.....

- a. Resolution
- b. Reiteration
- c. Conclusion
- d. Recommendation
- e. Twist

5. What is the purpose of the text?

- a. to persuade reader about the Cars Should Be Banned In The City
- b. to explain the characteristics the Cars Should Be Banned In The City
- c. to inform readers about Cars Should Be Banned In The City
- d. to describe Cars Should Be Banned In The City
- e. to entertain readers about Cars Should Be Banned In The City

6. The following sentences are true, except ...

- a. the cars contribute the most of pollution in the world.
- b. the cars are very noisy.

- c. the cars can also cause many deaths and other road accidents.
- d. the car cans accelerate the transport.
- e. the cars today are our roads biggest killers.

7. What the title text above?

- a. Cars Should Be Banned In The City
- b. Cars cause pollution.
- c. Car giant killer street.
- d. Car facilitate transportation.
- e. Cars cause noise of the city.

8. Which paragraph is called arguments?

- a. I and II.
- b. IV
- c. All paragraph
- d. II, III, and III
- e. I and IV

9. Is the car also cause pollution?

- a. No.
- b. No, he is.
- c. Yes, it's
- d. Yes.
- e. No, it's not.

10. Is the car also cause noise?

- a. Yes, it's.

- b. No, it's
- c. No.
- d. Yes, he is.

Answer key :

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

APPENDIX 4

Cycle I

Social Issue

1. The act of bullying seems to be an unnoticed act we commonly find in our society, especially in school environment. Bullying as the act to dominate the subordinate person as a mean to harass and to belittle the person is an urgent issue to be overcome. The act of bullying will bring a great damage to the targeted victims which impacts on their future and even results in suicide act.

From the paragraph above, we can infer that the purpose of the text is....

- a) to give explanation about the negative effect of bullying to one's behaviour.
 - b) to describe the types of bullying in social life.
 - c) to inform readers about the negative effect of bullying to the subordinate person.
 - d) to persuade readers to agree and support the idea to prevent and to stop bullying
 - e) to persuade readers to look for solution to lessening the damage created by bullying.
2. "Bullying as the act to dominate the subordinate person as a mean to harass and *to belittle the person is an urgent issue to be overcome.*"

The statement above concludes that the definition of bullying is....

- a) overcoming domination
 - b) harrassing and belittling someone
 - c) raising an urgent issue
 - d) dominating someone
 - e) finding a subordinate person
3. The victim would perceive the destructive behavior as the acceptable and normal act. The continuous harassment and physical abuse to a person, especially children and teenager, will impact on their self-esteem, self-hatred, and long-term traumatic impact. If the damage grows in the victim is not seriously taken care under professional therapy, the trauma would destruct the victim's life. In some cases, the victims of bullying would *commit suicide*.

From the passage, we know that professional therapy to the victim of bullying would...

- a) lengthen the victim's long-term traumatic impact

- b) prevent the victim's life from long-term traumatic.
 - c) construct abusive behavior
 - d) increase the victim's trauma
 - e) bring continuous harassment
4. "Second reason to take precaution and to stop bullying act is that bullying can escalate to violence and be considered as a crime. This is not only permanently damaging the victim" s psychological aspect, but also has become a criminal issue. A bullying act leads the children and the teenager to construct destructive behavior. This is obviously a serious problem for *our society*."

Choose the **correct** statement according to the passage.

- a) Bullying act can accumulate into a criminal issue.
 - b) Bullying can be considered as a crime.
 - c) Violence can escalate into bullying.
 - d) Bullying can construct favorable behavior.
 - e) Not every bullying act is considered as violence or crime.
5. "Bullying phenomenon is a common act that we can find in our society. It is an irony that most of this kind of acts happen in school. The act of bullying to elevate the self-esteem by continuously harassing the victim is a cowardly act that could damage one" s future. Therefore, we should commit to ourselves to take action, to prevent and to stop the bullying act from our closest surrounding."

The passage contains an irony. The irony emerges in the passage is...

- a) We can stop the act of bullying from ourselves.
- b) The act bullying elevates the bully's self-esteem.
- c) We can't do anything to prevent and stop the act of bullying.
- d) The destructive act such bullying happens in educational environment.

6. Read the text below and answer the question.

Reconsidering TV Programs

Television has become a widely used electronic device to entertain the viewer. Almost everyone from different level of age can access various program of television. However, have we ever considered that the programs in the television are appropriate for us to watch? Nowadays, many programs in our television are inappropriate that bring the negative impact to the viewer. Therefore, we must reconsider TV programs that run today.

The TV programs should be taken under evaluation for its negative impact to our society, especially for the children. Today, TV program often views the variety shows that full of slapstick act, the abusive cartoon, and dramas with improper moral value. Those programs mostly gain a high rate and run in a prime time. In the prime time, everyone from any level of age, including children, can access the TV programs. The programs give inappropriate models to the viewer, especially children. The social problems emerge as the impact of the inappropriate model of the program such as abusive behavior, ethical issue, life style, etc.

As the media to give both entertainment and information, television can be accessed by many people. The inappropriate programs will shape wrong mindset and behaviour. Therefore, it is essential for us to reconsider the programs that are run in television and wisely choose the proper program to watch.

The first paragraph of the passage concludes

that...

- a) everyone can access tv program.
 - b) Television is a media of entertainment
 - c) Television only entertaints a small scope of people
 - d) many inappropriate programs that give negative impact are shown in television
 - e) the programs thar are presented in the television today have been appropriate for any level of age
7. "Television has become a widely used electronic device to entertain the viewer. Almost everyone from different level of age can access various program of television."

According to the statement above, the viewers of the television are....

- a) the old age person
- b) teenager
- c) children
- d) almost everyone
- e) parent

8. Choose correct statement from the following that is in line with the second paragraph.

- a) Inappropriate TV programs impact on social problems.
- b) Inappropriate TV programs mostly impact on adultery.
- c) TV programs have nothing to do with life style and mindset.
- d) In the prime time, most of the children have fallen asleep.
- e) TV programs are not in need to be put under evaluation.

9. Look at the second paragraph. According to the passage, TV programs that should be taken under evaluation are....

- a) those that expose improper models
- b) those that are watched by the children
- c) those that run in prime time
- d) those that get high rate
- e) those that everyone can enjoy

10. “As the media to give both entertainment and information, television can be accessed by many people. The inappropriate programs will shape wrong mindset and behavior. ...”

Choose from the following statement that completes the passage above.

- a) Therefore, it is essential for us to reconsider the programs that are run in television and wisely choose the proper program to watch.
- b) Hence, it is important for us to control the programs that are run in the prime time.
- c) Hence, it is important to not purchase our money to buy television.
- d) Therefore, it is essential for us to ban the use of television in our home.
- e) Therefore, it is important to reconsider the television as the media to give information and entertainment for our life.

Answer key :

- | | |
|------|-------|
| 1) d | 6) d |
| 2) b | 7) d |
| 3) b | 8) a |
| 4) a | 9) a |
| 5) d | 10) a |

APPENDIX 5

Cycle I

Learning English

Learning English through music and songs can be very enjoyable. You can mix pleasure with learning when you listen to a song and exploit the song as a means to your English progress. Some underlying reason can be drawn to support the idea why we use songs in language learning.

Firstly, “the song stuck in my head” Phenomenon (the echoing in our minds of the last song we heard after leaving a restaurant, shopping malls, etc) can be both enjoyable and sometimes unnerving. This phenomenon also seems to reinforce the idea that songs work on our short-and-long term memory.

Secondly, songs in general also use simple conversational language, with a lot of repetition, which is just what many learners look for sample text. The fact that they are effective makes them many times more motivating than other text. Although usually simple, some songs can be quite complex syntactically, lexically and poetically, and can be analyzed in the same way as any other literary sample.

Furthermore, song can be appropriated by listener for their own purpose. Most pop songs and probably many other types don't have precise people, place or time reference.

In addition, songs are relaxing. They provide variety and fun, and encourage harmony within oneself and within one group. Little wonder they are important tools in sustaining culture, religion, patriotism and yeas, even revolution.

Last but not least, there are many learning activities we can do with songs such as studying grammar, practicing selective listening comprehension, translating songs, learning vocabulary, spelling and culture.

From the elaboration above, it can be concluded that learning through music and songs, learning English can be enjoyable and fun.

1. The type of the text above is ...
 - a. Analytical exposition
 - b. Hortatory exposition
 - c. Narrative
 - d. Discussion
 - e. Explanation

2. What is the communicative purpose of the text?
 - a. To tell the reader about the songs
 - b. To entertain the reader with the songs
 - c. To show the reader the use of songs
 - d. To explain above the songs
 - e. To persuade the reader to use songs in learning language

3. The generic structures of the text are
 - a. Thesis – arguments – recommendation
 - b. General statement – sequential explanation
 - c. Newsworthy events – background events – sources
 - d. Thesis – arguments – reiteration
 - e. General statement – arguments

4. What is the text about
 - a. Learning songs
 - b. Very enjoyable music
 - c. The phenomenon
 - d. Music listeners
 - e. Using songs in language learning

5. Based on the text, there are reason for using songs in learning language
 - a. 6
 - b. 4
 - c. 5
 - d. 3
 - e. 2

6. *Read the text below and answer the question.*

The Importance of reading

I personally think that reading is a very important activity in our life. Why do I say so? Firstly, by reading we can get a lot of knowledge about many things in the world such as Science, technology. Sports, arts, culture, etc written in either books, magazine, newspaper, etc.

Secondly, by reading we can get a lot of news and information about something happening in any parts of the world which can we see directly.

Another reason, reading can give us pleasure too. When we are tired, we read books, newspaper or magazine on the entertainment column such as comedy, short story, quiz, etc. To make us relaxed.

The last, reading can also take us to other parts of the world. By reading a book about Irian Jaya we may feel we're really sitting in the jungles not at home in our rooms.

From the facts above, it's obvious that everyone needs to read to get knowledge, information and also entertainment. Or in summary we can say reading is truly important in our life.

Why is reading very important in our life? Because.....

- a. By reading, we can get a lot of friends, relatives, experience, etc.
 - b. By reading, we can get little knowledge but a lot of entertainment.
 - c. By reading, we are always relaxed.
 - d. By reading, we are always happy.
 - e. By reading we can get a lot of knowledge, news, information and entertainment
7. If we want to get knowledge, what should we do?
- a. buy a lot of books
 - b. borrow a lot of books
 - c. look for newspaper and magazine
 - d. sell and buy many expensive books
 - e. Read a lot of books and other printed materials.
8. What does the text tell us about?
- a. The description of reading
 - b. The function of reading
 - c. The importance of reading
 - d. The disadvantages of reading
 - e. The purpose of reading
9. What is the social function of the text?
- a. To tell a story
 - b. To describe the reader
 - c. To entertain the reader
 - d. To give information
 - e. To persuade the reader
10. Paragraph.... In the text is the thesis.
- a. 1
 - b. 2
 - c. 3
 - d. 4
 - e. 5

Answer key :

- | | |
|------|-------|
| 1. a | 6. e |
| 2. e | 7. e |
| 3. d | 8. c |
| 4. e | 9. e |
| 5. c | 10. a |

APPENDIX 6

Cycle 2

School Life

1. Choose the correct definition of analytical exposition text.

- a) It is an argumentative text with the writer`s opinions.
- b) It contains the readers` arguments.
- c) It describes the surrounding phenomenon.
- d) It functions to retell the writer`s past experiences.
- e) It entertains the readers with its opinions.

2. *Read the text below and answer the question.*

Many parents wonder if extracurricular activities offer positive effects on students who participate. They always think that academics is number one and encourage their children to play less but study more. Most parents never think that extracurricular activities such as, sports and art can actually give impact on their children success in the future. There are many benefits that the children can get through extracurricular activities.

Firstly, the children can have great chances to socialize with their friends. It will build their confidence to work together with people in a team. They will know how to deal with people with different characters.

Secondly, extracurricular activities give impact on the children`s time and stress management skill. Dealing with stressful school work and need to focus on the competition at the same time will train them to organize their time well. They will also know how to manage their emotion so that it won`t affect their neither performance nor academics record.

Last, it gives the children a lot of fun. Playing together with their friends, competing in competitions, meeting new friends, are things they never forget.

To conclude, extracurricular activities can actually give impact on their children success in the future since it offers many benefits. The second paragraph of the text above is called the

The second paragraph of the text above is called the

- a) Climax
- b) Thesis
- c) Argument
- d) Reiteration

e) Introduction

3. The following statements are true based on the text above, *except ...*

- a) Sports can help the students to develop their time management skill.
- b) Play sports help the students to manage their anger.
- c) Extracurricular activities will give bad effect on students' academic records.

d) Joining art club gives so much fun for the students.

e) Joining a sport club gives the students chance to know how to work together in a team.

4. The suitable title for the text above is ...

- a) How to develop our children social skill.
- b) The importance of extracurricular activities
- c) How to help the children to succeed.
- d) Children joining sports and art clubs.
- e) The negative impacts of extracurricular activities.

5. Parents always encourage their children to play less and study more.

- a) Dissuade
- b) Stimulate
- c) Facilitate
- d) Support
- e) Help

6. Extracurricular activities are good for the children because of the following reasons, *except ...*

To sum up, wearing uniform is compulsory in Indonesia for some reasons, such as to remove social gap between the poor and the rich and to make the students look neat.

The following statements are NOT true based on the text....

- a) All students in Indonesia are poor.
- b) Young people like to express themselves.
- c) School committee is the one which make the school regulation.
- d) There are social gap in Indonesian school.

e) Students might wear inappropriate clothes to school.

7. The correct order of the jumbled paragraph above is ...

a) 4-3-1-2

b) 2-1-4-3

c) 4-3-2-1

d) 4-2-1-3

e) 2-1-3-4

8. First, the school committees argue that wearing uniform will remove the social **gap** between the rich and the poor students.

The synonym of the underlined word is ...

a) pause

b) space

c) intermission

d) slot

e) hole

9. *Read the text below and answer the question.*

Most students in Indonesia should wear uniform to school. The school committee asks their students to wear uniform to school for many reasons which hopefully can only give good impact to the students.

First, the school committees argue that wearing uniform will remove the social gap between the rich and the poor students. If they are not forced to look similar by wearing uniform, it will be easy to find differences in appearance between them. Hopefully, uniform can prevent the poor to show off their wealth to the poor.

Second, uniform will make the students look neat. Students are young generations who like to try new things express themselves, including in fashion. If the school does not restrict the students' freedom in expressing themselves through fashion, it is possible that the students will come to school with inappropriate clothes.

To sum up, wearing uniform is compulsory in Indonesia for some reasons, such as to remove social gap between the poor and the rich and to make the students look neat.

The following statements are NOT true based on the text....

- a) All students in Indonesia are poor.
- b) Young people like to express themselves.
- c) School committee is the one which make the school regulation. d)
- There are social gap in Indonesian school.
- e) Students might wear inappropriate clothes to school.

10. From the text above we can conclude that wearing uniform is for students in Indonesia.

- a) dilemma
- b) obligatory
- c) preferential
- d) secondary
- e) alternative

Answer key :

- | | |
|------|-------|
| 1) a | 6) c |
| 2) c | 7) d |
| 3) c | 8) b |
| 4) c | 9) a |
| 5) a | 10) b |

APPENDIX 8

Observation Sheet in Teaching Learning Process for Teacher's Performance

The Schools' Name : SMK N 1 Percut Sei Tuan

Academic Year : 2018/2019

Class : XI TGB 2

Material : Analytical exposition

Siklus Ke : I

No.	ACTIVITY	4	3	2	1
1.	Aperseption		✓		
2.	Material Explanation		✓		
3.	Explanation of read, cover, remember, retell strategy on reading comprehension		✓		
4.	Technique dividing groups		✓		
5.	Classroom management			✓	
6.	The use of media			✓	
7.	Voice		✓		
8.	Management of discussion		✓		
9.	Guidance to groups			✓	
10.	Away question or quiz		✓		
11.	Ability to evaluate		✓		
12.	Rewarding individuals or groups			✓	
13.	Determining scores			✓	
14.	Concluding learning materials		✓		
15.	Closing the learning		✓		
Score			30	10	
Total Score		40			
Value		66,67			

Category	Good
-----------------	-------------

Where :

4 = Excellent

3 = Good

2 = Fair

1 = Less

Rating Conversion

Value Range	Categories
81 – 100	Very Good
61 – 80	Good
41 – 60	Enough
21 – 40	Less
0 – 20	Bad

Score Guidance:

$$\text{Value} = \frac{\text{the total score of teacher's performance}}{\text{the number of criteria aspects} \times 4} \times 100$$

$$= \frac{40}{15 \times 4} \times 100 = 66,67$$

Percut, 07 February 2018

Observer

Gita Sahfitri

NPM. 1402050087

Appendix 4

Observation Sheet in Teaching Learning Process for Teacher's Performance

The Schools' Name : SMK N 1 Percut Sei Tuan

Academic Year : 2018/2019

Class : XI TGB 2

Material : Analytical exposition

Siklus Ke : I

No.	ACTIVITY	4	3	2	1
1.	Aperseption	✓			
2.	Material Explanation	✓			
3.	Explanation of read, cover, remember, retell strategy on reading comprehension	✓			
4.	Technique dividing groups		✓		
5.	Classroom management		✓		
6.	The use of media			✓	
7.	Voice		✓		
8.	Management of discussion		✓		
9.	Guidance to groups			✓	
10.	Away question or quiz		✓		
11.	Ability to evaluate		✓		
12.	Rewarding individuals or groups		✓		
13.	Determining scores			✓	
14.	Concluding learning materials		✓		
15.	Closing the learning		✓		
Score		12	27	6	
Total Score		45			
Value		75			
Category		Good			

Where :

4 = Excellent

3 = Good

2 = Fair

1 = Less

Rating Conversion

Value Range	Categories
81 – 100	Very Good
61 – 80	Good
41 – 60	Enough
21 – 40	Less
0 – 20	Bad

Score Guidance:

$$\text{Value} = \frac{\text{the total score of teacher's performance}}{\text{the number of criteria aspects} \times 4} \times 100$$

$$= \frac{45}{15 \times 4} \times 100 = 66,67$$

Percut, 14 February 2018

Observer

Gita Sahfitri

NPM. 1402050087

Observation Sheet in Teaching Learning Process for Teacher's Performance

The Schools' Name : SMK N 1 Percut Sei Tuan

Academic Year : 2018/2019

Class : XI TGB 2

Material : Analytical exposition

Siklus Ke : II

No.	ACTIVITY	4	3	2	1
1.	Aperseption	✓			
2.	Material Explanation	✓			
3.	Explanation of read, cover, remember, retell strategy on reading comprehension	✓			
4.	Technique dividing groups		✓		
5.	Classroom management		✓		
6.	The use of media		✓		
7.	Voice	✓			
8.	Management of discussion		✓		
9.	Guidance to groups	✓			
10.	Away question or quiz	✓			
11.	Ability to evaluate		✓		
12.	Rewarding individuals or groups		✓		
13.	Determining scores		✓		
14.	Concluding learning materials		✓		
15.	Closing the learning		✓		
Score		24	27		
Total Score		51			
Value		85			
Category		Very Good			

Where :

4 = Excellent

3 = Good

2 = Fair

1 = Less

Rating Conversion

Value Range	Categories
81 – 100	Very Good
61 – 80	Good
41 – 60	Enough
21 – 40	Less
0 – 20	Bad

Score Guidance:

$$\text{Value} = \frac{\text{the total score of teacher's performance}}{\text{the number of criteria aspects} \times 4} \times 100$$

$$= \frac{51}{15 \times 4} \times 100 = 85$$

Source: Suwandi, 2011

Percut, 21 February 2018

Observer

Gita Sahfitri

NPM. 1402050087

APPENDIX 7

Students' Observation Sheet in Teaching Learning Activity through the implemental of PORPE Strategy

School : SMK N 1 Percut Sei Tuan

School Year : 2018/2019

Class : XI TGB 2

Cycle : I

No	Students' Name	Students' Activities				Score	Value (%)
		Interest	Attention	Participation	Presentation		
1.	ARS	3	3	3	3	12	75.00
2.	APP	2	2	3	3	10	62.05
3.	AWIS	1	3	2	3	9	56.25
4.	AMD	2	2	3	3	10	62.05
5.	APW	3	3	3	2	11	68.75
6.	DFP	1	3	3	2	9	56.25
7.	FR	2	3	2	3	10	62.05
8.	IMS	2	2	3	2	9	56.25
9.	KF	2	2	3	3	10	62.05
10.	LM	2	3	4	3	12	75.00
11.	MS	3	3	2	2	10	62.05
12.	MA	1	2	3	3	9	56.25

13.	MAPA	2	3	3	3	11	68.75
14.	MFA	2	2	3	4	11	68.75
15.	MFBS	3	2	2	3	10	62.05
16.	NCA	2	2	2	3	9	56.25
17.	NSS	2	3	2	3	10	62.05
18.	PL	3	3	3	3	12	75.00
19.	RAP	2	3	2	2	9	56.25
20.	RH	1	3	3	3	10	62.05
21.	RMP	1	2	2	3	8	50.00
22.	SFN	2	2	3	3	10	62.05
23.	SF	2	2	3	2	9	56.25
24.	SH	2	2	3	3	10	62.05
25.	TP	3	2	2	3	11	68.75
26.	YZ	2	3	3	3	11	68.75
Total Scores		53	65	70	73	262	532
Average Value							62.05
Where							Active

Keterangan Skor:

4 = Sangat Baik

3 = Baik

2 = Cukup

1 = Kurang

Rating Conversion

Value Range	Categories
81 – 100	Very Active
61 – 80	Active
41 – 60	Enough
21 – 40	Less
0 – 20	Passive

Where:

$$\text{Students' Score} = \frac{\text{total score}}{\text{maximum score} \times 4} \times 100 = \dots$$

$$\text{Average Value} = \frac{\text{amount of value}}{\text{the number of students}} \times 100 = \dots$$

Percut, 07 February 2018

Observer

Gita Sahfitri

NPM. 1402050087

**Students' Observation Sheet in Teaching Learning Activity through the
implemental of PORPE Strategy**

School : SMK N 1 Percut Sei Tuan

School Year : 2018/2019

Class : XI TGB 2

Cycle : I

No	Students' Name	Students' Activities				Score	Value (%)
		Interest	Attention	Participation	Presentation		
1.	ARS	3	3	3	4	13	81.25
2.	APP	2	3	4	3	12	75.00
3.	AWIS	3	3	3	3	12	75.00
4.	AMD	2	2	3	3	10	62.05
5.	APW	3	3	3	3	12	75.00
6.	DFP	2	3	3	3	11	68.75
7.	FR	2	4	2	3	11	68.75
8.	IMS	2	3	3	3	11	68.75
9.	KF	2	4	3	3	12	75.00
10.	LM	2	3	4	3	12	75.00
11.	MS	3	3	2	3	11	68.75
12.	MA	3	3	3	3	12	75.00
13.	MAPA	3	3	4	3	13	81.25

14.	MFA	2	3	3	4	12	75.00
15.	MFBS	3	3	2	3	11	68.75
16.	NCA	3	3	2	3	11	68.75
17.	NSS	2	3	2	3	10	62.05
18.	PL	3	3	3	3	12	75.00
19.	RAP	3	3	2	2	10	62.05
20.	RH	3	4	3	3	13	81.25
21.	RMP	2	3	2	3	10	61.05
22.	SFN	3	3	4	3	13	81.25
23.	SF	2	2	3	3	10	62.05
24.	SH	3	3	3	3	12	75.00
25.	TP	3	2	3	3	11	68.75
26.	YZ	3	3	4	4	14	87.05
Total Scores		67	78	76	80	301	1877.55
Average Value							72.21
Where							Active

Rating Conversion

Value Range	Categories
81 – 100	Very Active
61 – 80	Active
41 – 60	Enough
21 – 40	Less
0 – 20	Passive

Where:

$$\text{Students' Score} = \frac{\text{total score}}{\text{maximum score} \times 4} \times 100 = \dots$$

$$\text{Average Value} = \frac{\text{amount of value}}{\text{the number of students}} \times 100 = \dots$$

Percut, 14 February 2018

Observer

Gita Sahfitri

NPM. 1402050087

**Students' Observation Sheet in Teaching Learning Activity through the
implemental of PORPE Strategy**

School : SMK N 1 Percut Sei Tuan

School Year : 2018/2019

Class : XI TGB 2

Cycle : II

No	Students' Name	Students' Activities				Score	Value (%)
		Interest	Attention	Participation	Presentation		
1.	ARS	3	3	4	4	14	87.05
2.	APP	3	3	4	3	13	81.25
3.	AWIS	3	3	3	3	12	75.00
4.	AMD	3	4	3	3	13	81.25
5.	APW	3	4	3	4	14	87.05
6.	DFP	3	3	3	3	12	75.00
7.	FR	3	4	3	3	13	81.25
8.	IMS	3	3	3	3	12	75.00
9.	KF	3	4	3	3	13	81.25
10.	LM	3	3	4	3	13	81.25
11.	MS	3	3	3	3	12	75.00
12.	MA	3	3	3	3	12	75.00
13.	MAPA	3	3	4	3	13	81.25

14.	MFA	3	3	3	4	13	81.25
15.	MFBS	4	3	3	3	13	81.25
16.	NCA	3	4	3	4	14	87.05
17.	NSS	4	3	4	4	15	93.75
18.	PL	3	3	4	3	13	81.25
19.	RAP	4	4	3	4	15	93.75
20.	RH	3	4	3	4	14	87.05
21.	RMP	3	4	3	3	13	81.25
22.	SFN	4	3	4	3	14	87.05
23.	SF	3	3	4	4	14	87.05
24.	SH	4	3	4	3	14	87.05
25.	TP	3	4	3	4	14	87.05
26.	YZ	3	3	4	4	14	87.05
Total Scores		83	87	88	88	346	2158.45
Average Value							83.01
Where							Very Active

Rating Conversion

Value Range	Categories
81 – 100	Very Active
61 – 80	Active
41 – 60	Enough
21 – 40	Less
0 – 20	Passive

Where:

$$\text{Students' Score} = \frac{\text{total score}}{\text{maximum score} \times 4} \times 100 = \dots$$

$$\text{Average Value} = \frac{\text{amount of value}}{\text{the number of students}} \times 100 = \dots$$

Percut, 21 February 2018

Observer

Gita Sahfitri

NPM. 1402050087

APPENDIX 6

DIARY NOTES

Wednesday, February 07 meeting 1

In the first meeting, before got into the class, the researcher started with interviewing the teacher of the same object who continuously taught the class. The teacher argued that the class was so potential and had go attitude in teaching learning process. In order to know the background of the students' own difficulties in reading comprehension, the researcher asked the students, most the students' felt it's difficult to learn reading comprehension. Some of them even knew nothing about analytical exposition. After interview, the researcher got in the class. Then the researcher introduced herself, and explained the purpose of her coming. The writer gave the test. The students' showed their high enthusiasm with the project. The teacher divided students' into groups. All of them paid attention and listened to the teacher explaining in front of the class. When the students' asked to the test, many of them were so confused and did not know. They had problems and difficulties in first meeting.

Wednesday, February 14 Meeting II

The students looked more serious than before, the students participated or gave good response. They paid attention and listened to the teacher explaining in front of the class when the teacher explained what should be described in analytical exposition. When the students do the test and then the teacher gave topic provided all the students and then the teacher gave topic provided all the students gave good response and they felt interested. When the students asked to do test, few of them still find hard to answer their test and rarely asked to their friends while others answer their test seriously and enthusiastically. In this meeting, the researcher took the score of the students reading test as the sample score for cycle I.

Wednesday, February 21 Meeting III

Students' participants in this last meeting was more increased that the previous meeting. When they given information to show or to give their best to answer their test in last meeting, they answer their test seriously and enthusiastically. When the topic shown the students all of them gave good response and they felt interested. Some of them do the test seriously. In other words their participants during teaching and learning process and their response and their topic given were more improved and improved from meeting to meeting.

APPENDIX 7

The Result of Students' Score for Pre-test

No	The Students' Name	PRE-TEST
		Score
1	ARS	50
2	APP	30
3	AWIS	70
4	AMD	70
5	APW	50
6	DFP	40
7	FR	60
8	IMS	70
9	KF	70
10	LM	50
11	MS	40
12	MA	50
13	MAPA	50
14	MFA	70
15	MFBS	60
16	NCA	30
17	NSS	70
18	PL	50

19	RAP	40
20	RH	60
21	RMP	50
22	SFN	50
23	SF	60
24	SH	60
25	TP	60
26	YZ	50
Total		$\sum x = 1410$
The Mean Score		$\bar{x} = 54.23$

APPENDIX 8

Cycle I

The Result of Students' Score for Cycle I

No	The Students' Name	Cycle I	
		1	2
1	ARS	70	70
2	APP	50	60
3	AWIS	70	80
4	AMD	80	80
5	APW	60	70
6	DFP	60	70
7	FR	70	70
8	IMS	80	80
9	KF	70	80
10	LM	50	70
11	MS	60	70
12	MA	70	70
13	MAPA	70	80
14	MFA	70	80
15	MFBS	60	80
16	NCA	50	70
17	NSS	80	80

18	PL	60	70
19	RAP	60	70
20	RH	80	80
21	RMP	70	80
22	SFN	70	70
23	SF	80	90
24	SH	70	80
25	TP	60	80
26	YZ	50	70
Total		1720	1950
The Mean Score		66.15	75

APPENDIX 9

Cycle 2

The Result of Students' Score for Cycle II

No	The Students' Name	Cycle II
		3
1	ARS	80
2	APP	80
3	AWIS	90
4	AMD	90
5	APW	80
6	DFP	90
7	FR	80
8	IMS	90
9	KF	90
10	LM	80
11	MS	80
12	MA	80
13	MAPA	90
14	MFA	90
15	MFBS	90
16	NCA	80
17	NSS	90

18	PL	80
19	RAP	80
20	RH	90
21	RMP	100
22	SFN	80
23	SF	100
24	SH	90
25	TP	90
26	YZ	80
Total		2240
The Mean Score		86.15

APPENDIX 10**The students Score Result From Pre-test Until Cycle II**

No	The Students' Name	Pre-test	Cycle I		Cycle II
			1	2	3
1	ARS	50	70	70	80
2	APP	30	50	60	80
3	AWIS	70	70	80	90
4	AMD	70	80	80	90
5	APW	50	60	70	80
6	DFF	40	60	70	90
7	FR	60	70	70	80
8	IMS	70	80	80	90
9	KF	70	70	80	90
10	LM	50	50	60	80
11	MS	40	60	70	80
12	MA	50	70	70	80
13	MAPA	50	70	80	90
14	MFA	70	70	80	90
15	MFBS	60	60	80	90
16	NCA	30	50	70	80
17	NSS	70	80	80	90
18	PL	50	60	60	80

19	RAP	40	60	70	80
20	RH	60	80	80	90
21	RMP	50	70	80	100
22	SFN	50	70	70	80
23	SF	60	80	90	100
24	SH	60	70	80	90
25	TP	60	60	80	90
26	YZ	50	50	70	80
Total		1410	1720	1950	2240
The Mean Score		54.23	66.15	75	86.15

CURRICULUM VITAE

Personal Information

Name : Gita Sahfitri
Place / Date of birth : Tanjung Seri / Sept 19th 1996
Sex : Female
Religion : Islam
Addresses : Jln. Ampera VII No. 27
Status : Single

Parents

Father's Name : Wakidi
Mother's Name : Jumini
Addresses : Tanjung Seri Dusun 1

Education Backgrounds

Kindergarten : TK Islamiyah Tg. Seri (2000 – 2002)
Elementary School : MIS Islamiyah Tg. Seri (2002 – 2008)
Junior High School : MTS Alwashliyah Tg. Kubah (2008 – 2011)
Senior High School : SMK T Amir Hamzah Tg. Kubah (2011 – 2014)
University : University of Muhammadiyah Sumatera Utara
(2014-2018)