



**THE USE OF PICTURE IN SERIES TO IMPROVE THE NINTH GRADE  
STUDENTS' ACHIEVEMENT IN READING PROCEDURE TEXTS AT  
SMPN 1 BESUKI-SITUBONDO IN THE 2015/ 2016 ACADEMIC YEAR**

**THESIS**

By

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**ENGLISH EDUCATION STUDY PROGRAM**

**LANGUAGE AND ARTS EDUCATION DEPARTMENT**

**THE FACULTY OF TEACHER TRAINING AND EDUCATION**

**JEMBER UNIVERSITY**

**2016**



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Composed to Fulfil One of the Requirements to Obtain the Degree of S1 at English Education Study Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University

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JEMBER UNIVERSITY  
2016**

## DEDICATION

I would like to dedicate my thesis to my Lord Allah SWT and all special people of mine who always give me motivation to finish this thesis. They are:

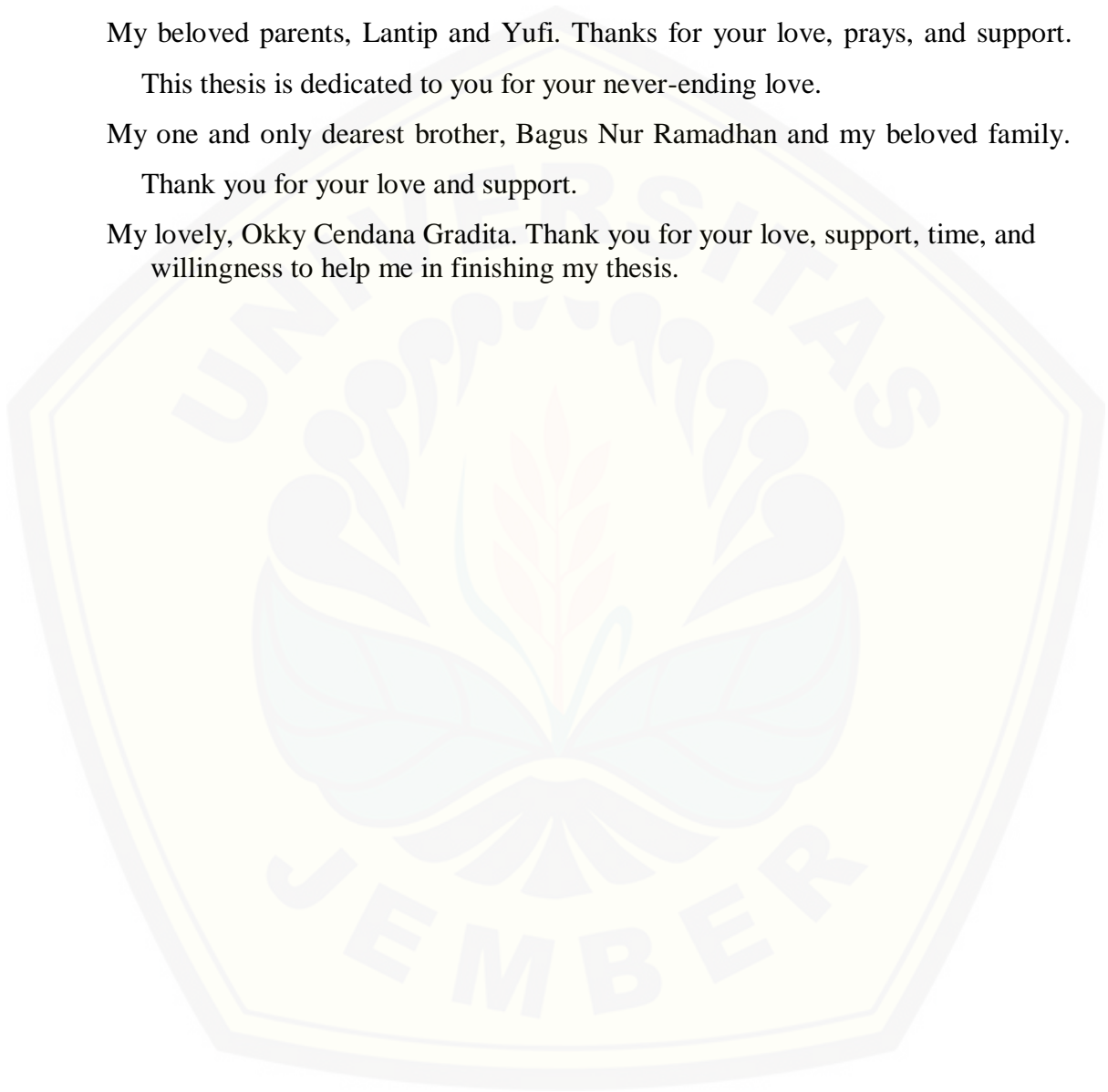
My beloved parents, Lantip and Yufi. Thanks for your love, prays, and support.

This thesis is dedicated to you for your never-ending love.

My one and only dearest brother, Bagus Nur Ramadhan and my beloved family.

Thank you for your love and support.

My lovely, Okky Cendana Gradita. Thank you for your love, support, time, and willingness to help me in finishing my thesis.



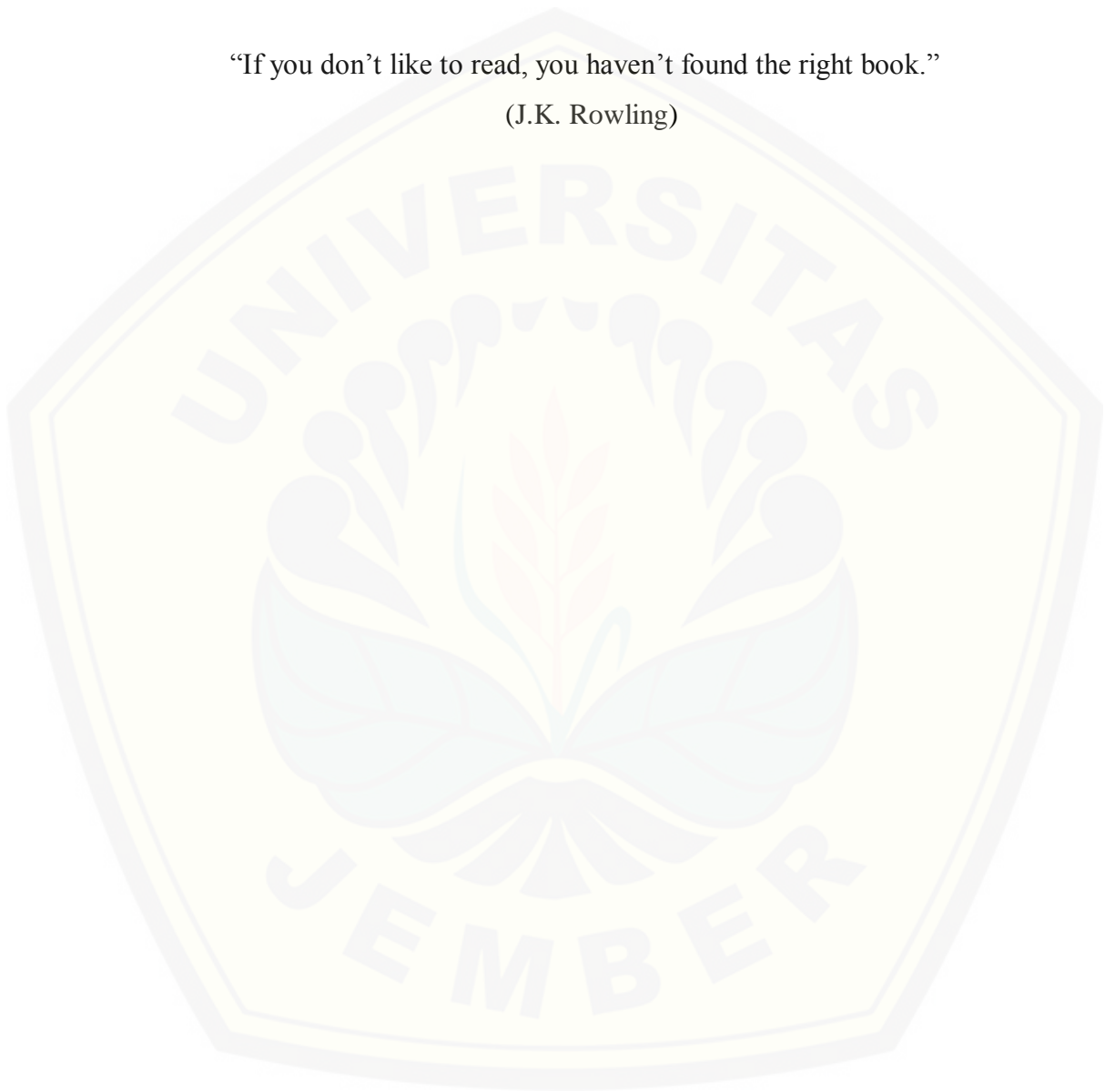
**MOTTO**

“I read a book one day and my whole life was changed.”

(Orhan Pamuk, *The New Life*)

“If you don’t like to read, you haven’t found the right book.”

(J.K. Rowling)



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<sup>1</sup> <http://www.goodreads.com/quotes/tag/reading>

**STATEMENT OF THESIS AUTHENTICITY**

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Riska Lanvie Yanuarista



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## SUMMARY

**The Use of Picture in Series to Improve the Ninth Grade Students' Achievement in Reading Procedure Texts at SMPN 1 Besuki-Situbondo in the 2015/2016 Academic Year;** Riska Lanvie Yanuarista, 100210401108; 2016; 54 pages; English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

This research was classroom action research. It was intended to improve the ninth grade students' active participation and their reading comprehension achievement by using picture in series. This research subjects were class IX C of SMPN 1 Besuki-Situbondo in the 2015/2016 academic year. This class was chosen because it had the lowest mean score of reading comprehension test among the other ninth classes as informed by the English teacher. In this research, observation and reading comprehension test were used to get the primary data, while interview guide and documentation were used to get the supporting data.

This research was carried out in two cycles and each cycle covered two meetings for implementation of the action and one meeting for the reading comprehension test. Each cycle covered four stages included the planning of the action, the implementation of the action, classroom observation and evaluation, and data analysis and reflection.

Based on results of the reading comprehension test in cycle 1, the percentage of the students who got score  $\geq 70$  in the reading test was 78.12% or only 25 students of 32 students. The mean score was 78. It had achieved the success criteria in this research that was 70%. Therefore, the actions were continued to cycle 2. The result of reading comprehension test in cycle 2 who got score  $\geq 70$  in the reading test was 84.37% or 26 students of 32 students. The mean score was 80. It means that the percentage of the students who got score  $\geq 70$  in the reading test improved from 78.12% in cycle 1 to 84.37% in cycle 2. Therefore, the criteria of success of this research, that was 70%, had been achieved. The result proved that the use of picture in series in teaching reading comprehension was helpful to improve the students' reading comprehension achievement of procedure texts.

Based on the results of observation in cycle 1 showed that the average percentage of the students' active participation was 62.5%. It means that the criteria of success in this research had not been achieved yet. Therefore, the action was continued to cycle 2. The results of observation in cycle 2 showed that the average percentage of the students' active participation was 75%. This result of observation had achieved the research objectives. Since the students of class observation and reading test in cycle 2 had achieved the criteria of success of the action, the action was stopped. Thus, it could be concluded that the use of picture in series in teaching reading could improve the students' active participation and their reading comprehension achievement. It is suggested to the English teacher to be familiar with the media of picture in series to be applied in teaching reading comprehension to improve the students' reading comprehension achievement.

## CHAPTER 1. INTRODUCTION

This chapter presents some topics dealing with the background of the research, the problems of the research, the objectives of the research, and the significance of the research.

### 1.1 The Background of the Research

As an international language, English is spoken by most people around the world. It is used as a means of communication in their daily life, and the use of English affected every aspect of human life, such as communication, economics, education, science, technology, and soon.

There are four language skills, namely listening, speaking, reading, and writing. Reading has an essential part in English education. It makes students know many things. It does not only help students to get information, but also one of the keys to gain knowledge. Duffy (2009:5) says that readers do something with what they read. By reading, the readers will be able to get much information that can enrich their knowledge in their life. The students need to understand the whole text meaning to catch the message and the information of the text. Hanafi (2005:270) states that reading is the first important factor that can support the process of mastering other skills and improve knowledge. Thus, we can get a lot of information by reading books, newspapers, magazines, and so on.

Dealing with the complexity of reading, there are many experts and researchers who try to make various media to make reading comprehension easier. Wright (1989:2) states that pictures give a possibility to give students motivation in language learning. A teacher can use pictures as media to make students more interested and motivated in reading a text. Picture in series give vivid illustration to the students. By looking at the pictures, they can generate their ideas and get more information related to the study.



There are three kinds of pictures that can be used in the teaching learning process. They are individual pictures, composite pictures, and picture in series. In this case, the use of picture in series may be appropriate to be applied in reading procedure texts to make the students understand them more easily. Yunus (1981:50) says that picture in series are a number of related composite pictures that are linked to form a series or a sequence of a story. Through picture in series, students will have chance to think critically about their interpretation of the events in an image and write about those ideas. They also stimulate and provide information to be referred in the discussion of the lesson.

Before conducting the research, a preliminary study in the form of observation and interview with the ninth year English teacher of SMPN 1 Besuki-Situbondo was done on October, 8<sup>th</sup> 2015. It was intended to get the basic information about the teaching and learning process, especially in the teaching of reading. Based on the observation in the classroom, it was found that the students were not interested to read an English text because it has a complicated language structure. The students seemed bored when the teacher asked them to read the English text because they were confused to understand the content in the text. When the teacher asked the students to find the meaning of some unfamiliar words in the dictionary, some students did, but the others did not because they did not bring dictionary. Then, the teacher asked some questions and only few students were able to answer correctly.

The previous research related with the use of picture in series was conducted by Kurniawan (2013) entitled "Improving the eighth year students' achievement in writing recount text by using picture in series at SMPN 1 Gumukmas in the 2012/2013 academic year. He reported that picture in series could improve the students' active participation from 67.14% in cycle 1 to 78.57% in cycle 2. The results also showed that the use of picture in series could improve the students' writing achievement.

Another action research was done by Febriani (2014). The results of her research showed that the use of picture series could improve the students' achievement in writing. The mean score of pre-test was 9.09 while the mean score

of the post-test was 14.03. The gained score of the mean was 5.04. It could be concluded that there was improvement in the students' skill in writing a procedure texts after picture series were used to teach the students.

Based on the explanations above, the researcher was interested in conducting a classroom action research entitled "The Use of Picture in Series to Improve the Ninth Grade Students' Achievement in Reading Procedure Texts at SMPN 1 Besuki-Situbondo in the 2015/2016 Academic Year".

### **1.2 Problems of the Research**

Based on the background of the research above, the problems of the research were formulated as follows:

- a. Can the use of picture in series improve class IX C students' participation in the teaching learning process of reading at SMPN1 Besuki-Situbondo in the 2015/2016 academic year?
- b. Can the use of picture in series improve class IX C students' reading comprehension achievement at SMPN1 Besuki-Situbondo in the 2015/2016 academic year?

### **1.3 Objectives of the Research**

Based on the problems above, the objectives of the research were:

- a. To improve the ninth grade students' participation in the teaching learning process of reading procedure texts by using picture in series at SMPN 1 Besuki-Situbondo in the 2015/2016 academic year.
- b. To improve the ninth grade students' reading comprehension achievement by using picture in series of procedure texts at SMPN 1 Besuki-Situbondo in the 2015/2016 academic year.

### **1.4 Significance of the Research**

The results of this research are expected to be useful and give some contributions to these following people:

a. The Students

The use of picture in series as the media in teaching reading could improve the students' active participation and their reading comprehension achievement. Moreover, picture in series could help the students to comprehend the procedure texts easier and make the students understand about the procedure text.

b. The English Teacher

Hopefully, the results of this research could be useful for the English teacher as the information and input in using picture in series for teaching the reading skill because picture series could help the students to understand the procedure texts easier.

c. The Future Researchers

Hopefully, the result of this research will be useful for the future researchers as a reference and a source of information to conduct a similar research by using the same research design to increase the students' reading achievement at other schools with different participants.

## CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter reviews about the theories related to the problems. The theory is needed in a research since it gives the researcher a framework to explain, describe, and clarify the problem well. The theories cover reading comprehension definitions, types of reading text, picture in series definition, the advantages and disadvantages of using picture in series in language teaching, the procedures of teaching reading procedure texts by using picture in series, action hypotheses. The theories of this research are presented in the following sections.

### 2.1 Reading Comprehension Definitions

Reading is one of the most important skills that should be mastered in learning English. Reading is not just as simple as reading without comprehending the meaning. It is a complicated process, there is much more to do in reading than only recognizing the printed words. According to Grellet (1996:3), reading is always related to reading comprehension. In other words, reading comprehension is the way a reader understands a written text to get information from the text as efficiently as possible. It can be concluded that reading is an interactive process between the reader and the text in order to catch the ideas from the text.

Dealing with comprehension, Henning (1997:245) states that comprehension means interacting and constructing meaning with the text. In other words, it is expected that the reader can understand the writer's message or important information stated in the text after reading the text. Bos and Vaughn (1991:248) confirm that comprehension is the ultimate goal of the reading process which happens in someone's brain. It means that reading process is considered successful if the reader is able to understand the information stated explicitly or implicitly in the text.

In conclusion, reading comprehension means an activity that requires a reader efficiently to comprehend a text and get something from this activity such as information, message, knowledge and entertainment. Hence, a reader is said to

comprehend the text when he or she is able to retell the information obtained and mention the detail information of the text.

## 2.2 Reading Comprehension Indicators

Concerning the indicators or levels of the reading comprehension, McWhorter (1989:90) suggests that there are four levels of reading comprehension based on the unit of comprehension; they are word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. The four indicators of reading comprehension will be reviewed in the following parts:

### 2.2.1 Word Comprehension

The reader should understand the words to help them get the information in the text. Grellet (1996:15) states that if the reader does not understand some words of the passage, some of the facts and ideas will probably escape from him. It means that we have to know the meanings of words as the clues to know the meaning of sentences. Comprehending words is important because we can get the information in the text.

Wood (1991:125) states that to get the sense of the text, the first step is by identifying the small unit of meaning that is words. To know what the text tells about, the readers shall identify the words and understand their meanings. In this research, word comprehension of a procedure text would be evaluated in the reading comprehension texts in each cycle of the action.

The examples of word comprehension of a procedure text are as follows: Refrigerate everything until it is firm. The word *refrigerate* has a similar meaning to cool. If the student doesn't know the meaning, they will not know the sentence meaning.

### 2.2.2 Sentence Comprehension

In reading, besides comprehending words, the reader should comprehend the sentences. According to McWhorther (1989:99), a sentence is a group of words that expresses at least one key idea or thought about something or someone. It means that a sentence as a group of words show about an idea, express feelings, describe about someone, a place, or something.

Langan (2004:90) states that every sentence has a subject and a verb. Understanding a sentence is an important step toward mastering a number of sentence skills. The reader has to know the gist of the sentence and a sentence is formed by a subject and a verb. According to McWhorther (1989:86), there were four skills to find important information in the sentences. This research focused on two skills of them. Those were identifying key ideas and identifying details. In this research, sentence comprehension of a procedure text was evaluated in the reading comprehension test in each cycle of the action.

#### a. Identifying Key Ideas

In a sentence, the key idea refers to the main idea. Every sentence expresses at least one key idea or a basic message. This key idea is made up of two parts, a simple subject and a simple predicate. The simple subject identifies about a person or an object the sentence is about. The simple predicate tells the readers what the person or object is doing or has done.

Example:

Rama drank a glass of milk this morning

S            P                            O            time

In the sentence above, “Rama drank” is the key idea. The subject in the sentence is “Rama” and the predicate in the sentence is “drank”. They tell us about what the subject does. The rest of the sentence gives more information about the predicate.

### b. Identifying Details

After identifying the key idea, the readers need to know about how the details affect its meaning. Usually, they answer questions about the subject or predicate as what, where when, which, how, etc. Example:

Bagus went to Jakarta by plane last month

where    what    when

The idea of the sentence above is “*Bagus went to Jakarta*”. The word “*to Jakarta*” is the detail that answers the question *where*. “*by plane*” is the detail that answers the question *how* and “*last month*” answers the question *when*. The details above add the meaning of the key idea.

### 2.2.3 Paragraph Comprehension Definitions

In addition to comprehending words and sentences, the reader has to comprehend paragraphs of a text. According to Brannan (2003:35), a paragraph is a collection of related sentences which are clearly connected to one another. Langan (2004:11) states that a paragraph is a series of sentences about one main idea, or point. It means that a paragraph begins with a point, and the rest of the paragraph provides specific details to support and develop that point. Wingersky, *et.al.* (1999:31) state that a paragraph has three parts, (1) a topic sentence; (2) supporting sentences; and (3) a conclusion. In a paragraph, there are some sentences which are related to one another to develop one main idea. In this research, paragraph comprehension was not evaluated in the reading test because the materials used were procedure texts which did not have a paragraph. So, the comprehension only covers word, sentence, and text comprehension. The example of paragraph comprehension is:

My favorite drink is tea and I drink a lot of it. I always have tea in the morning for breakfast. I make a pot of tea and then I drink it all myself. Sometimes I have another pot before lunch. At four o'clock, I make a cup of mint tea. Mint tea is good for waking up and studying. (*Adopted from Oxford University Press 2011:12*)

From the paragraph above, we can see the three parts of a paragraph. The first sentence is a topic sentence. The second until the fourth sentences are the supporting sentences, and the last sentence is a conclusion.

#### 2.2.4 Text Comprehension

The readers have to understand the content of the text to get the message in the text. According to Grellet (1996:4), one of the reasons for reading is to find out something or in order to do something with the information you get. So, the reader must get the point by understanding the information or messages in the text. Wood (1991:125) affirms that one way to accomplish this goal is to recognize and understand the parts first, the small units of meaning, and to combine them to understand the whole. The readers must understand the parts; they were words, sentences, and paragraphs. In addition, the readers have to understand the general and specific information of the text. In this research, comprehension of the procedure text was evaluated in the reading comprehension test. The example of text comprehensions as follow:

Kuta beach is a very famous beach in Indonesia and around the world. Kuta beach is never silent in Bali Island. Kuta beach is located in south of Denpasar City, only 15 minutes journey with vehicle. Kuta beach resides in sub-province of Badung, Bali province. Kuta beach is very beautiful beach with blue sea panorama and white sand. Besides, this beach also has good wave for surfing. Kuta beach also offers assortedly of entertainment amusement type like restaurant and bar. (*Adapted from Purnomo 2014:62*)

We have to know what the sentences area about. In the text above, the sentences tell the readers about a famous and beautiful beach in Bali. To know the sentences, we have to know the word meaning in the sentences. For example: the meaning of the words *famous*, *beautiful*, *entertainment*, etc. Then, we have to combine them to understand the whole sentence.



In this research, the researcher focused on word, sentence, and text comprehension. Paragraph comprehension was not included because the materials used were a procedure text which did not have a paragraph. In conclusion, the comprehension only covered word, sentence, and text comprehension.

### **2.3 Reading Comprehension Achievement**

Reading comprehension achievement deals with the result of reading activities that shows the students' ability in comprehending a text. In this case, the students' reading comprehension ability can be known by giving them reading comprehension test. Further, the students' reading comprehension achievement can be analyzed based on their scores of the reading comprehension test given.

In relation to achievement, Hughes (2003:13) defines that achievement is related to the test that is done to discover how successful students have achieved the objectives of a course. Reading comprehension achievement in this case is the students' level related to their scores of the given reading test to get word comprehension, sentences comprehension, and text comprehension of a procedure text.

### **2.4 Types of Reading Text**

They are some texts in reading, namely (1) Procedure text; (2) Recount text; (3) Descriptive text; (4) Narrative text and; (5) Report text. These texts should be taught in Junior High School level. The researcher chose the procedure text because this text should be taught in Junior High School students in the first semester as this research was conducted.

#### **2.4.1 The Definitions of Procedure Text**

According to Keir (2009:8), a procedure text is a type of text that tells the reader about how to make or do something. A procedure text explains how to do something. In addition, procedures can instruct how to do a particular activity, for example a science, experiments, stage directions, road safety rules, following an itinerary and recipes. The procedures can help people by teaching them what

appropriate behavior, for example how to succeed. The example of a procedure text is manual or operating instructions.

#### 2.4.2 The Generic structure of a Procedure Text

According to Carthew (2013) the generic structure is the way in which elements of a text are arranged. It can be said that the generic structure is the arrangement of a text elements. Further, Hanibi (2013) classifies that there are three generic structures of a procedure text as follows:

a. Aim/goal (title)

It contains the purpose of the text. (e.g: How to make a sandwich)

b. Materials

This part tells the readers about the materials used in the process. We can find any materials which are used to make a sandwich. The materials include: 2 slices of bread, peanut butter, a banana, and honey.

c. Steps

It contains the steps to make something in the goal. In the step to make something, conjunctions are usually used such as first, then, after, finally.

#### 2.4.3 The Language Features of a Procedure Text

According to Hanibi (2013), the language features of a procedure text are as follows:

a. Using simple present tense

Simple present tense indicates an action in the present time which is not finished.

For example: I boil a pan of water.

b. Imperative is a type of sentence that gives advice or instructions that expresses a request or command.

For example: Cut up a banana onto small slices.

The word cut is imperative. It gives instruction or expresses a request or command to cut the banana.

c. Using temporal conjunction

e.g: First, take two slices of bread

Then, spread peanut butter

The words “first” and “then” are the examples of temporal conjunctions.

#### 2.4.4 The Example of a Procedure Text

Here is an example of procedure text entitled “Tomato Soup” taken from Purnomo 2014:30.

Table 2.1 Tomato Soup

Structures	Text
Aim/goal	Tomato Soup
Material	4 large tomatoes 1 small onion 8 cups of water Small clove of garlic Spices ½ teaspoon salt ¼ teaspoon pepper ¼ teaspoon butter
Steps	1. Fry tomatoes, onion, and garlic in a pan with butter for five minutes. 2. Add water, spices, salt and pepper. 3. Heat until the water boils. 4. Turn down the heat and cover the lid. 5. Cook for twenty minutes.

## 2.5 Pictures

The following part discusses the definitions of pictures and kinds of pictures.

### 2.5.1 The Definitions of pictures

Pictures are simple teaching aids that can make the students easier in understanding the material given. Wright (1989:2) states that pictures can be used by teachers in the classroom because of some reasons:

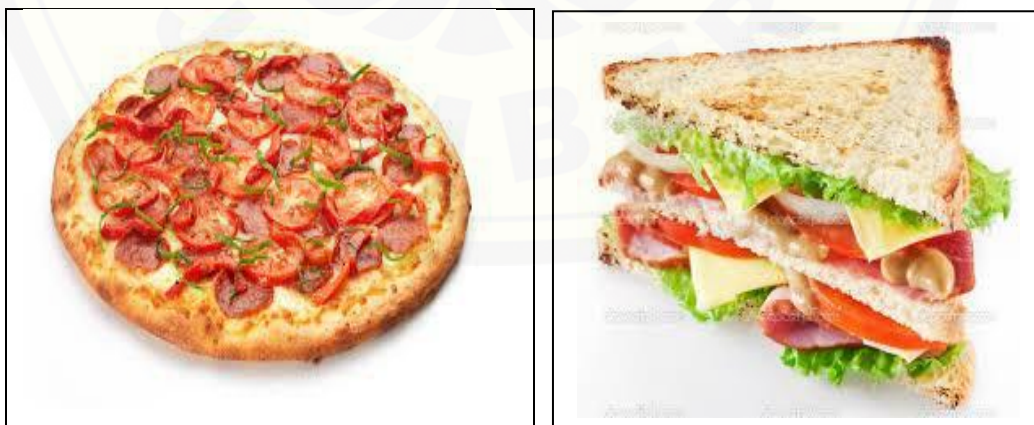
- a. Easy to prepare, because the teachers could make the media in accordance with the creativity of teacher and teacher can adapt to the media that will be taught.
- b. Interesting, because by using pictures, students are more interested to motivated the lesson easily.
- c. Authentic and meaningful, it can help the students to understand and recite information or message in the picture.
- d. Easy to collect and organize, because there are many sources to get the pictures.

### 2.5.2 Kinds of Pictures

According to Wright (1989:193-201), there are three kinds of pictures that can be used as media in teaching learning process, namely individual pictures, composite pictures, and pictures in series. Those three kinds of pictures were explained as follows:

#### a. Individual pictures

According to Wright (1989:193), individual pictures are pictures of single objects. It means that individual pictures are pictures that contain only a single picture of an object, a person, or an activity. The individual pictures can also help the students to understand and master the meaning of words. The examples of individual pictures:



Picture 2.2 Pizza and Sandwich

(Taken from <http://depositphotos.com/5347946/stock-photo-sandwich-with-bacon.html>)

The first picture is a picture of a pizza, and the second picture is a picture of sandwich. Those pictures are individual pictures. It shows a mixture of countable and uncountable nouns. For example bread, sausage, cheese, and so on. Then, by looking at the pictures, it will be easier for the students to understand them.

b. Composite picture

According to Yunus (1981:49), a composite picture is a large and single picture which shows a scene, a hospital, a beach, a canteen, a railway station, a street, etc. in which we can see a number of people doing different things. Wright (1989:198) adds that a composite picture is a picture with a lot of information. It means that composite picture gives much information about different activities, different people, and different objects in a single picture. In conclusion, composite picture tells us a lot of information such as many people doing different activities in a certain place. Below is the example of composite picture.



Picture 2.3 Chefs in the Kitchen  
(Taken from <http://www.fimela.com/lifestyle-relationship/.html>)

The picture above is an example of a composite picture because the picture shows many activities in one scene. In the picture, we can see three chefs going to make some food. The first chef was preparing the ingredients, the second chef was peeling the vegetables and the third chef was frying meat in the kitchen. There are some materials on the table, such as vegetables, fruits, meat, and so on.

### c. Picture in Series

Yunus (1981:50) says that picture in series are a number of related composite pictures that are linked to form a series or a sequence of a story. Its main function is to tell a story or a sequence of events. It means that picture in series are pictures that tell us about the activities which are in sequence. Picture in series are available in the textbooks, magazines, cartoon strips, or in comics. Through picture series, students will have a chance to think about their interpretation of the events in an image and write about those ideas. It can also help the students interpret meanings and understand the information in the reading text. The following picture is the example of picture in series.



Picture 2.4 The Procedure of Making a Glass of Milk

(Taken from [http://www.slideshare.net/Maijesti\\_Sasanti/procedure-text-ppt?next\\_slideshow=1](http://www.slideshare.net/Maijesti_Sasanti/procedure-text-ppt?next_slideshow=1))

The picture series above show us the steps about how to make a glass of milk. We can read those steps from left to the right following the arrow. The first step is boil some water; the second, put two spoonfuls of liquid or powder milk into a glass; third, put the boiling water into a glass; and finally stir it well.

The researcher chose picture in series as the teaching media in this research because they are interesting media and suitable with the procedure text for the students who learn English as a foreign language, mainly for the ninth grade of junior high school students.

In this research, the researcher used picture in series taken from the internet. The picture was printed on paper in size at of 29.7 cm x 42 cm square for the whole class. The pictures were used to show the sequences of the procedure text.

## **2.6 The Advantages and Disadvantages of Using Picture in Series in Language Teaching**

As a teaching aid, picture in series not only brings positive impacts, but also has some negative ones. Then, the following parts discuss those advantages and disadvantages of using picture series in language teaching.

### **2.6.1 The Advantages of Using Picture in Series in Language Teaching**

The use of picture in series in teaching and learning process in the classroom has some advantages. According to Wright (1989:17), there are three advantages of picture in series. There are as follows:

- a. Picture in series can motivate the students and make them want to pay attention and want to take a part. It makes the situation in the classroom become more conducive.
- b. Picture in series can contribute to the context in which the language is being used. It can make the students have an imagination in their mind about what they learn. For example: the teacher should bring picture in series about how to make something when he/she teaches his or her students reading a procedure text about how to make something.
- c. Picture in series can stimulate and provide information to be referred in discussion of the lesson. It means that the students can have clearer information by looking at the picture in series when they do not understand with the material from the teacher's explanation.

### **2.6.2 The Disadvantages of Using Picture in Series in Language Teaching**

As a teaching aid, the use of picture in series in classroom has some weaknesses as follows:

- a. When the picture series are too small for the students, it will be difficult for the students to understand about the pictures.
- b. When the pictures are unclear, the students will be confused in observing the pictures.

- c. The pictures are too attractive for the students. The pictures are interesting they may pay attention to the picture for a long time.

Based on the explanation above, to overcome those weaknesses, the researcher gave picture series in appropriate size, in which they are not too small and not too big, the picture in series was printed in size at about 29.7 cm x 42 cm square for the whole class . The pictures must be clear, so that the students would not be confused to understand the steps in the pictures. Moreover, if the pictures were interesting to make the students only pay attention on the pictures, the researcher would remind them to read the text after looking at the pictures.

## **2.7 The Procedures of Teaching Reading Procedure Texts by Using Picture in Series**

This sub chapter discusses the procedures of teaching reading by using picture in series that were used by the researcher. To make a good preparation in the teaching learning process, it is important to know the procedures proposed by the expert. The researcher presents the procedures proposed by Rivas (1999:16-18):

### **a. Pre-reading**

There are two main functions of pre-reading activities. First is to seek the students' involvement, interest and motivation. The second is to provide the language needed by the students to read the text. By activating this activity, the reader is able to connect new knowledge to the knowledge that is already in memory. In this pre-reading step, the following activities will be done.

1. Showing a picture related to the topic to attract the students' attention.
2. Asking some leading questions to focus the students on the material.
3. Stating the teaching objectives.

### **b. While reading**

The while-reading step could help the students to improve his ability, especially in the areas of reading and understand the writer's purpose, content and text structure. In this step, the following activities were done:



1. Firstly, the researcher explains about the meaning of a procedure text. Then, asking the students to arrange the jumbled steps based on the picture in series.
  2. After that, asking the students to read the text silently individually.
  3. Next, asking the students to answer the questions related to the text to know their reading comprehension.
  4. Finally, asking the students to do the exercises individually and check the answers together.
- c. Post-reading

The aims of post-reading phase are to help the learners to consolidate what they have read and at the same time to relate the text to the learners' experience, knowledge, and opinion. The post-reading was conducted by doing the following activities:

1. Making a conclusion about the material that has been taught with the students by giving questions and answers.
2. Giving feedback to the students.
3. Asking the students to pray based on their own beliefs and parting the students.

## **2.8 Action Hypothesis**

Based on the theories described above, the hypothesis of the research could be formulated as follows:

- a. The use of picture in series could improve the ninth grade students' participation in the teaching learning process of reading at SMPN 1 Besuki-Situbondo in the 2015/2016 academic year.
- b. The use of picture in series could improve the ninth grade students' achievement of reading procedure texts at SMPN 1 Besuki-Situbondo in the 2015/2016 academic year.

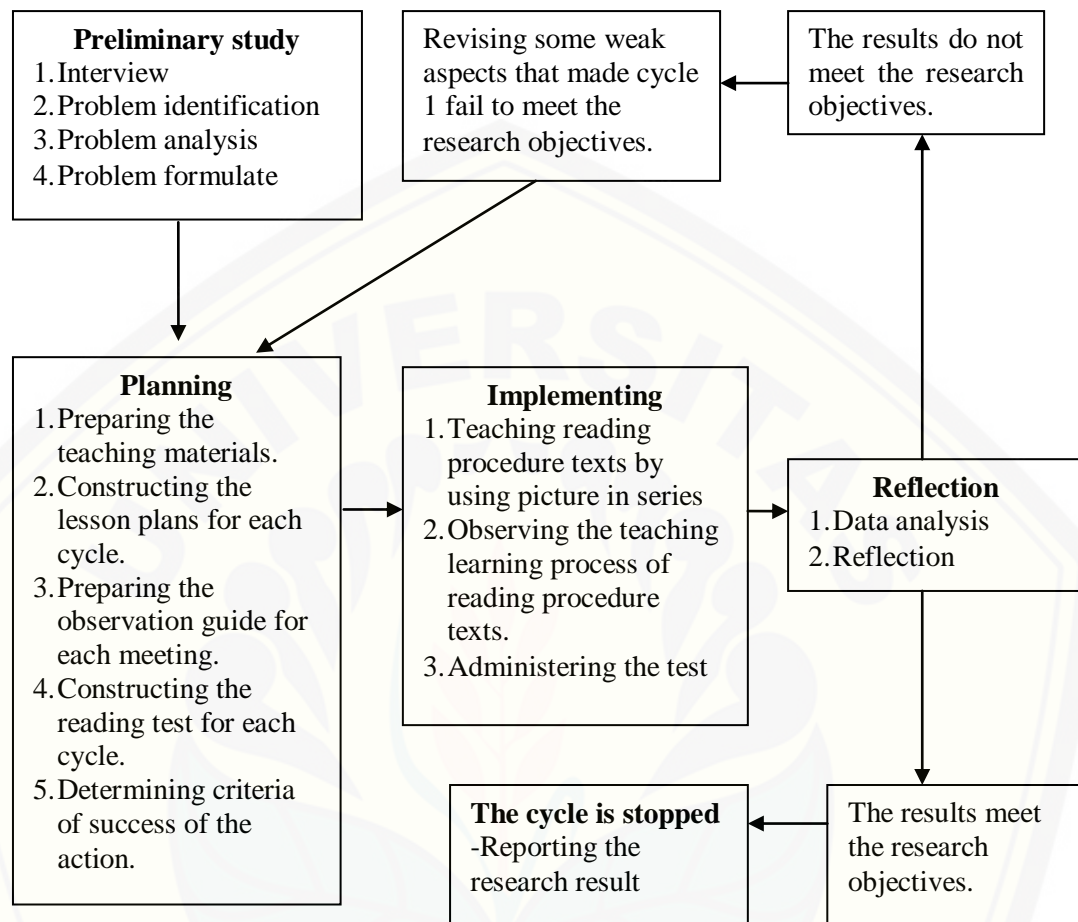
## CHAPTER 3. RESEARCH METHODOLOGY

This chapter presents the research method that was applied in this research. They cover research design, area determination method, subject determination method, operational definitions of the term, data collection method, research procedures, and data analysis method. Each section will be explained in the following part respectively.

### 3.1 Research Design

The classroom action research was used as the research design because it was intended to improve the ninth grade students' achievement in reading Procedure texts by using picture in series of the SMPN 1 Besuki-Situbondo in the 2015/2016 academic year. Arikunto (2006:91) states that a classroom action research is a research which is done in the classroom by doing intentional activities. In this research the actions was done by using cycle model. There were four stages in each cycle namely: planning the action, the implementation of the action and observation, evaluation, data analysis and reflection of the action.

The classroom action research was conducted collaboratively with the English teacher of class IX C of SMPN 1 Besuki-Situbondo. The collaboration focused on planning the action, implementing the action, observing the class, evaluating, analyzing the data and doing reflection (Elliot, 1991:169). These steps were conducted in each cycle. This research was set and carried out in two cycles. The students' scores of reading achievement in cycle 1 had achieve the required standard score, that is, 70% of the subjects get score  $\geq 70$  in the reading test; therefore the action was continued to cycle 2. Furthermore, this research was done in 2 cycles. In cycle 1, the students' score of reading achievement test achieved the required standard score; therefore, it was continued to cycle 2 to know the consistency of the students' reading score results. The design of this classroom action research is illustrated in the following diagram:

**Diagram 3.1 The Design of the Classroom Action Research**

(Adapted from Lewin, in Elliot, 1991: 70)

**The activities of the research design were as follows:**

1. Interviewing the English teacher of IX C to identify the students' problems in the reading class.
2. Observing the teaching and learning process to know the students' participation during the teaching learning process of reading before the implementation of the action.
3. Planning the actions by constructing the lesson plans for cycle 1 done in two meetings (lesson plan 1 and lesson plan 2).

4. Implementing the actions in cycle 1 that was teaching reading a procedure text by using picture in series. In first meeting, the researcher carried out the action, while the English teacher did the observation. In second meeting, the English teacher taught reading material, while the researcher did the observation.
5. Observing the classroom during the implementation of the action in cycle 1.
6. Administering the reading test to the research subjects after the actions was done in cycle 1.
7. Analyzing the results of observation and reading test in cycle 1.
8. Reflecting the results of reading test and the results of classroom observation in cycle 1.

The action was continued to cycle 2 since the results of the action in cycle 1 could not achieve the target score or the research objectives by revising some weak aspects.

1. Planning the actions by constructing the lesson plans for cycle 2 by revising the weak aspects of the lesson plans in cycle 1.
2. Implementing the actions in cycle 2 that was teaching a procedure text by using picture in series.
3. Observing the classroom during the action in cycle 2 done by the English teacher in the first meeting and by the researcher in the second meeting.
4. Giving the reading test to the research subjects after the actions were done in cycle 2.
5. Reflecting the results of reading test and the results of classroom observation in cycle 2. Since the results of the action in cycle 2 had been achieved, the action was stopped.
6. Drawing a conclusion to answer the research problems.

### **3.2 Area Determination Method**

The research area was determined by using the purposive method. According to Fraenkel and Wallen (2006:100), a purposive method is a method in choosing an area based on a certain purpose or reason. This research was conducted at SMPN 1 Besuki-Situbondo in the 2015/2016 academic year. This school was chosen by considering some reasons as follows:

- a. The headmaster of SMPN 1 Besuki-Situbondo gave permission to the researcher to conduct this classroom action research at the school.
- b. The English teacher agreed with the researcher to conduct the classroom action research collaboratively.
- c. The students of class IX C at SMPN 1 Besuki-Situbondo had problems with reading comprehension.

### **3.3 Subject Determination Method**

The subjects of this research were the students of class IX C in SMPN 1 Besuki-Situbondo in the 2015/2016 academic year. This class was chosen because it had the lowest mean score of reading test among the other classes (as informed by the English teacher). The standard passing grade of the school was 70, but the students who could reach this score level were only 20 students (62.5%) of 32 students. Besides, according to the teacher's information, the students' participation in learning process was still passive. It means that only few students were able answer correctly the questions from the teacher.

### **3.4 Data Collection Methods**

The data collection method is the method used to collect the data in a research. In this research, the methods that were used in collecting the data were reading test, observation checklist, interviewing guide, and documentation. Each method will be explained in the following parts.

### 3.4.1 Reading Test

In this research, the results of reading test were the primary data. Arikunto (2006:150) states that a test is an instrument that is used to measure skills, knowledge, and talents of individual or groups. It means that test is used to find the value and quality of respondents to determine the scores by assessing the students' performance or ability.

According to Fraenkel and Wallen (2006:150), a test is said as a good test if the test fulfills two requirements, they are validity and reliability. Validity refers to appropriateness, meaningfulness, and usefulness of the interferences a researcher makes. It means that the test is considered to be valid if it measures what is supposed to be measured. Fraenkel and Wallen (2006:157) add that reliability refers to the consistency of the scores obtained - how consistent they are for each individual from one administration of an instrument to another and from one set of one item to another. This research established content validity because the content of the test materials were constructed by considering the indicators to be measured. The test materials were constructed based on Curriculum 2013 and the indicators of reading comprehension to be measured namely word comprehension, sentence comprehension, and text comprehension.

Hughes (2003:22) states that there are two kinds of test based on the method of scoring. They are objective test and subjective test. The objective scoring has no interpretation required on the part of scorer. On the other hand, if judgment and interpretation are needed, then the scoring is said as subjective scoring. This research used the objective test in the form of multiple choices and used true or false statements. They were chosen because they were easy to score, because there was only one correct answer. They also provide the teacher with an opportunity to measure the students' understanding in a fairly quick and efficient manner.

Based on the test classification, according to Hughes (2003:11), there are four test types. They are proficiency test, diagnostic test, placement test, and achievement test. Proficiency test is designed to measure people's ability in a language. Diagnostic test is used to identify learners' strengths and weaknesses.

Placement test is intended to provide information that will help to place students at the stage (or in the part) of the teaching programmed appropriate to their ability. Then, achievement test is used to know how far the students have already achieved the learning objective. This research used achievement test of reading to determine whether the course objectives had been met and appropriate knowledge and skill were acquired by the end of a period instruction.

In this research, the teacher-made test was used. According to Arikunto (2006:223), teacher-made test is the test made by the teacher by using a certain procedure. The researcher designed the reading test items based on the curriculum that was used and the indicators to be measured. The reading test included word comprehension, sentence comprehension and text comprehension. To make good test items for the ninth grade students, the researcher discussed it to the English teacher and the consultants.

The reading achievement test was given at the end of the cycle after the actions. The items consisted of 30 test items; they were 10 items of word comprehension, 10 items of sentence comprehension, and 10 items of text comprehension.

The English schedule was 2x40 minutes in one meeting. In doing the reading test, the students were asked to answer 20 test items for multiple choices and 10 test items for true or false statements in 60 minutes. Each correct item for multiple choice was scored 4 points and 3 points for true or false statements, so the total score was 100. The wrong answer was scored zero.

#### 3.4.2 Observation

McMillan (1992:128) states that observation in the classroom action research is used to describe the activities, responses, and involvement of the students in the teaching learning process. Observation in this research was conducted to get the main data about the students' participation in the reading teaching and learning process by using the observation checklist. The detail information will be explained in the research procedure (the stage of observation). The observation checklist covers: 1) Paying attention to the teachers' explanation,

2) Arranging the jumbled steps based on picture in series, 3) Reading the procedure text with picture in series, 4) Doing the exercises given, 5) Answering the task correctly. The following is the form of the observation checklist for the students' participation.

Table 3.1 The Observation Checklist

No.	Name	Indicator					Active	Passive
		1	2	3	4	5		
1.								
2.								

Note:

1. The students were considered active if they performed 4 or 5 indicators.
2. The students were considered passive if they performed 2 or 3 indicators.

#### 3.4.3 Interview

McMilan (1992:132), defines interview as a form of data collection method in which questions are asked orally and the subject's responses are recorded. In this research, semi structure interview was conducted to get the supporting data needed. Arikunto (2006:156) states that semi-structured interview is done by using a guide or a set of questions during the process of interview. In this case, a list of questions was prepared concerning with the media used by the English teacher in teaching reading, the schedule, the media, as well as the problems faced by the students, especially in learning reading. The interview was conducted on October 8<sup>th</sup>, 2015 with the English teacher of the ninth grade students by using an interview guide. The interview guide is enclosed in Appendix B.

#### 3.4.4 Documentation

Arikunto (2006:158) states that documentation is used to get data from written documents, such as books, reports, daily notes. Documents in this research were used to get the supporting data about the names of the research subjects and the students' previous scores of reading test of class IX C of SMPN 1 Besuki-Situbondo from the English teacher. It was used as a basis for comparing between



the students' previous reading test scores and the results of reading test after they were given the actions.

### 3.5 Research Procedures

As stated in the research design, this classroom action research had four phases in each cycle; they were the planning of the action, the implementation of the action, class observation and evaluation, data analysis and reflection of the action. The detail activities in each phase will be explained in the following parts.

#### 3.5.1 The Planning of the Action

In this research, there were some activities to be prepared before conducting this action to the subjects in cycle 1. They were as follows:

1. Choosing the topic and preparing picture in series as the media for teaching reading.
2. Constructing the lesson plans for cycle 1 (lesson plan 1 and lesson plan 2).
3. Preparing the students' work sheets.
4. Constructing the reading test by using picture in series for cycle 1.
5. Consulting the lesson plans to the English teacher and the consultants.
6. Preparing the observation guide in the form of checklist containing the indicators of the students' participation.
7. Constructing the lesson plans for cycle 2 by revising some weak aspects of the action in cycle 1 and consulting it to the English teacher if the results of observation and reading test have not achieved the research target.
8. Preparing the reading materials and the media of picture in series for cycle 2.
9. Constructing the observation guide for each meeting in cycle 2.
10. Constructing the students' worksheet for the students.
11. Constructing the reading comprehension test for cycle 2.
12. Consulting the lesson plans to the English teacher and the consultants.

13. The cycle 2 was successful. Finally, the action was stopped and the result is reported.

### 3.5.2 The Implementation of the Action

In this research, the actions were done by the researcher during the school hours based on the schedule of the English lesson. The researcher did the action in the form of teaching reading procedure texts by using picture in series. The actions in each cycle were set in two meetings and it was followed by administering the reading test in the third meeting. The test was given individually to the students after the action in each cycle. The implementation of the actions in cycle 1 and cycle 2 were done based on the lesson plans made by the researcher and the English teacher.

The researcher taught collaboratively with the English teacher. In the first meeting in cycle 1, the action was done by the researcher, while the English teacher was the observer. Then, in cycle 2, the action was done by the English teacher and the researcher was the observer. The observer saw the students' name tag and describing the students' activities by using the observation checklist.

### 3.5.3 Observation and Evaluation

#### a. Observation

Observation means an activity to observe and write down systematically about the system being investigated. It was done in order to observe the students' participation in the teaching and learning process of reading by using picture in series. An observation guide in the form of checklist was used by the English teacher to record the students' participation during the reading teaching learning process. The observation checklist contained some indicators of the students' participation as follows:

1. Paying attention to the teachers' explanation.
2. Arranging the jumbled steps based on picture in series.
3. Reading the procedure text with picture in series.
4. Doing the exercises given.
5. Answering the task correctly.

In this research, the students were categorized as active students if they fulfilled four or five indicators, and they were categorized as passive students if they did only one, two or three indicators.

#### b. Evaluation

Evaluation was done to know whether the use of picture series could improve the students' achievement in reading procedure texts and their active participation.

The process evaluation was done by conducting the observation in each meeting during the teaching and learning process of reading by using picture in series in each cycle. Then, the product evaluation was done by giving the reading test by using picture in series in the third meeting after the actions given.

This action research was considered successful if the results fulfilled the following criteria.

1. The students' mean score of the reading achievement test by using picture in series was at least 70, and it could be reached by at least 70% of the research subjects.
2. The results of observation showed that at least 70% of the students were active in teaching learning process of reading by using picture in series.

#### 3.5.4 Reflection of the Action

The reflection was needed to reflect the results of observation and the reading test in each cycle to obtain the data about the students' improvement of their reading achievement after being taught reading by using picture in series and their improvement of their active participation. The result of the reflection in cycle 1 was used as a basic to revise the implementation of the action in the next cycle mainly to produce the lesson plans for cycle 2. At the end of the research, the results of the reflection in both cycle 1 and cycle 2 were used to draw a conclusion to answer the research problems.

### 3.6 Data Analysis

The data analysis method was an important thing in a research to analyze the obtained data. The data gained in this research were primary data that covered the students' scores of reading test in each cycle and the results of the observation in each meeting of each cycle.

The results of observation in each meeting of each cycle were analyzed by using the formula below to find the percentage of the active students.

$$E = \frac{n}{N} \times 100\%$$

Notes:

E= the percentage of the students who participated actively in the reading teaching learning process by using picture in series.

n= the number of the students who were active in the IX C class.

N= the number of the research participants.

*(Adapted from Ali, 1993:186)*

Then, to find the percentage of the students who got score of at least 70 in the reading test, the result of the reading test scores in each cycle were analyzed by using the following formula:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E= the percentage of the students who got the reading test score of 70 or higher.

n= the number of the students who got the reading test score of 70 or higher.

N= the number of the research participants.

*(Adapted from Ali, 1993:186)*

### **3.7 Operational Definitions of the Key Terms**

The operational definitions were needed to avoid misunderstanding of the concept used between the researcher and the readers. It is very important to make the researcher and the readers have the same perception of the concepts used in this research. The key terms that were necessary to be defined operationally in this research were as following:

#### **3.7.1 The Students' Reading Achievement**

In this research, the students' reading achievement was indicated by the students' scores in the reading test after they were taught reading procedure texts by using picture in series. The reading test measured the students' ability in comprehending the information in the procedure texts that included word, sentence, and text comprehension.

#### **3.7.2 Procedure Text**

The main purpose of a procedure text is to direct, inform or explain. A procedure text explains how to do something. In addition, the procedures can instruct how to do a particular activity, for example science, experiments, stage directions, road safety rules, or following an itinerary and recipes. The procedures can help the students to teach them about appropriate behavior, for example how to succeed. The instruction will explain how to make or do something, how something works or how it is used. In this research, the procedure texts used themes about food and drink.

#### **3.7.3 Picture in Series**

In this research, picture in series are number of related composite pictures which are linked to form a series or a sequence of a procedure to make or do something. Its main function is to tell a story or a sequence of events. It means that picture in series is pictures that tell the readers about the activities which are in sequence. In this research, the picture in series was used as the media in teaching reading. The researcher used picture in series taken from the internet.

The picture was printed on paper in size at of 29.7 cm x 42 square for the whole class.

#### 3.7.4 The Student's Participation

The students' active participation in this research refers to the students' activeness and willingness to participate in the reading teaching learning process by using picture in series. The students' active participation could be seen from their active participation in the reading activities given by the teacher. The indicators of the students' participation were as follows:

1. Paying attention to the teachers' explanation.
2. Arranging the jumbled steps based on picture in series.
3. Reading the procedure text with picture in series.
4. Doing the exercises given.
5. Answering the task correctly.

Note:

1. The students were considered active if they did four or five indicators of participation.
2. The students were considered passive if they did one, two or three indicators of participation.

## CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter presents the research conclusions and suggestions. The research conclusion and suggestions are going to be presented in the following section.

### 1.1 Conclusion

Based on the results of data analysis and discussion, it could be concluded that:

1. The use of picture in series could improve the ninth grade students' participation during the teaching learning process of reading procedure texts at SMPN 1 Besuki-Situbondo in the 2015/2016 academic year. The improvement could be seen from the percentage of the students who participated actively from 62.5% in the first cycle to 75% in the second cycle.
2. The use of picture in series could improve the ninth grade students' achievement of reading procedure texts at SMPN 1 Besuki-Situbondo in the 2015/2016 Academic Year. The improvement could be seen from the percentage of the students who got score 70 or higher in the reading comprehension test from 78.12% in cycle 1 increased to 84.37% in cycle 2.

### 5.2 Suggestions

Considering the results of this research, some suggestions are given to the English teacher, the students, and the future researchers:

1. The English teacher

Based on the research result, it is suggested that the English teacher use picture in series in teaching reading comprehension because picture in series can help the students to understand the procedure text easier. Besides, it can help the students

to comprehend the ideas easier. As a result, it could help the students to improve their reading comprehension achievement.

## 2. The students

The students of SMPN 1 Besuki-Situbondo are suggested to use picture in series in order to help them comprehend the reading test. In addition, the use of picture in series could improve the students' active participation and their reading comprehension achievement.

## 3. The future researchers

The future researchers who had problems in teaching reading are suggested to use picture in series, because it can help the students not only to have better understanding of the whole text, but also to have better reading comprehension achievement. Therefore, the future researchers are suggested to conduct a further research with the same research design to improve the quality of teaching and the students' reading comprehension achievement.



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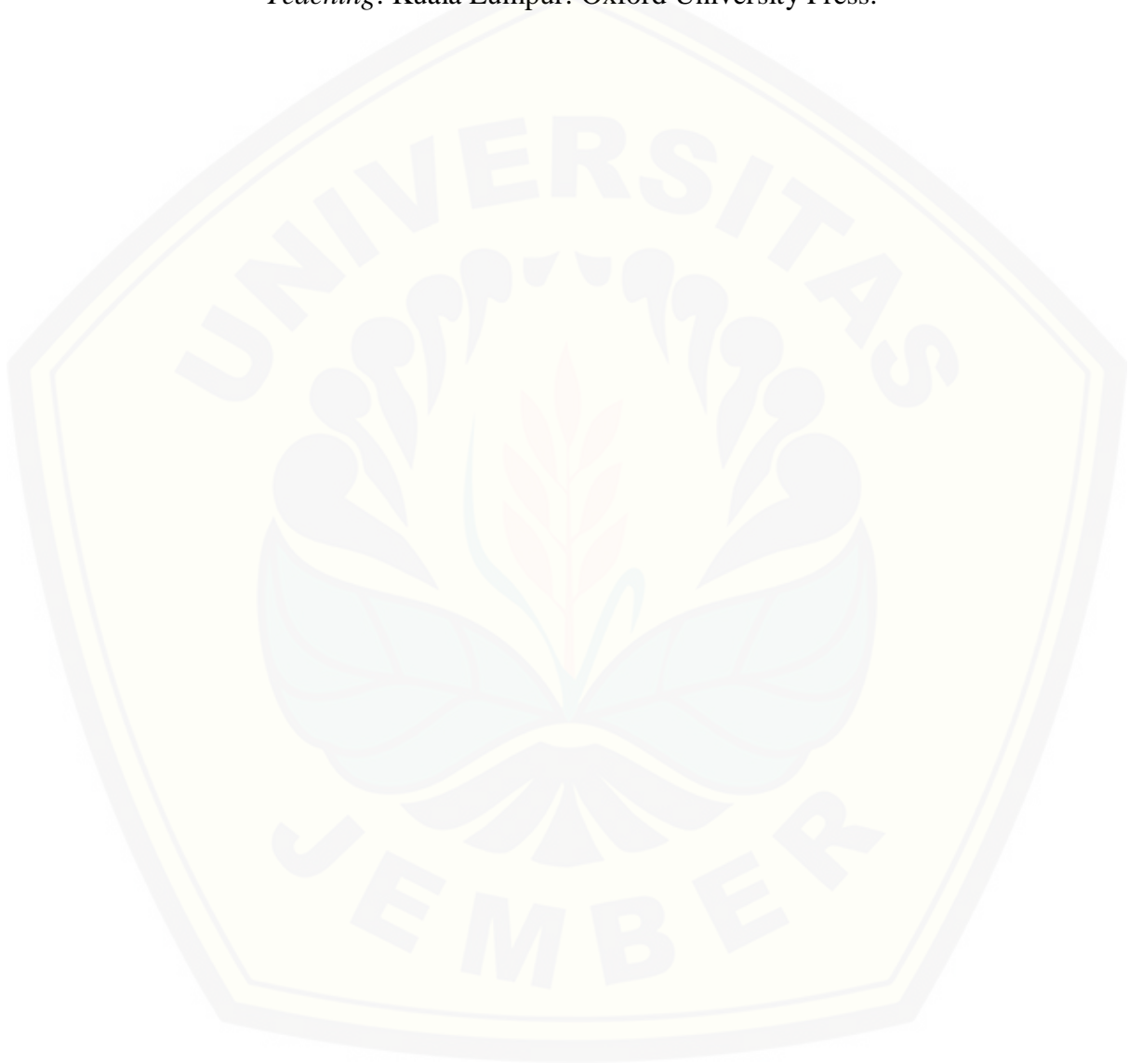
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APPENDIX A

RESEARCH MATRIX

Title	Problems	Variables	Indicators	Data Resources	Research Method	Hypothesis
The use of picture in series to improve the ninth grade students' achievement in Reading Procedure Texts at SMPN 1 Besuki-Situbondo in the 2015/2016 academic year	a. How can the use of picture in series improve the ninth grade students' active participation in the teaching procedure text of reading at SMPN 1 Besuki-Situbondo?	a. Independent variable: The use of picture in series in teaching reading procedure texts.	<ol style="list-style-type: none"> <li>Paying attention to the teachers' explanation.</li> <li>Arranging the jumbled steps based on picture in series.</li> <li>Reading the procedure text with picture in series.</li> <li>Doing the exercises given</li> <li>Answering the task correctly.</li> </ol>	<ol style="list-style-type: none"> <li>Research participants: The grade IX students of SMPN 1 Besuki-Situbondo in the 2015/2016 academic year</li> <li>The informant and the collaborator: the English teacher of SMPN Besuki-Situbondo</li> <li>The school documents:                             <ol style="list-style-type: none"> <li>the names of the research participants</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>Research design: Classroom Action Research with the cycle model:                             <ol style="list-style-type: none"> <li>The planning of the action</li> <li>The implementation of the action</li> <li>Class observation and evaluation</li> <li>Data analysis and reflection of the action</li> </ol> </li> </ol> <p>(Adapted from Lewin, in Elliot, 1991)</p>	a. The use of picture in series can improve the ninth grade students' active participation in the teaching learning process of reading procedure texts at SMPN 1 Besuki-Situbondo
	b. How can the use of picture in series improve the ninth grade students' achievement of Reading Procedure Texts at SMPN 1	b. Dependent variables: <ol style="list-style-type: none"> <li>The students' active participation</li> <li>The students' achievement of reading procedure texts</li> </ol>	The students' scores of reading test in each cycle that cover: <ol style="list-style-type: none"> <li>Word comprehension</li> <li>Sentence comprehension</li> <li>Text comprehension</li> </ol>	<ol style="list-style-type: none"> <li>the students' scores in the last English daily test from the teacher</li> <li>English Curriculum and Syllabus</li> </ol>	<ol style="list-style-type: none"> <li>Area Determination Method: Purposive method</li> <li>Participant Determination Method: Purposive method</li> <li>Data Collection Methods:</li> </ol>	b. The use of picture in series can improve the ninth grade students' achievement of reading procedure texts at SMPN 1 Besuki-Situbondo

	Besuki-Situbondo				<p>a. Primary data: Observation and reading test</p> <p>b. Supporting data: Interview, documentation</p> <p>5. Data Analysis Method: The data collected from observation were analyzed by using the formula below</p> $E = \frac{n}{N} \times 100\%$ <p>E: The percentage of the students who participated actively in the reading teaching learning process by using picture in series</p> <p>n: The number of the students who were active</p> <p>N: The number of the research participants</p> <p>(Adapted from Ali, 1998:186)</p>	
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				<p>The data collected from reading test were analyzed by using the formula below</p> $E = \frac{n}{N} \times 100\%$ <p>E: The percentage of the students who got the reading test score at least 70 or higher n: The number of the students who got the reading test score at least 70 or higher N: The number of the research participants</p> <p>(Adapted from Ali, 1998:186)</p>	
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### The Preliminary Study Guide

#### A. The Interview Guide

Data Resources: The ninth grade English teacher at SMPN 1 Besuki-Situbondo.

No.	Interview Questions	Teacher's Answers
1.	What curriculum do you use in teaching reading at SMPN 1 Besuki-Situbondo?	Curriculum 2013.
2.	How often do you teach English in a week?	Twice a week. Every Friday and Saturday.
3.	What English book is used in teaching learning process?	When the bell rings.
4.	What media did you apply in teaching reading?	I didn't use media. Just used the English book.
5.	Do the students show active participation in the classroom?	No, they do not.
6.	What kind of difficulties are there in teaching learning process?	Most of the students in the classroom are not interested in learning reading, they were seemed bored when I asked them to read the English text, only few students were active in the class.
7.	How do you solve the problem?	I ask the students to open the dictionary to find difficult words that they don't understand, I make groups so they can discuss with their friends.
8.	How was the students' reading score?	Most of the ninth grade students did not achieve the standard score.

9.	What is the standard score of English at this school?	The standard score is 70.
10.	Which class has the lowest mean score?	IX C class is the class with the lowest score from the reading test. The standard passing grade of this school was 70, but the students who could reach this score level were only 20 students (62.5%) of 32 students.

### B. The Documentation Guide

Data resources: school documents, the ninth grade English teacher at SMPN 1 Besuki-Situbondo.

No.	Document	Data
1.	The names of the research subjects.	School Document
2.	The scores of the students' reading test from the English teacher.	The English teacher' document



## APPENDIX C

**The Ninth Grade Students' Previous Scores of Reading Test  
at SMPN 1 Besuki-Situbondo in the 2015/2016 Academic Year**

No.	IX A		IX B		IX C		IX D		IX E		IX F	
1	LH	80	AW	70	AR	60	AZA	70	AF	70	AM	75
2	AR	75	ADEA	75	AFA	70	AHA	75	AR	80	AR	80
3	AH	85	AT	70	ATR	70	AZHS	75	AF	75	AN	70
4	AT	80	AFR	72	AF	75	AS	80	AI	80	AO	65
5	A	70	A	80	A	72	AS	70	BRW	60	BS	70
6	AKMD	80	B	70	DFEW	60	DR	70	DNR	70	DF	65
7	BDS	72	DAP	78	DAD	65	DF	80	EIS	83	DR	85
8	DFI	80	DBS	75	DMHP	85	DR	60	FRK	60	ERA	70
9	DS	73	EW	82	FN	65	FMF	76	FS	72	FF	65
10	DF	60	FRL	75	FAM	70	HK	70	HK	70	H	80
11	EDU	80	HS	71	HN	72	IK	72	IF	75	IK	75
12	FFYP	75	HR	60	H	75	KA	78	KA	70	IRHA	85
13	HM	80	IS	70	JA	60	LV	60	MAM	82	KU	75
14	H	70	JP	73	LAR	70	MFR	80	MS	70	MGS	70
15	IZAR	75	LTW	80	MOV	60	MAR	71	MD	70	MAR	73
16	JS	70	MSB	83	MZA	75	MZ	76	MD	82	MRH	75
17	MAF	72	MRH	65	MMI	75	MA	70	MFYF	60	MR	60
18	MKA	87	MUA	85	MM	60	MNH	75	MRA	70	MIH	73
19	MFR	75	MRK	75	MVR	75	MVF	60	MZA	75	MSH	70
20	MRK	73	MINA	65	NATW	80	NF	70	NN	70	MZ	75
21	MR	75	MTR	75	NASS	62	N	60	N	73	NO	65
22	MIG	70	NN	72	RFY	80	R	80	RDO	70	NFH	70
23	MSA	70	NDS	60	RS	75	RQ	70	RNA	72	RDFC	80
24	M	75	RWA	62	RH	70	RF	60	RS	78	RR	70
25	NF	73	SB	70	SA	60	SI	73	SFA	72	RH	75
26	QL	80	SARF	70	SW	70	SR	60	SNF	75	SS	83
27	RMQ	75	SJH	78	SK	65	SLF	70	SI	72	SR	75
28	RAP	73	SS	80	SYF	72	SK	70	SA	75	S	70
29	SF	72	S	88	S	65	USD	75	SB	73	SR	75
30	SLA	75	SAK	73	TNK	75	WP	70	UWN	75	YRA	70
31	SA	80	VAP	70	YNND	75	WA	70	VCM	78	F	75
32	LY	74	W	75	YF	62	YD	70	ZH	80		
	2404		2347		2225		2266		2337		2264	
	75.12		73.34		69.53		70.81		73.03		73.03	

*Source: English Teacher's Document, June 20<sup>th</sup> 2016*

Notes: The students of class IX C got the lowest mean score compared with the other classes.

The students of class IX C who got score  $< 70$  = students 12 (37.5%)

The students of class IX C who got score  $> 70$  = students 20 (62.5 %)



LESSON PLAN  
(Cycle 1 Meeting I)

School : SMPN 1 Besuki  
 Subject : English  
 Class/Semester : IX/1  
 Language Skill : Reading  
 Type of text : Procedure Text  
 Theme : Food  
 Time : 2 X 40'

**I. Kompetensi Inti**

- KI 1. Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

**II. Kompetensi Dasar**

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

- 3.7 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks prosedur dengan menyatakan dan menanyakan tentang resep, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.7 Menangkap makna teks prosedur, tulisan, berbentuk resep, pendek dan sederhana.
- 4.8 Menyusun teks prosedur, tulis, pendek dan sederhana, berbentuk resep, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### **III. Indicators**

1. Arranging the jumbled steps of making Bakwan Tempe into the correct order based on the picture in series.
2. Identifying the similar meanings of the words in the procedure text given.
3. Identifying the sentence meanings of the procedure text.
4. Identifying the text comprehension of the procedure text given.

### **IV. The Learning Objectives**

1. The students are able to arrange the jumbled steps of making Bakwan Tempe into the correct order based on the picture in series.
2. The students are able to identify the similar meanings of the words of the procedure text given.
3. The students are able to identify the sentence meanings of the procedure text given.
4. The students are able to identify the text comprehension of the procedure text given.

### **V. Materials (enclosed)**

1. The definition of a procedure text.
2. The generic structure of the procedure text.
3. The language features of a procedure text.
4. The example of a procedure text.

**VI. Source and Media**

1. Source :  
Purnomo dkk. 2014. *Bahasa Inggris SMP/MTs*. Surakarta: CV Teguh Karya.
2. Media:
  - a. Picture in series
  - b. The students' worksheets
  - c. White board
  - d. Board Marker

**VII. Teaching and Learning Strategy**

1. Approach : Contextual Teaching Learning
2. Method : Discussion
3. Technique : Individual Work and Pair Work

**VIII. Teaching Learning Activity**

Activity	Description	Time
<b>1. Set Induction (Pre-reading)</b>		<b>5'</b>
	1.1 Greeting. 1.2 Asking the students to pray together according to their own beliefs. 1.3 Asking the students about their condition. 1.4 Showing a picture of popcorn and ask some leading questions. 1.5 Stating the objectives.	1' 1' 1' 1' 1'
<b>2. Main Activities (While-reading)</b>		<b>65'</b>
- <b>Observation</b>	2.1 Distributing the reading text about how to make popcorn. 2.2 Asking the students to read the procedure text given silently.	2' 5'
- <b>Questioning</b>	2.3 Giving oral questions about the materials they don't understand and giving chance to the students' to ask questions.	10'

<p>- <b>Associating</b></p> <p>- <b>Experimenting</b></p> <p>- <b>Communicating</b></p>	<p>1.1 Constructing the material about a procedure text, the social function, and the generic structure of the procedure text.</p> <p>1.2 The teacher gives an example of picture in series of a procedure text and the students pay attention.</p> <p>1.3 Asking the students to form pairs.</p> <p>1.4 Distributing the jumbled steps of how to make spicy bakwan tempe.</p> <p>1.5 Asking the students to rearrange the jumbled steps based on the picture in series on the white board in pairs.</p> <p>1.6 Discussing the answers with the class.</p> <p>1.7 Asking the students to read the text about how to make spicy bakwan tempe silently individually.</p> <p>1.8 Asking the students to answer some questions related to the text.</p> <p>1.9 Distributing the worksheets and asking the students to do exercise 1 individually.</p> <p>1.10 Discussing the answers with the class.</p> <p>1.11 Distributing the worksheet and asking the students to do exercise 2 individually.</p> <p>1.12 After doing the exercise, the teacher discusses the answers with the entire class.</p>	<p>1'</p> <p>6'</p> <p>6'</p> <p>5'</p> <p>5'</p> <p>5'</p> <p>7'</p> <p>6'</p> <p>7'</p>
<p><b>3. Closure (Post-reading)</b></p>		<p><b>10'</b></p>
	<p>3.1 Making a conclusion about the material that has been taught with the students by giving questions and answers about the main points.</p> <p>3.2 Giving feedback to the students.</p> <p>3.3 Asking the students to pray based on their own beliefs and parting the students.</p>	<p>5'</p> <p>3'</p> <p>2'</p>

## IX. Evaluation

### a. Process Evaluation

It was conducted during the teaching learning process. The observations were the students' activities in:

- 1) paying attention to the teachers' explanation.
- 2) arranging the jumbled steps based on picture in series.
- 3) reading the procedure text with picture in series.
- 4) doing the exercises given.
- 5) answering the task correctly.

#### The observation checklist of the students' participation

No.	Names	Indicator					Total	Active	Passive
		1	2	3	4	5			
1									
2									
3									

Note:

1. The students were considered active if they performed 4 or 5 indicators.
2. The students were considered passive if they performed 1, 2 or 3 indicators.

### b. Product Evaluation

Product evaluation was conducted at the third meeting after the action in cycle 1.

Instrument: Reading Comprehension Test by using picture in series.

**X. Scoring Rubric**

Exercise	Type of test	Total number of test item	Score of each item	Total score
I	Multiple choice items	10	3	30
II	True or false statements	10	3	30
<b>Total</b>				60

The final score:  $\frac{\text{the student's score}}{60} \times 100$

Jember, November 27<sup>th</sup>, 2015

The English Teacher,

Researcher,

Tituk Sulistiyowati, S.Pd

Riska Lanvie Y.

NIP: 198004032008012016

NIM: 100210401108



## MATERIAL

### 1. Pre-Reading Activities

Showing a picture of Popcorn.



(<http://preventionrd.com/2012/01/easy-microwave-popcorn-2/>)

1. Do you know what picture it is?
2. What kind of food can you eat when watching a movie?
3. What kind of food that is made of corn?
4. Can you make it by yourself?

### 2. While Reading Activities

Explaining the generic structure and language features of procedure text.

- A procedure text is a type of text that tells the reader about how to make or do something.
- The social function is to describe how something can be accomplished through a sequence of actions or steps.
- The generic structures of a procedure text are as follows:
  1. Aim/goal (title): It contains the purpose of the text.
  2. Material: This part tells the reader about the materials used in the process.

3. Steps: It contains the steps to make something in the goal.
  - Language features:
    1. Using simple present tense.
    2. Using imperative: Turn off the heat.
    3. Using temporal conjunction: First, second, third, next.
  - The example of a procedure text:

### How to Make Popcorn

Goal

#### Material:

½ bowl of popcorn kernels.  
1 tbsp of vegetable/peanut oil.

Material

#### Equipment:

Heavy-bottom pan with a lid.

Steps

#### How to make:

1. First, add 3 tablespoons of vegetable or peanut oil to the pan (or use the amount suggested on your package of popcorn kernels).
2. Next, add ½ cup (or amount suggested on package) of popcorn kernels to the pan and cover it.
3. Then, gently shake the pan to keep the kernels from burning.
4. One the popping slows to a stop, turn off the heat.
5. Wait a few second for any remaining pops, and then remove the lid.
6. Finally, pour the popcorn into a large bowl, add your seasoning of choice, and enjoy!

*(Adopted from Bahasa Inggris SMP/MTs 2014: 29)*



1

2

3



4

5

6



### How to Make Spicy Bakwan Tempe



1



2



3



4



5



6

**Ingredients:**

- 1 block medium size *tempe*
- 6 tablespoonful of flour
- 1 egg
- A cup of water
- Vegetable oil for frying

**Spices Paste:**

- 2 cloves of garlic
- 5 small red peppers
- 3 small onions
- 2 lime leaves
- ¼ teaspoon of pepper
- ½ teaspoon of salt

**Arrange these jumbled steps of how to make spicy Bakwan Tempe based on the picture in series above in pairs.**

- a. Then, heat the oil in a frying pan in medium flame.
- b. Next, put the spices into the bowl and mix it with the *tempe* and the flour and a little of water until the dough becomes liquid. Crack the egg and stir them well.
- c. Finally, fry them until golden brown on both sides. Drain them on a sieve and serve with warm rice or sauce.
- d. First, mash the *tempe* using fork or pestle in a bowl.
- e. After that, when the oil is hot, pour the liquid into the pan by using a big spoon, three or four at a time.
- f. Second, put the spices into a mortar and grind them into smooth paste.

(Adopted from Bahasa Inggris SMP/MTs 2014: 29)

**Answer key**

1. D
2. F
3. B
4. A
5. E
6. C

**Exercise 1**

Choose the correct answer by crossing (X) a, b, c, d on the answer sheet based on the procedure text above and the picture in series.

1. 'Pour liquid into the pan' (step 5)'. The underlined word has an antonym with the word...
  - a. soft.
  - b. fluid.
  - c. solid.
  - d. thin.
2. What should we do before heating the oil in medium flame?
  - a. put the spices into a mortar.
  - b. pour the liquid into the pan by using a big spoon.
  - c. put the spices into the bowl and mix it.
  - d. put the *tempe* using fork in a bowl.
3. Why does the writer write the text?
  - a. to tell the reader how to make spicy bakwan tempe.
  - b. to tell the reader to mash the *tempe*.
  - c. to tell the reader to mix the spices into the bowl.
  - d. to tell the reader to eat spicy bakwan tempe.
4. "Mix it with the *tempe* and the flour and water little by little. . ." (step 3)  
The underlined word has a similar meaning to. . .
  - a. add.
  - b. combine.
  - c. give.
  - d. take.
5. What should we do after mixing spices with flour and a little of water?
  - a. add the egg and stir it well.
  - b. fry dough until golden brown.
  - c. grind the spices into smooth paste.
  - d. heat the oil in medium flame.
6. "Fry them until golden brown on both sides" (step 6). The underlined word has a synonym with the word. . .
  - a. frizzle.
  - b. mashed.
  - c. poach.
  - d. roller.

7. What is the text about?
  - a. The way how to eat bakwan tempe.
  - b. The way how to decorate bakwan tempe.
  - c. The way how to make bakwan tempe.
  - d. The way how to serve bakwan tempe.
8. “When the oil is hot” (step 5). The word “hot” has a similar meaning to. . .
  - a. cool.
  - b. cold.
  - c. wintery.
  - d. warm.
9. The following statement is true based on the text, EXCEPT. . .
  - a. drain spicy bakwan tempe and serve with sauce.
  - b. flatten into smooth paste.
  - c. mix dough becomes solid.
  - d. put the spices into a mortar.
10. Which one is TRUE based on the text?
  - a. we have to put a cup of flour after mash the *tempe*.
  - b. we have to put the liquid into the pan in five at a time.
  - c. we have to put the spices into a mortar.
  - d. we have to put the spices into the plate and mix it.

### Exercise 2

Circle “T” if the statement is true and “F” if the statement is false based on the text above.

1. The word “medium” has similar meaning with the word “middle” T/F
2. We have brown food coloring to mixture the *tempe*. T/F
3. The synonym for “spice” is “hot” T/F
4. We need six steps to make spicy bakwan tempe. T/F
5. The antonym for “smooth” is “hard” T/F
6. Flour and milk are needed to mix tempe until become liquid. T/F
7. After cracking the egg, we should stir it. T/F
8. The word “crack” has similar meaning with the word “break” T/F
9. The heating process of the vegetable oil can be done in a bowl T/F
10. We need less than four ingredients to make spicy bakwan tempe. T/F

**Answer key**

## Exercise 1

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

## Exercise 2

- |      |       |
|------|-------|
| 1. T | 6. F  |
| 2. F | 7. T  |
| 3. F | 8. T  |
| 4. T | 9. F  |
| 5. T | 10. F |

The distribution of the exercise items:

Kinds of comprehension	Number		Total
	Exercise 1	Exercise 2	
Word comprehension	1, 4, 6, 8	1, 3, 5, 8	8
Sentence comprehension	2, 5, 9	2, 6, 7,	6
Text comprehension	3, 7, 10	4, 9, 10	6



LESSON PLAN  
(Cycle 1 Meeting 2)

School : SMPN 1 Besuki  
 Subject : English  
 Class/Semester : IX/1  
 Language Skill : Reading  
 Type of text : Procedure Text  
 Theme : Drink  
 Time : 2 X 40'

**I. Kompetensi Inti**

KI 1. Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

**II. Kompetensi Dasar**

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.

2.3 Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

- 3.7 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks prosedur dengan menyatakan dan menanyakan tentang resep, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.7 Menangkap makna teks prosedur, tulisan, berbentuk resep, pendek dan sederhana.
- 4.8 Menyusun teks prosedur, tulis, pendek dan sederhana, berbentuk resep, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### **III. Indicators**

1. Arranging the jumbled steps of making orange smoothie into the correct order based on the picture in series.
2. Identifying the similar meanings of the words in the procedure text given.
3. Identifying the sentence meanings of the procedure text given.
4. Identifying the text comprehension of the procedure text given.

### **IV. The Learning Objectives**

1. The students are able to arrange the jumbled steps of making orange smoothie into the correct order based on the picture in series.
2. The students are able to identify the similar meanings of the words of the procedure text given.
3. The students are able to identify the sentence meanings of the procedure text given.
4. The students are able to identify the text comprehension of the procedure text given.

### **V. Materials (enclosed)**

1. The definition of a procedure text.
2. The generic structure of the procedure text.
3. The language features of a procedure text.
4. The example of a procedure text.

**VI. Source and Media**

1. Source :

<http://www.wikihow.com/Make-a-Orange-Smoothie>

2. Media :

- a. Picture in series
- b. The students' worksheets
- c. White board
- d. Board Marker

**VII. Teaching and Learning Strategy**

1. Approach : Contextual Teaching Learning
2. Method : Discussion
3. Technique : Individual Work and Pair Work

**VIII. Teaching Learning Activity**

Activity	Description	Time
<b>1. Set Induction (Pre-reading)</b>		<b>5'</b>
	1.1 Greeting.	1'
	1.2 Asking the students to pray together according to their own beliefs.	1'
	1.3 Asking the students about their condition.	1'
	1.4 Showing a picture of an orange smoothie and some leading questions.	1'
	1.5 Stating the objectives.	1'
<b>2. Main Activities (While-reading)</b>		<b>65'</b>
- <b>Observation</b>	2.1 Distributing the reading text about how to make orange smoothie. 2.2 Asking the students to read the procedure text given silently.	5'
- <b>Questioning</b>	2.3 The students ask about the materials	5'

<p>- <b>Associating</b></p> <p>- <b>Experimenting</b></p> <p>- <b>Communicating</b></p>	<p>they don't understand and giving chance to the students to ask questions.</p> <p>2.4 Reviewing the material by Question and Answer about a procedure text.</p> <p>2.5 Asking the students to form pairs.</p> <p>2.6 Distributing the jumbled steps how to make orange smoothie.</p> <p>2.7 Asking the students to rearrange the jumbled steps based on the picture in series on the white board in pairs.</p> <p>2.8 Discussing the answers with the class.</p> <p>2.9 Asking the students to read the text about how to make orange smoothie silently individually.</p> <p>2.10 Asking the students to answer some questions related to the text.</p> <p>2.11 Distributing the worksheets and asking the students to do exercise 1 individually.</p> <p>2.12 Discussing the answers with the class.</p> <p>2.13 Distributing the worksheets and asking the students to do exercise 2 individually.</p> <p>2.14 After doing the exercise, the teacher discusses the answers with the entire class.</p>	<p></p> <p>6'</p> <p>1'</p> <p>5'</p> <p>6'</p> <p>7'</p> <p>5'</p> <p>7'</p> <p>5'</p> <p>6'</p> <p>7'</p>
<p><b>3. Closure (Post-reading)</b></p>		<p><b>10'</b></p>
	<p>3.1 Making a conclusion about the material that has been taught with the students by giving questions and answers about the main points.</p> <p>3.2 Giving feedback to the students.</p> <p>3.3 Asking the students to pray based on their own beliefs and parting the students.</p>	<p>5'</p> <p>3'</p> <p>2'</p>

## IX. Evaluation

### a. Process Evaluation

It was conducted during the teaching learning process. The observations were the students' activities in:

- 1) paying attention to the teachers' explanation.
- 2) arranging the jumbled steps based on picture in series.
- 3) reading the procedure text with picture in series.
- 4) doing the exercises given.
- 5) answering the task correctly.

#### The observation checklist of the students' participation

No.	Names	Indicator					Total	Active	Passive
		1	2	3	4	5			
1									
2									
3									

Note:

1. The students were considered active if they performed 4 or 5 indicators.
2. The students were considered passive if they performed 1, 2 or 3 indicators.

### b. Product Evaluation

Product evaluation was conducted at the third meeting after the action in cycle 1.

Instrument: Reading Comprehension Test by using picture in series.

**X. Scoring Rubric**

Exercise	Type of test	Total number of test item	Score of each item	Total score
I	Multiple choice items	10	3	30
II	True or false statements	10	3	30
<b>Total</b>				60

The final score:  $\frac{\text{the student's score}}{60} \times 100$

Jember, Nopember 28<sup>th</sup>, 2015

The English Teacher,

Researcher,

Tituk Sulistiyowati, S.Pd

NIP: 198004032008012016

Riska Lanvie Y.

NIM: 100210401108

## MATERIAL

### 1. Pre-Reading Activities

Showing a picture of an orange smoothie.



Asking leading questions:

1. Do you know what picture it is?
2. Do you like ice?
3. Can you make it by yourself?

### 2. Reviewing the material by questions and answers about a procedure text.

- a. What is meant by a procedure text?
- b. What are the generic structures of a procedure text?
- c. What are the language features of a procedure text?
- d. What is the goal of a procedure text?
- e. What is the meaning of ingredients?
- f. What are the steps of a procedure text?

### How to Make an Orange Smoothie



1

2

3



4

5

6

**Ingredients:**

1 cup of ice

3 cups of peaches

2 ripe oranges

1/2 a cup of yogurt (optional, dairy or dairy-free)



**Arrange these jumbled steps of how to make an orange smoothie based on the picture in series on the white board in pairs.**

- a. Add the peach to the crushed ice. Then, choose the "liquify" option to blend it in with the ice.
- b. Serve. Pour into tall glasses for serving. Garnish with a fresh mint leaf or a wedge of fruit as wished.
- c. Add the ice to the blender. Set the blender to the "ice crush" option and crush. Leave in place for use shortly.
- d. Prepare the orange by chopping them into small pieces (as shown). Also arrange the needed implements and other ingredients.
- e. Finished. This orange smoothie is ideal for breakfast, after-exercise refreshment or as a cooling tasty drink at any time of a hot day.
- f. Add the orange pieces and yogurt to the blender. Blend in.

Note: the addition of yogurt is optional - adding more or less yoghurt will affect the thickness of your smoothie.

**Answer key**

1. D
2. C
3. A
4. F
5. B
6. E

**Exercise 1**

Choose the correct answer by crossing (X) a, b, c, d on the answer sheet based on the procedure text above and the picture in series.

1. “. . . chopping **them** into small pieces” (step d). The bold word refers to. . .
  - a. ice.
  - b. peaches.
  - c. oranges.
  - d. yogurt.

2. What should we do before adding the peaches?
  - a. add the oranges.
  - b. add the yogurt.
  - c. crush the strawberry.
  - d. crush the ice.
3. Why does the writer write the text?
  - a. to tell the reader how to crush ice.
  - b. to tell the reader how to make an orange smoothie.
  - c. to tell the reader how to make the ingredients of an orange smoothie.
  - d. to tell the reader about disadvantages of an orange smoothie.
4. "Set the blender to the "ice crush" option and crush" (step c). The underlined word has a synonym with the word. . .
  - a. smash.
  - b. serve.
  - c. take.
  - d. throw.
5. How much yogurt can you need to make an orange smoothie?
  - a. more than a cup.
  - b. one cup at the maximum.
  - c. less than 1 cup.
  - d. as much as you like.
6. What is the text about?
  - a. the manner how to drink orange smoothie.
  - b. the manner how to garnish orange smoothie.
  - c. the manner how to make orange smoothie.
  - d. the manner how to pour orange smoothie into tall glasses.
7. ". . . a *cooling* tasty drink at any time of a hot day" (step e). The opposite meaning of the italicized word is. . .
  - a. chilly.
  - b. heat.
  - c. snowy.
  - d. winter.
8. What should we do after mixturing peaches and ice?
  - a. add orange and yogurt and blend it.
  - b. boil the mixture for two minutes.
  - c. pour the mixture into tall glass.
  - d. refrigerate the mixture until it is firm.

9. Which one is TRUE based on the text?
- adding the peaches before add the ice to the blender.
  - pour fresh mint leaf into blender.
  - orange juice can drinking at any time and hot day.
  - serve orange smoothie with some cookies.
10. “Garnish with a **fresh** mint leaf. . .” (step b). The bold word has the antonym with the word. . .
- crisp.
  - green.
  - worn.
  - young.

### Exercise 2

Circle “T” if the statement is true and “F” if the statement is false based on the text above.

- We have fresh mint leaf to garnish the orange smoothie. T/F
- The word “blend” has opposite meaning with the “mixture” T/F
- We need more than five ingredients to make orange smoothie. T/F
- The word “garnish” has similar meaning with the word “ornament” T/F
- When adding orange pieces and yogurt to the blender, we should blend it. T/F
- We need ten steps to make orange smoothie. T/F
- The thickness of the smoothie is affected from adding more yogurts. T/F
- The synonym for “add” is “remove” T/F
- We have to crush the ice before adding the peaches T/F
- The word “chopping” has similar meaning with the word “cut off” T/F

**Answer key**

## Exercise 1

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

## Exercise 2

- |      |       |
|------|-------|
| 1. T | 6. F  |
| 2. F | 7. T  |
| 3. F | 8. F  |
| 4. T | 9. T  |
| 5. T | 10. T |

The distribution of the exercise items:

Kinds of comprehension	Number		Total
	Exercise 1	Exercise 2	
Word comprehension	1, 4, 7, 10	2, 4, 8, 10	8
Sentence comprehension	2, 5, 8	1, 5, 7	6
Text comprehension	3, 6, 9	3, 6, 9	6

**Reading Test 1 (for cycle 1)**

**Name** :  
**Class/Semester** : IX/1  
**School** : SMPN 1 Besuki  
**Subject** : English  
**Time** : 60 minutes  
**Score** :

**Text 1 for questions number 1-15**  
**Read the text carefully!**

**How to make Fried Chicken**



1

2

3



4

5

6



7

8

9

**Ingredients:**

- 1 chicken, about 1.5 kg, jointed into 8 pieces, boned and skinned
- 1 small white loaf of bread with crusts removed; 2 day old bread is best
- 1 tablespoon mustard
- 1 teaspoon chopped fresh herbs
- 2 eggs, beaten
- Sunflower oil, for frying

**Steps:**

1. Prepare the slice of chicken. Remove the skin and tendons from the chicken. Put the chicken fillets between two sheets of plastic food wrap or parchment paper and pound with a rolling pin. The aim is to flatten them evenly to about 1cm (1/2") in depth.
2. Dice the bread. Add the diced pieces to the food processor and process into breadcrumbs. Pour them into a shallow, wide bowl or dish.
3. Season the chicken with salt and pepper to taste. Brush each chicken with mustard and sprinkle over the chopped fresh herbs.
4. Dip each chicken into the beaten egg. Be sure to coat both sides evenly.
5. Dip and drag through the breadcrumbs. Seek to coat as thoroughly as possible.
6. Heat the oil in the pan. Add about 1cm (1/2") of oil to the pan.
7. Add the coated chicken. Fry in the shallow oil for about 4–5 minutes. They are done when they are brown.
8. Remove from the heat. Drain on paper.

9. Serve. If you are cooking one at a time, keep the fried ones warm in the oven until serving time.

(Adopted from: <http://www.wikihow.com>)

**Choose the best answer by crossing (x) a, b, c, d based on the text above!**

1. "Pour them into a shallow, wide bowl or dish" (step 2). The word "them" refers to. . .
- a. butter. c. chicken.  
b. breadcrumbs. d. eggs.
2. What should you do after preparing the seasoning?
- a. brush chicken with mustard.  
b. boil the chicken for five minutes.  
c. dip each chicken into the beaten egg.  
d. fry chicken in the swallow oil.
3. The following statements are true based on the text, EXCEPT. . .
- a. cut chicken in dice shape.  
b. dip each chicken into the yellow color.  
c. remove the meat from chicken.  
d. serve chicken on paper.
4. Which one of the following statements below is true based on the text?
- a. there are less than four materials needed in making chicken.  
b. there are twelve materials needed in all process.  
c. there are six materials needed to make chicken.  
d. there are more than fifteen materials needed to make chicken.
5. Where should we pour breadcrumbs?
- a. big plate. c. under the mixture .  
b. on top of the dough. d. wide bowl.
6. "The aim is to *flatten* them evenly to about 1cm" (step 1). The synonym of the italicized word is. . .
- a. hard. c. smash.  
b. leveled. d. throw.

7. "Prepare the slice of chicken" (step 1). The underlined word is similar to the word. . .
- a. piece.
  - b. spice.
  - c. topping.
  - d. yolk.
8. What should you do before putting the chicken fillets between two sheets of plastic food wrap?
- a. add the breadcrumbs to the chicken.
  - b. cut off the skin and tendons from the chicken.
  - c. prepare the chicken.
  - d. remove the bones from the chicken.
9. What is the writer's purpose in this text?
- a. to entertain the reader how to cut the chicken.
  - b. to explain the reader how to prepare the material of fried chicken.
  - c. to tell the reader how to make fried chicken.
  - d. to write how to roll up the egg.
10. "Heat the oil in the pan" (step 6). The synonym of the word "heat" is. . .
- a. cool.
  - b. fry.
  - c. nice.
  - d. smooth.

**Circle "T" if the statement is true and "F" if the statement is false based on the text above.**

- 11. We need 2 chickens about 1,5 kg to make Fried Chicken T/F
- 12. We should season the chicken with sugar and chili T/F
- 13. We need six ingredients to make Fried Chicken T/F
- 14. After brushing each chicken with mustard, we should sprinkle it T/F
- 15. We should keep the fried chicken out of the oven T/F



Text 2 for questions number 16-30

How to make Blended Vanilla Cappuccino



1



2



3



4



5



6



7

**Ingredients:**

8 ounces strong brewed coffee or espresso

2/3 cup milk

1/3 cup sweetened, condensed milk

1 teaspoon vanilla extract

Ice

Whipped cream

**Methods:**

1. Brew your coffee or espresso.
2. Place it in the refrigerator and chill completely. Make sure it's completely cold before you proceed, or your blended cappuccino will be too liquidy.
3. Pour the ingredients into your blender. Pour the cold coffee, milk, sweetened, condensed milk, and vanilla into the blender. Leave out the whipped cream for now.
4. Fill up the blender with ice. After adding all your other ingredients, fill up the blender to the top with ice cubes. This will give your drink a good icy consistency.
5. Blend the drink until smooth. It might take a few minutes to completely crush and blend all of the ice. Stir the mixture if necessary. Keep going until it reaches a consistency you like.
6. Pour it into glasses. You can enjoy the whole thing yourself or divide it in half to share with a friend.
7. Top it with whipped cream. For an extra delicious touch, add sprinkles or chocolate chips.

*(Adopted from: <http://www.wikihow.com>)*

**Choose the best answer by crossing (x) a, b, c, d based on the text above!**

16. "Brew your coffee or espresso" (step 1). The underlined word is similar to the word. . .
- |             |          |
|-------------|----------|
| a. destroy. | c. make. |
| b. break.   | d. take. |

17. What should you do before blending the drink?
- add the whipped cream into a glass.
  - mix the coffee, vanilla, and milk.
  - preparing all the materials needed.
  - put ice into blender.
18. The following statements are true based on the text, EXCEPT. . .
- blend the drink until a few minutes.
  - put coffee in the refrigerator.
  - stir and pour drink into glasses.
  - the fourth step is pour vanilla into the blender.
19. "It might take a few minutes to completely *crush*. . ." (step 5). The synonym of the italicized word is. . .
- |             |           |
|-------------|-----------|
| a. cut.     | c. roll.  |
| b. destroy. | d. toast. |
20. When can you sprinkle the chocolate chips?
- after pouring drink into glasses.
  - after crushing the ice cubes.
  - before blowing the espresso.
  - before pouring the sweetened.
21. Which one of the following statements below is true based on the text?
- boil drink after blended.
  - garnish the drink with cherries.
  - top drink with vanilla cream.
  - we need to refrigerate the drink entirely.
22. ". . . your blended cappuccino will be too **liquidy**" (step 2). The bold type word has an antonym with the word. . .
- |            |           |
|------------|-----------|
| a. bitter. | c. solid. |
| b. fluid.  | d. washy. |
23. How long can you blend the drink until smooth?
- |                       |                             |
|-----------------------|-----------------------------|
| a. for an hour.       | c. for less than two hours. |
| b. for a few minutes. | d. for more than an hour.   |

24. The following statements are false based on the text, except. . .
- add coffee, milk, vanilla into the blender.
  - stir the mixture without blender.
  - top drink with the chocolate cream.
  - use hot coffee to make cappuccino.
25. “Place *it* in the refrigerator. . . “(step 2). The word “*it*” refers to. . .
- chocolate chips.
  - espresso.
  - sweetened.
  - vanilla.

**Circle “T” if the statement is true and “F” if the statement is false based on the text above.**

26. We need 8 kilos of coffee or espresso to make Blended Vanilla Cappuccino T/F
27. There are seven steps to make Blended Vanilla Cappuccino T/F
28. We should blend the ingredient with the ice T/F
29. The word “pour” opposite meaning with the word “spout” T/F
30. We need whipped cream to make Blended Vanilla Cappuccino T/F

### Answer Key

#### Text 1.

- |       |       |
|-------|-------|
| 1. B  | 11. F |
| 2. A  | 12. F |
| 3. A  | 13. F |
| 4. C  | 14. T |
| 5. D  | 15. T |
| 6. B  |       |
| 7. A  |       |
| 8. C  |       |
| 9. C  |       |
| 10. B |       |

**Text 2.**

- |       |       |
|-------|-------|
| 16. C | 26. F |
| 17. D | 27. T |
| 18. D | 28. T |
| 19. B | 29. F |
| 20. A | 30. T |
| 21. D |       |
| 22. C |       |
| 23. B |       |
| 24. A |       |
| 25. B |       |

**The distribution of the exercise items:**

Kinds of comprehension	Number	Total
Word comprehension	1, 6, 7, 10, 11, 16, 19, 22, 25, 29	10
Sentence comprehension	2, 5, 8, 12, 14, 15, 17, 20, 23, 28	10
Text comprehension	3, 4, 9, 13, 18, 21, 24, 26, 27, 30	10

**Scoring:**

Multiple choice : Correct answer  $\times$  4

True or false : Correct answer  $\times$  3

Total score : multiple and true false = 110

LESSON PLAN  
(Cycle 2 Meeting 1)

School : SMPN 1 Besuki  
 Subject : English  
 Class/Semester : IX/1  
 Language Skill : Reading  
 Type of text : Procedure Text  
 Theme : Food  
 Time : 2 X 40'

**I. Kompetensi Inti**

- K1. Menghargai dan menghayati ajaran agama yang dianutnya.
- K2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- K3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- K4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

**II. Kompetensi Dasar**

- 2.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 1.3 Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

- 3.7 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks prosedur dengan menyatakan dan menanyakan tentang resep, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.7 Menangkap makna teks prosedur, tulisan, berbentuk resep, pendek dan sederhana.
- 4.8 Menyusun teks prosedur, tulis, pendek dan sederhana, berbentuk resep, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### **III. Indicators**

1. Arranging the jumbled steps of making a Ham Sandwich into the correct order based on the picture in series.
2. Identifying the similar meanings of the words in the procedure text given.
3. Identifying the sentence meanings of the procedure text.
4. Identifying the text comprehension of the procedure text given.

### **IV. The Learning Objectives**

1. The students are able to arrange the jumbled steps of a Ham Sandwich into the correct order based on the picture in series.
2. The students are able to identify the similar meanings of the words of the procedure text given.
3. The students are able to identify the sentence meanings of the procedure text given.
4. The students are able to identify the text comprehension of the procedure text given.

### **V. Materials (enclosed)**

1. The definition of procedure text.
2. The generic structure of the procedure text.
3. The language features of a procedure text.
4. The example of a procedure text.

**VI. Source and Media**

1. Source :  
<http://www.wikihow.com/Prepare-a-Perfect-Ham-Sandwich>
2. Media :
  - a. Picture in series
  - b. The students' worksheets
  - c. White board
  - d. Board Marker

**VII. Teaching and Learning Strategy**

1. Approach : Contextual Teaching Learning
2. Method : Discussion
3. Technique : Individual Work and Pair Work

**VIII. Teaching Learning Activity**

Activity	Description	Time
<b>1. Set Induction (Pre-reading)</b>		<b>5'</b>
	1.1 Greeting.	1'
	1.2 Asking the students to pray together according to their own beliefs.	1'
	1.3 Asking the students about their condition.	1'
	1.4 Showing a picture of sandwich and ask some leading questions.	1'
	1.5 Stating the objectives.	1'
<b>2. Main Activities (While-reading)</b>		<b>65'</b>
- <b>Observation</b>	2.1 Distributing the reading text about how to make Ham Sandwich. 2.2 Asking the students to read the procedure text given silently.	5'
- <b>Questioning</b>	2.3 The students ask about the material they don't understand and giving	5'





## IX. Evaluation

### a. Process Evaluation

It was conducted during the teaching learning process. The observations were the students' activities in:

- 1) paying attention to the teachers' explanation.
- 2) arranging the jumbled steps based on picture in series.
- 3) reading the procedure text with picture in series.
- 4) doing the exercises given.
- 5) answering the task correctly.

#### The observation checklist of the students' participation

No.	Names	Indicator					Total	Active	Passive
		1	2	3	4	5			
1									
2									
3									

Note:

1. The students were considered active if they performed 4 or 5 indicators.
2. The students were considered passive if they performed 1, 2 or 3 indicators.

### b. Product Evaluation

Product evaluation was conducted at the third meeting after the action in cycle 2.

Instrument: Reading Comprehension Test by using picture in series.

**X. Scoring Rubric**

Exercise	Type of test	Total number of test item	Score of each item	Total score
I	Multiple choice items	10	3	30
II	True or false statements	10	3	30
<b>Total</b>				60

The final score:  $\frac{\text{the student's score}}{60} \times 100$

Jember, December 1<sup>st</sup>, 2015

The English Teacher,

Researcher,

Tituk Sulistiyowati, S.Pd

NIP: 198004032008012016

Riska Lanvie Y.

NIM: 100210401108

## MATERIAL

### 1. Pre-Reading Activities



Asking leading questions:

1. Do you know what picture it is?
2. What kind of food is made of bread?
3. Can you make it by yourself?

### 2. Reviewing the material by questions and answers about a procedure text.

- a. What is the definition of a procedure text?
- b. What are the generic structures of a procedure text?
- c. What are the language features of a procedure text?
- d. What is the goal of a procedure text?
- e. What is the meaning of ingredients?
- f. What are the steps of a procedure text?

### How to Make Ham Sandwich



1



2



3



4



5



6



7



8



9

**Ingredients**

Two slices of your favorite bread.

Mustard.

Mayonnaise.

One or two slices of your favorite cheese.

Tomatoes.

Lettuce.

Two slices of ham.

Chips.

**Arrange these jumbled steps of how to make ham sandwich based on the picture in series on the white board in pairs.**

- a. Put a few leaves of lettuce on top of the tomatoes, making sure it hangs off all four edges of the sandwich.
- b. Choose your cheese for the sandwich. For one slice of cheese, carefully center it on the bread. For two, lay one slice so it overlaps the left edge of the bottom slice of bread. Put the second slightly overlapping the first.
- c. Serve the sandwich on a medium sized plate. Serve with chips and a drink of your choice.
- d. Lay two slices of thin ham on top of the lettuce. Gently fold the ham in half and lay them next to each other.
- e. Take two slices of your favorite bread. Wheat, white, rye, and others work well.
- f. Lay the slice of bread with mustard on top of the sandwich, finishing it off.
- g. Put mustard on the bottom slice of bread, and mayo on the top slice.
- h. Lay tomatoes in the same manner as the cheese, depending on if you want one or two slices.
- i. Prepare the materials.

**Answer key**

- |      |      |      |
|------|------|------|
| 1. I | 4. B | 7. D |
| 2. E | 5. H | 8. F |
| 3. G | 6. A | 9. C |

**Exercise 1**

Choose the correct answer by crossing (X) a, b, c, d on the answer sheet based on the procedure text above and the picture in series.

1. “Carefully center it on the bread” (step 4). The word “it” refers to. . .
  - a. cheese.
  - b. lettuce.
  - c. mayonnaise.
  - d. tomatoes.
2. What should we do after choosing the bread?
  - a. we lay tomatoes.
  - b. we lay a few leaves of lettuce.
  - c. we put cheese for the sandwich.
  - d. we put mustard and mayo.
3. Which one of the following statements below is TRUE based on the procedure text above?
  - a. after putting mustard and mayo, put a few leaves of lettuce.
  - b. lay the slice of bread with ketchup on top of the sandwich as finishing.
  - c. you can use any type of bread to make sandwich.
  - d. we need a blender to make a sandwich.
4. What is the writer’s purpose in the procedure text above?
  - a. to entertain the reader how to make bread.
  - b. to explain the reader about advantages of sandwich.
  - c. to tell the reader the way to make sandwich.
  - d. to tell the reader to make the ingredients of sandwich.
5. When can you lay ham on the sandwich?
  - a. after laying cheese for the sandwich.
  - b. after preparing two slices of bread.
  - c. before putting tomatoes in the bread.
  - d. before laying the slice of bread.
6. “Choose your cheese for the sandwich” (step 4). The underlined word has a synonym with the word. . .
  - a. cut.
  - b. pick.
  - c. spray.
  - d. throw.

7. "Lay them next to each other" (step 7). The word "them" means. . .
  - a. ham.
  - b. lettuce.
  - c. mayo.
  - d. tomatoes.
8. Where should we lay tomatoes?
  - a. on the bottom slice of bread.
  - b. same way as the cheese.
  - c. on the top slice of bread.
  - d. same manner as the lettuce.
9. The following statements are false based on the text, EXCEPT. . .
  - a. We must burn corn for garnish.
  - b. We must toast the bread.
  - c. We use large sized plate for serve.
  - d. We use mustard as finishing.
10. "Put mustard on the bottom slice of bread" (step 3). The underlined word has a similar meaning to. . .
  - a. above.
  - b. beside.
  - c. under.
  - d. on.

### Exercise 2

Circle "T" if the statement is true and "F" if the statement is false based on the text above.

1. The antonym for "few" is "several" T/F
2. The synonym for "lay" is "put" T/F
3. We have sauce on top of the sandwich as finishing. T/F
4. We need nine steps to make sandwich. T/F
5. The word "manner" has opposite meaning with the word "method" T/F
6. Mustard is needed to finish the sandwich. T/F
7. We need more than six ingredients to make sandwich. T/F
8. After laying ham, we should cover it with bread. T/F
9. The antonym for "material" is "ingredient" T/F
10. Before putting the mustard and mayo, we can choose our favorite bread. T/F



**Answer key**

## Exercise 1

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

## Exercise 2

- |      |       |
|------|-------|
| 1. F | 6. T  |
| 2. T | 7. T  |
| 3. F | 8. T  |
| 4. T | 9. F  |
| 5. F | 10. T |

The distribution of the exercise items:

Kinds of comprehension	Number		Total
	Exercise 1	Exercise 2	
Word comprehension	1, 6, 7, 10	1, 2, 5, 9	8
Sentence comprehension	2, 5, 8	3, 6, 8, 10	7
Text comprehension	3, 4, 9	4, 7	5

LESSON PLAN  
(Cycle 2 Meeting 2)

School : SMPN 1 Besuki  
 Subject : English  
 Class/Semester : IX/1  
 Language Skill : Reading  
 Type of text : Procedure Text  
 Theme : Drink  
 Time : 2 X 40'

**I. Kompetensi Inti**

- K1. Menghargai dan menghayati ajaran agama yang dianutnya.
- K2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- K3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- K4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

**II. Kompetensi Dasar**

- 2.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
- 1.3 Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

- 3.7 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks prosedur dengan menyatakan dan menanyakan tentang resep, pendek dan sederhana, sesuai dengan konteks penggunaannya.
- 4.7 Menangkap makna teks prosedur, tulisan, berbentuk resep, pendek dan sederhana.
- 4.8 Menyusun teks prosedur, tulis, pendek dan sederhana, berbentuk resep, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

### **III. Indicators**

1. Arranging the jumbled steps of making Chocolate Peanut Butter Milkshake into the correct order based on the picture in series.
2. Identifying the similar meanings of the words in the procedure text given.
3. Identifying the sentence meaning of the procedure text of how to make Chocolate Peanut Butter Milkshake.
4. Identifying the text comprehension of the procedure text given.

### **IV. The Learning Objectives**

1. The students are able to arrange the jumbled steps of making Chocolate Peanut Butter Milkshake into the correct order based on the picture in series.
2. The students are able to identify the similar meaning of the word of the procedure text given.
3. The students are able to identify the sentence meaning of the procedure text given.
4. The students are able to identify the text comprehension of the procedure text given.

### **V. Materials (enclosed)**

1. The definition of a procedure text.
2. The generic structure of the procedure text.
3. The language features of a procedure text.

4. The example of a procedure text.

#### VI. Source and Media

1. Source :  
<http://www.wikihow.com/Make-a-Chocolate-Peanut-Butter-Milkshake>
2. Media :
  - a. Picture in series
  - b. The students' worksheets
  - c. White board
  - d. Board Marker

#### VII. Teaching and Learning Strategy

1. Approach : Contextual Teaching Learning
2. Method : Discussion
3. Technique : Individual Work and Pair Work

#### VIII. Teaching Learning Activity

Activity	Description	Time
<b>1. Set Induction (Pre-reading)</b>		<b>5'</b>
	1.1 Greeting.	1'
	1.2 Asking the students to pray together according to their own beliefs.	1'
	1.3 Asking the students about their condition.	1'
	1.4 Showing a picture of Chocolate Peanut Butter Milkshake and some leading questions.	1'
	1.5 Stating the objectives.	1'

2. Main Activities (While-reading)		65'
<p>- <b>Observation</b></p> <p>- <b>Questioning</b></p> <p>- <b>Associating</b></p> <p>- <b>Experimenting</b></p> <p>- <b>Communicating</b></p>	1.6 Distributing the reading text about how to make Chocolate Peanut Butter Milkshake.	5'
	1.7 Asking the students to read the procedure text given silently.	
	1.8 The students ask about the material they don't understand and giving chance to the students to ask questions.	5'
	1.9 Reviewing the material by Question and Answer about a procedure text.	6'
	1.10 Asking the students to form pairs.	
	1.11 Distributing the jumbled steps how to make Chocolate Peanut Butter Milkshake.	1'
	1.12 Asking the students to rearrange the jumbled steps based on the picture in series on the white board in pairs.	5'
	1.13 Discussing the answers with the class.	6'
	1.14 Asking the students to read the text about how to make Chocolate Peanut Butter Milkshake silently individually.	7'
	1.15 Asking the students to answer some questions related to the text.	5'
	1.16 Distributing the worksheets and asking the students to do exercise 1 individually.	7'
	1.17 Discussing the answers with the class.	5'
	1.18 Distributing the worksheets and asking the students to do exercise 2 individually.	6'
	1.19 After doing the exercise, the teacher discusses the answers with the entire class.	7'

<b>2. Closure (Post-reading)</b>		<b>10'</b>
	2.1 Making a conclusion about the material that has been taught with the students by giving questions and answers about the main points.	5'
	2.2 Giving feedback to the students.	3'
	2.3 Asking the students to pray based on their own beliefs and parting the students.	2'

## IX. Evaluation

### a. Process Evaluation

It was conducted during the teaching learning process. The observations were the students' activities in:

- 1) paying attention to the teachers' explanation.
- 2) arranging the jumbled steps based on picture in series.
- 3) reading the procedure text with picture in series.
- 4) doing the exercises given.
- 5) answering the task correctly.

#### The observation checklist of the students' participation

No.	Names	Indicator					Total	Active	Passive
		1	2	3	4	5			
1									
2									
3									

Note:

1. The students were considered active if they performed 4 or 5 indicators.
2. The students were considered passive if they performed 1, 2 or 3 indicators.

### b. Product Evaluation

Product evaluation was conducted at the third meeting after the actions in cycle 2.

Instrument: Reading Comprehension Test by using picture in series.

**X. Scoring Rubric**

Exercise	Type of test	Total number of test item	Score of each item	Total score
I	Multiple choice items	10	3	30
II	True or False	10	3	30
<b>Total</b>				60

$$\text{Total final score: } \frac{\text{the student's score}}{60} \times 100$$

Jember, December 4<sup>th</sup>, 2015

The English Teacher,

Researcher,

Tituk Sulistiyowati, S.Pd

NIP: 198004032008012016

Riska Lanvie Y.

NIM: 100210401108

## MATERIAL

### 1. Pre-Reading Activities

Showing a picture of Chocolate Peanut Butter Milkshake



Asking leading questions:

1. What do you see in the picture?
2. What kind of drink can you make with chocolate?
3. Do you know the steps of how to make chocolate ice?

### 2. Reviewing the material by questions and answers about a procedure text.

- a. What is meant by a procedure text?
- b. What are the generic structures of a procedure text?
- c. What are the language features of a procedure text?
- d. What is the goal of a procedure text?
- e. What is the meaning of ingredients?
- f. What are the steps of a procedure text?



### How to Make Chocolate Peanut Butter Milkshake



1

2

3



4

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6

**Ingredients:**

1 cup vanilla ice cream.

1/4 cup chocolate syrup.

2 tbsp peanut butter.

1 cup Milk.

Favorite toppings (whipped cream, cherries, chopped nuts etc).

**Arrange these jumbled steps of how to make Chocolate Peanut Butter Milkshake based on the picture in series on the white board in pairs.**

- a. Turn off the blender and pour the delicious treat into your favorite serving glass.
- b. Eat and enjoy your new Chocolate Peanut Butter shake. Use plenty of napkins since sticky fingers are never good.
- c. Add chocolate syrup and cold whole or 2% milk to the blender with the ice cream. Add smooth peanut butter to the blender.
- d. Start blending. Using the highest setting the blender that you are using get all the ingredients blended nice in smooth. Blend in 15 second segments and check the consistency of the shake each time you do.
- e. Fill the blender with three or four scoops of your favorite vanilla ice cream. Try to avoid the reduced fat ice cream since the lower fat content will affect overall creaminess of the shake.
- f. Add your favorite treats and toppings to the top of the milkshake.

**Answer key**

- |      |      |
|------|------|
| 1. E | 4. A |
| 2. C | 5. F |
| 3. D | 6. B |

**Exercise 1**

Choose the correct answer by crossing (X) a, b, c, d on the answer sheet based on the procedure text above and the picture in series.

1. “. . .all the ingredients blended **nice** in smooth” (step 3). The bold word has a similar meaning to. . .
  - a. bad.
  - b. crepuscular.
  - c. good.
  - d. unsuitable.

2. What should we do before blending using the highest setting?
  - a. add topping to the top of the milkshake.
  - b. combine peanut butter to the blender.
  - c. mixture with cashew nut.
  - d. pour with the orange syrup.
3. What is the writer's purpose in this text?
  - a. to explain the reader about the important of drinking milkshake.
  - b. to tell the reader the manner to make milkshake.
  - c. to tell the reader the way to make chocolate syrup.
  - d. to write how to make the ingredients of milkshake.
4. “. . .lower fat content will affect overall creaminess of the shake” (step 1).  
The underlined word has a synonym with the word. . .
  - a. put.
  - b. pick.
  - c. whipped.
  - d. withdraw.
5. What should we do after pouring milkshake into the glass?
  - a. add topping to the top of the milkshake.
  - b. garnish the milkshake with pieces of strawberry.
  - c. mixture with biscuit to the top of the milkshake.
  - d. refrigerate the milkshake until it becomes ice.
6. Which one is TRUE based on the text?
  - a. color the milkshake with brown color.
  - b. cut peanut in spherical shape.
  - c. fill the blender with more than a scoops ice cream.
  - d. pour chocolate powder into milkshake.
7. How long should we blend the mixture after adding all ingredients?
  - a. fifty second segments.
  - b. fifteen second segments.
  - c. ninety second segments.
  - d. sixteen second segments.



**Answer key**

## Exercise 1

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

## Exercise 2

- |      |       |
|------|-------|
| 1. F | 6. T  |
| 2. T | 7. T  |
| 3. T | 8. F  |
| 4. F | 9. T  |
| 5. F | 10. F |

The distribution of the exercise items:

Kinds of comprehension	Number		Total
	Exercise 1	Exercise 2	
Word comprehension	1, 4, 7, 8	1, 2, 5, 9	8
Sentence comprehension	2, 5, 10	3, 6, 8, 10	7
Text comprehension	3, 6, 9	4, 7	5

**Reading Test 2 (for cycle 2)**

Name :  
Class/Semester : IX/1  
School : SMPN 1 Besuki  
Subject : English  
Time : 60 minutes  
Score :

**Text 1 for questions number 1-15**

**Read the text carefully!**

**How to Make Vanilla Cake**



1

2

3



3

4

5



6

7

**Ingredients:**

- 1 cup unsalted butter, softened
- 1 cup sugar
- Pinch of salt
- 2 teaspoons vanilla extract
- 5 eggs
- 2 cups cake flour

**Steps:**

1. Gather your ingredients.
2. Preheat the oven to 325 degrees.
3. Grease a cake pan. Cakes are best baked in deep pans, such as loaf pans or bundt pans.
4. Cream the butter and sugar. Place the butter and sugar in a mixing bowl and beat them together until the mixture is light, fluffy and creamy.
5. Add the eggs and vanilla. Keep beating the mixture until the eggs are completely incorporated.
6. Stir in the cake flour. Keep the hand mixer on low or use a wooden spoon to stir the flour in a bit at a time until it's just incorporated. Be careful not to over mix it.
7. Pour the batter into the pan. Use a spatula to scrape down the sides of the bowl.
8. Bake the cake for an hour and 15 minutes. Serve with your favorite drink.

*(Adopted from: <http://www.wikihow.com>)*

Choose the best answer by crossing (x) a, b, c, or d based on the text above!

1. "Grease a cake pan" (step 3). The underlined word is similar to the word. .
  - a. boil.
  - b. garnish.
  - c. lubricate.
  - d. spray.
2. What should you do before adding the eggs and the vanilla into the bowl?
  - a. mixture the butter and sugar.
  - b. mixture flour in the cake.
  - c. pour the batter into the pan.
  - d. prepare the material.
3. The following statements are TRUE based on the text, EXCEPT. . .
  - a. scrape down the batter into the pan using a fork.
  - b. we need an hour and 15 minutes to bake the cake.
  - c. stir the cake flour using wooden spoon.
  - d. we need two cups cake flour to make vanilla cake.
4. Which one of the following statement below is true based on the text?
  - a. there are less than seven ingredients to make vanilla cake.
  - b. there are ten steps to make vanilla cake.
  - c. there are six ingredients needed in making vanilla cake.
  - d. there are more than twelve steps to make vanilla cake.
5. Where should we put the sugar and the butter?
  - a. on a big plate.
  - b. on a bowl.
  - c. on a pan.
  - d. on a wooden spoon.
6. "Pour the **batter** into the pan" (step 7). The synonym of the bold word is. .
  - a. dough.
  - b. grater.
  - c. pile.
  - d. sliced.
7. "Be careful not to over mix it" (step 6). The underlined word has an antonym with the word. . .
  - a. beware.
  - b. reckless.
  - c. save.
  - d. wary.
8. What should we do after stirring the cake flour?
  - a. blender cake flour until smooth.
  - b. fry the cake flour in the pan.
  - c. place the cake flour into the pan.
  - d. shake the cake flour until mixed.
9. What is the writer's purpose in this text above?
  - a. to explain the reader how to make vanilla cake.
  - b. to explain the reader how to use wooden spoon.
  - c. to tell the reader how to make batter.
  - d. to tell the reader how to bake vanilla cake.



10. “Bake the cake for an hour. . .” (step 8). The synonym of the word “bake” is. . .
- brush.
  - cut.
  - crush.
  - burn.

**Circle “T” if the statement is true and “F” if the statement is false based on the text above.**

- |  |     |
|--|-----|
| 11. We need 2 cups of vanilla extract to make vanilla cake       | T/F |
| 12. We should choose low on mixer when stirring the cake flour   | T/F |
| 13. We need eight steps to make vanilla cake                     | T/F |
| 14. After creaming the butter and sugar, we should bake the cake | T/F |
| 15. We need six ingredients to make vanilla cake                 | T/F |

**Text 2 for questions number 16-30****How to Make a Perfect Float**

1

2

3



4

5

6

**Ingredients:**

Ice cream of your choice

Soda

Fruit, optional

Whipped cream, optional

Flavored syrup, optional

**Steps:**

1. Choose the soda and ice cream you like.
2. Leave your ice cream on a counter for 5 to 10 minutes. Let it soften for best results.

3. Gather ingredients. Place on all products on a clean table.
4. Grab a cup, preferably a nice one, presentation counts, and pour 3/4 of the cup with the soda of your choice.
5. Take 3 scoops of ice cream. Plop it on top of the soda. Don't mix it. Let it fizz.
6. Garnish the float with some grated chocolate, chopped nuts, whipped cream, fruit, anything you like.

(Adopted from: <http://www.wikihow.com>)

**Choose the best answer by crossing (x) a, b, c, or d based on the text above!**

16. "Gather ingredients" (step 3). The underlined word is similar to the word. . .
  - a. broke.
  - b. collect.
  - c. provide.
  - d. segregate.
17. What should you do after choosing your favorite soda and ice cream?
  - a. choose the ice cream and soda.
  - b. gather ingredients.
  - c. let your ice cream until soft.
  - d. leave your ice cream more than ten minutes.
18. Which one of the following statement below is true based on the text?
  - a. garnish the float with some white chocolate.
  - b. put ingredient on a clean table.
  - c. mix soda and ice cream in a cup.
  - d. Plop batter on top of the soda.
19. "Let it **soften** for best results" (step 2). The antonym of the bold word is. . .
  - a. bland.
  - b. creamy.
  - c. delicate.
  - d. inflexible.
20. When should you plop ice cream on top of the soda?
  - a. after garnishing the float.
  - b. before grabbing a cup.
  - c. after pouring the soda.
  - d. before mixing soda and ice cream.
21. The following statements are TRUE based on the text, EXCEPT. . .
  - a. after choosing the soda and ice cream, mix it.
  - b. garnish the float with some cherries.
  - c. there are three scoops on top of the soda.
  - d. we need 3/4 of soda to make float.

22. “Grab a cup” (step 4). The underlined word has a similar meaning to the word. . .
- a. cut off.
  - b. get out.
  - c. pick up.
  - d. well off.
23. How long can you leave the ice cream?
- a. for an hour.
  - b. for a few minutes.
  - c. for less than five hours.
  - d. for more than ten hours.
24. The following statements are FALSE based on the text, EXCEPT. . .
- a. don’t mix soda and ice cream.
  - b. take 3 scoops grated chocolate.
  - c. leave ice cream about an hour.
  - d. garnish the float with mint leaf.
25. “Plop it on top of the soda” (step 5). The word “plop” has a synonym with the word. . .
- a. cast.
  - b. deliver.
  - c. froth.
  - d. hang.

**Circle “T” if the statement is true and “F” if the statement is false based on the text above.**

- 26. The antonym for “place” is “put” T/F
- 27. There are five ingredients to make float T/F
- 28. We should separate soda and ice cream in a cup T/F
- 29. We need seven steps to make a perfect float T/F
- 30. We can garnish the ice cream with pieces of orange T/F

**Answer Key****Text 1.**

- |       |       |
|-------|-------|
| 1. C  | 11. F |
| 2. A  | 12. T |
| 3. A  | 13. T |
| 4. C  | 14. F |
| 5. B  | 15. T |
| 6. A  |       |
| 7. B  |       |
| 8. C  |       |
| 9. A  |       |
| 10. D |       |

**Text 2.**

- |       |       |
|-------|-------|
| 16. B | 26. F |
| 17. C | 27. T |
| 18. B | 28. T |
| 19. D | 29. F |
| 20. C | 30. T |
| 21. A |       |
| 22. C |       |
| 23. B |       |
| 24. A |       |
| 25. D |       |

**The distribution of the exercise items:**

Kinds of comprehension	Number	Total
Word comprehension	1, 6, 7, 10, 11, 16, 19, 22, 25, 26	10
Sentence comprehension	2, 5, 8, 12, 14, 17, 20, 23, 28, 30	10
Text comprehension	3, 4, 9, 13, 15, 18, 21, 24, 27, 29	10

**Scoring:**

- Multiple choice : Correct answer  $\times$  4  
 True or false : Correct answer  $\times$  3  
 Total score : multiple and true false = 110



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
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 Perihal : Permohonan Izin Penelitian

16 OCT 2015

Yth. Kepala SMP Negeri 1 Besuki - Situbondo

Dalam rangka memperoleh data-data yang diperlukan untuk penyusunan skripsi, mahasiswa FKIP Universitas Jember di bawah ini.

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Bermaksud mengadakan penelitian tentang *"The Use of Picture in Series to Improve the Ninth Grade Students' Achievement in Reading Procedure Texts at SMP Negeri 1 Besuki-Situbondo in the 2015/2016 academic year"* di Sekolah yang Saudara pimpin.

Schubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.

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Mulai tanggal 27 Nopember s/d 05 Desember 2015.

Demikian surat keterangan ini dibuat untuk dipergunakan seperlunya.



Besuki, 07 Desember 2015  
Kepala Sekolah

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Nas/pnelitian/word  
tgh