

**IMPROVING STUDENTS' READING ABILITY IN COMPREHENDING
REPORT TEXTS BY USING ESA (ENGAGE, STUDY, ACTIVATE)
METHOD AT THE ELEVENTH GRADE OF MAN 1 SUNGAI PENUH**

THESIS



BY

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FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC INSTITUTE OF KERINCI

ACADEMIC YEAR 2020 M/ 1440 H

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A THESIS

**Submitted as a Partial Fulfillment of The Requirments for Undergraduete
Degree at English Education Program in Faculty of Education and Teacher
Training State Islamic Institute of Kerinci**

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ACADEMIC YEAR 2020 M/1440 H

CERTIFICATE OF ORIGINALITY

The researcher hereby declares that the thesis entitled, **“Improving Students’ Reading Ability In Comprehending Report Texts By Using ESA (Engage, Study, Activate) Method At The Eleventh Grade Of MAN 1 Sungai Penuh”** is the reseacher own work and that, to the best researcher’s knowledge and belief, it contains no material previously published or written by another person, no material which to a substansial extent has been accepted for the a ward any other educational institutions, where due acknowledgement is made in the thesis. Any contribution made to the research by others, with whom the researcher have worked at State Islamic Institute of Kerinci or elsewhere is fully acknowledge.

The resercher also declares that the intellectual content of this thesis is the product of the researcher’s own work, except to the extent that assistance from others in the project’s design and conception or in style, presentation and linguistic expressions.

**Sungai Penuh,
The Researcher**

2020



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LECTURES OF IAIN KERINCI

Sungai Penuh, .2020
To :
The Rector of IAIN Kerinci
At

Sungai Penuh

OFFICIAL NOTE

Assalamu 'alaikum Wr.Wb

After guiding, analyzing, briefing, and correcting, the writing of Julianti's thesis with the student's number is 1610203039 entitled: **Improving Students' Reading Ability In Comprehending Report Texts By Using ESA (Engage, Study, Activate) method at The Eleventh Grade of MAN 1 Sungai Penuh**, we are in the opinion this thesis has been able progressed to be examined to fulfill the task and requirements to achieve undergraduate degree of English Education Program in Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

Thus, we processed this thesis to the faculty for immediate administrative process for final examination.

Wassalamu 'alaikum Wr.Wb.

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DEDICATION AND MOTTO

This thesis is dedicated to:

My beloved father Usman Ibrahim (Alm) and mother Remawati for their valuable endless prayer, sacrifice and support.

My lovely sisters Neli Verawati, Nela Handayani, and Anggia Istirari thanks for your love, care, support and motivation.

My big families for their love and suggestion, support and always praying for my success in the future.

My friends for their love, care, suggestion, and support in my ups and downs.

Motto:

أَنْقُزْ أَبَا ۞ رُو ۞ كَ عَلَى قِي
سِ ۞ أَلَّ ۞
نِ ۞ فِ ۞

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Read! In the name of thy Lord and Cherisher, Who Created. (Q.S. Al-Alaq: 1)

K E R I N C I

ABSTRACT

Julianti (NIM. 1610203039) : Improving Students' Reading Ability In Comprehending Report Texts By Using ESA (Engage, Study, Activate) Method at the Eleventh Grade Of MAN 1 Sungai Penuh

Advisors : Dr. Daflizar, S.Pd, MA

Herayati, S.Pd, M.Pd

Keyword : *Reading Ability In Comprehending, Report Texts and ESA (Engage, Study, Activate) Method*

This research was designed to improve the students' reading ability in comprehending report texts by using ESA (ENGAGE, STUDY, ACTIVATE) method. This methods that can be used is the learning methods ESA (ENGAGED, STUDY, ACTIVATE) developed by Jeremy Harmer (1998). This research was conducted to determine the influence of used (ENGAGED, STUDY, ACTIVATE) method of students' reading skill on English learning in class IX of MAN 1 Sungai Penuh.

This research was categorized as the collaborative classroom action research (CCAR) method in which the researcher and the collaborative teacher worked together in conducting the study. The researcher acted as teacher the implementation of ESA (ENGAGE, STUDY, ACTIVATE) method while the English teacher became the observed. This research were gathered though following instrument; field note, observation checklist and test. It is initiated through the field note and observation checklist in XI KAG 2 MAN 1 Sungai Penuh; considered as the class whose test especially in reading test are low. The amounts of students in the class are 36. All students were taken as the subject of research.

The result showed there was improvement on students' reading ability in comprehending report texts. It can be seen by mean score of cycle I is 73.8. Then the mean score of cycle II is 82.08. Then the mean score of cycle III is 90. It shows the best achievement, because they had score improvement. They proved the good improvement for the each cycle. So it can be concluded that the improving students' reading ability in comprehending report texts by using ESA (ENGAGE, STUDY, ACTIVATE) method is improved.

ABSTRAK

Julianti (NIM. 1610203039): Meningkatkan kemampuan bacaan siswa dalam memahami teks report dengan menggunakan ESA (ENGAGE, STUDY, ACTIVATE) metode di kelas XI MAN 1 Sungai penuh.

Pembimbing : Dr. Daflizar, S. Pd, MA

Herayati, S. Pd, M. PD

Kata kunci : *kemampuan membaca dalam memahami, teks report dan metode ESA (ENGAGE, STUDY, ACTIVATE)*

Penelitian ini dirancang untuk meningkatkan kemampuan membaca siswa dalam memahami report teks dengan menggunakan metode ESA (ENGAGE, STUDY, ACTIVATE). Metode ini bisa digunakan sebagai metode dalam belajar yang dikembangkan oleh Jeremy Harmer (1998). Penelitian ini dilakukan untuk mengetahui pengaruh penggunaan metode ESA (ENGAGE, STUDY, ACTIVATE) dalam kemampuan membaca siswa dalam belajar bahasa Inggris di kelas IX MAN 1 Sungai Penuh.

Penelitian ini dikategorikan sebagai metode collaboration classroom action research (CCAR) di mana peneliti dan guru kolaboratif bekerja sama dalam melakukan penelitian. Peneliti bertindak sebagai guru pelaksanaan metode ESA (ENGAGE, STUDY, ACTIVATE) sementara guru bahasa Inggris yang mengamati. Kajian ini dikumpulkan melalui instrumen berikut; Catatan lapangan, daftar pengamatan, dan tes. Hal ini diawali melalui catatan lapangan dan daftar pengamatan kelas XI KAG 2 MAN 1 Sungai penuh; dianggap sebagai kelas yang tes khususnya dalam tes membaca yang rendah. Jumlah siswa di kelas adalah 36. Semua siswa diambil sebagai subyek penelitian.

Hasil ini menunjukkan adanya peningkatan kemampuan membaca siswa untuk memahami teks report. Hal ini dapat dilihat dengan mean Skor siklus I adalah 73,8. Kemudian mean skor siklus II adalah 82,08. Kemudian mean skor siklus III adalah 90. Ini menunjukkan prestasi terbaik, karena mereka telah meningkatkan Skor. Mereka membuktikan perbaikan yang baik untuk setiap siklus. Sehingga dapat disimpulkan bahwa meningkatkan kemampuan membaca siswa dalam memahami teks report dengan menggunakan metode ESA (ENGAGE, STUDY, ACTIVATE) ditingkatkan.

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أَلْحَمْدُ لِلَّهِ الْعَلِيِّ الْكَبِيرِ
وَالصَّلَاةُ وَالسَّلَامُ عَلَى سَيِّدِنَا مُحَمَّدٍ
وَعَلَىٰ آلِهِ وَصَحْبِهِ أَجْمَعِينَ
أَشْرَفَ الْأَشْرَافِ وَأَكْرَمَ الْأَكْرَمِينَ
أَمَّا بَعْدُ فَعَسَىٰ أَعْزَمُ الْمَشْأَلِ

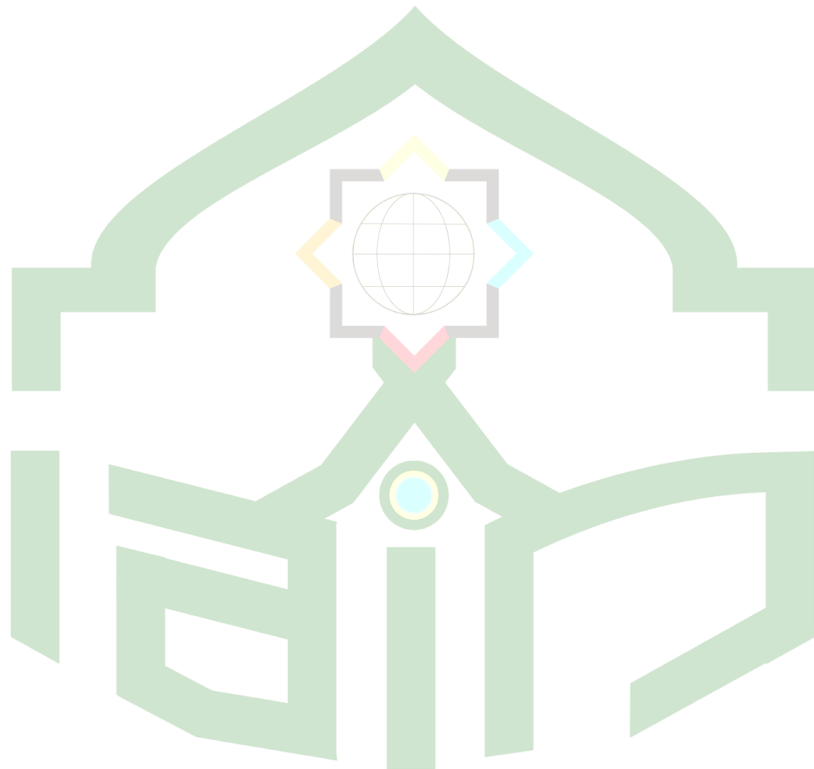
The researcher would like to express a greatest thank to Allah SWT who has given blessing, strength, and healthy so the writer could finish this thesis. Shalawat and salam are always sent to our beloved prophet Muhammad SAW, the greatest hero in the world and the best example for human to get the happiness ever and ever.

Then, this thesis is one of the requirements to get undergraduate degree at English Education program in Faculty and Teacher Training at State Islamic Institute of Kerinci. As long as accomplish this thesis entitled “improving students’ motivation and reading ability in comprehending of report text by using ESA (Engage, Study, Activate) method at the eleventh grade of MAN 1 Sungai Penuh”. The researcher got difficulties, but by guidance and support from other parties the researcher would like to express thank to:

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**Sungai Penuh,
The researcher**

2020



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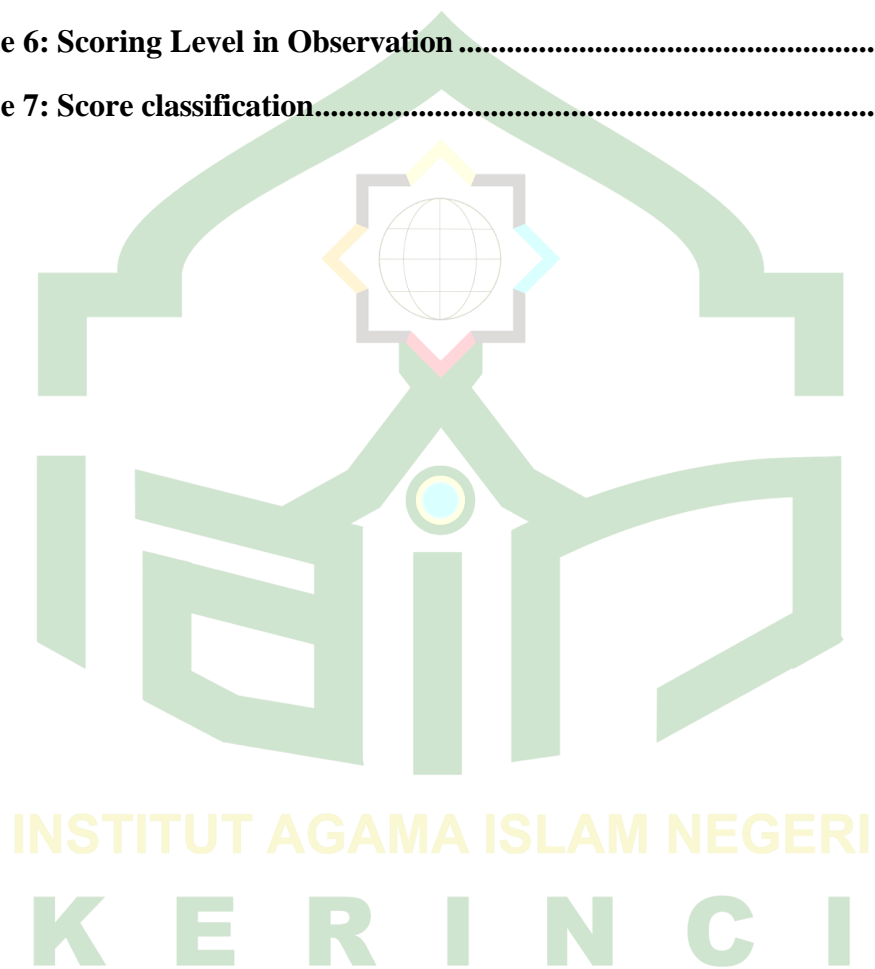
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CHAPTER I

INTRODUCTION

A. Background of the problems

Reading is one of the language skills in English. Reading is a complex process, complex to learn and complex to teach. ¹Reading especially is a resource for continued education, for the acquisition of new knowledge and skills, for gaining information through media, especially newspapers, books, radio, television, and the computers.² Thus, the ability to read the text in any form will give a great deal of advantages in our life.

Reading is one of the most important skills in studies language to get information more. Reading is the process in which readers learn something from what they read and involve it in academic context as a part of education.³ Reading is to read as much as possible to get a lot of information, knowledge, enjoyment and even problem solutions from reading activity. ⁴ Therefore, reading is a process of increasing understanding and reading knowledge of someone to get the information needed or more.

Reading comprehension is an ability to construct a meaning from a text. The reader should be able constructing the meaning internally from interact with the material that is read. For students, they are not expected to be able to

¹ Douglas Carnine, Jerry Silbert, and Edward J. Kameenui. 1990. Direct instruction reading P. 3

² Mohd. Noor Noorizah. 2011. *Reading Habits and Preferences of EFL Post Graduates: A Case Study*, Indonesian Journal of Applied Linguistics, Vol. I No. 1. P. 2

³ William Grabe. 2009. *Reading In Second Language: Moving From Theory To Practice*, Cambridge University Press. Cambridge. P.5

⁴ Francoise Grellet.1986. *Developing Reading Skills*. Great Britain: Cambridge University Press. P. 4

read the text, but also comprehend it. This is because the fundamental goal for any reading activity is to understand the languages, includes comprehending.⁵

The problems about reading comprehension to read are also faced by the students' of MAN 1 Sungai Penuh. The research on the basis of observations of teaching and learning process with the English teacher MAN 1 Sungai Penuh, the researcher found some problems in the teaching reading texts in learning. The problem was related to students' competence in comprehending reading texts. They found the difficulty to identify the main problem in reading texts. They also faced difficulties to understand the meaning of some words that are used in reading texts. Moreover, the elaborated sentences also blocked them to understand reading texts. As a result, students had a problem to comprehend the content of the reading texts. The problem was related to students' motivation in reading texts. It was seen from the process of teaching reading. Some of students' tended to be noisy without paying attention to their teacher and materials. They liked chatting and playing with their friends while the teacher taught them.

Based on the observation above, there are many strategies that can be used to solve problems in learning process such as inquiry strategies, expository strategies, CTL (contextual teaching and learning), etc. In this research, the strategy used in learning process is ESA (ENGAGE, STUDY, ACTIVATE) method. The technique is needed not only to overcome students' difficulties, but also to improve students' reading ability in comprehending in

⁵ Kustaryo, Sukirah. 1988. *Reading Technique for College Students*. Jakarta; DEPDIBUD. P. 1

learning. ESA has three elements. *First*, engage: this is the point in teaching sequence where teachers try to arouse the students' interest, thus involving their emotions. *Second*, study: study activities are those where the students asked to focus in on language (or information) and how it is constructed. *Third*, activate: this element describes exercise and activities which are designed to get students using language as freely and communicatively' as they can.⁶ ESA method is involves arousing learners' interest, curiosity and emotions towards the topic to attract attention and motivate them In addition to improve the students interesting, involvement and understanding on the new material.⁷

Based on the explanation above, the researcher was interested to conduct research entitled Improving Students' Reading Ability in Comprehending Report Texts By Using ESA (Engage, Study, Activate) Method at The Eleventh Grade of MAN 1 Sungai Penuh.

B. Identification of the problems

There are some problems in the teaching reading texts which focus on students' reading ability in comprehending in MAN 1 Sungai Penuh.

1. Some students still have low ability in identifying the main problem and moral values of reading texts.
2. Some students have difficulties in understanding the meaning of some words that is used in reading texts.

⁶ Harmer, Jeremy. 1998. *How To Teach English, An Introduction To The Practice Of English Language Teaching*. Logman. P.68

⁷ Ibid.. P. 237

C. Limitation of the problems

Based on the identification of the problems above, the researcher limited the problem on the teaching learning strategy in teaching report texts. In this case, the researcher used ESA method as strategy in learning process of report text to improve students' reading ability in comprehending report texts at the eleventh grade of MAN 1 Sungai Penuh.

D. Research questions

The researcher formulated the research question as follows:

1. To what extent could the ESA (ENGAGE, STUDY, ACTIVATE) method improve students' reading ability in comprehending report texts at the eleventh grade of MAN 1 Sungai Penuh?

E. Purposes of the research

The purpose of the research is to know to what extent the to know to what extent the ESA (ENGAGE, STUDY, ACTIVATE) method could improve students' reading ability in comprehending report texts at the eleventh grade of MAN 1 Sungai Penuh.

F. Significance of the research

The result of this expected to be useful for:

1. The students

To motivate and make enthusiasm the students in the learning process especially in reading and helpful for students will be able to create more enjoyable and meaningful learning.

2. The teacher

This method makes the teacher easy in teaching reading and this expect to give useful contribution in teaching reading and give another way for the teacher develop student's reading.

3. The researcher

The researcher will improve her knowledge in teaching reading method and have experience in observation and apply with collaboration classroom action research at school.

4. Other researchers

Other researchers may develop the continuation of this result of study to find a correlation between students' motivation and reading comprehension to read with their strategies used in reading. This may lead to the explanation the lack of understanding in reading difficult materials as their competency is in average or even minimum level.

G. Definition of key terms

To avoid mistakes and misunderstanding terms and content of the topic in this study, it is necessary to define the key-terms used in this study:

1. Reading

Reading is the process in which readers learn something from what they read and involve it in academic context as a part of education.⁸

⁸ William, Grabe. *Op. Cit.* P. 5

2. Reading comprehension

Reading comprehension refers to reading for meaning, understanding, and entertainment.⁹

3. ESA method

ESA is involves arousing learners' interest, curiosity and emotions towards the topic to attract attention and motivate them In addition to improve the students interesting, involvement and understanding on the new material.¹⁰

4. Report texts

Report is a text which functions to describe the way things are, with reference to a range of natural, manmade and social phenomena in our environment.¹¹



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⁹ Linse, Caroline T. 2006. *Practical English Language Teaching: Young Learners*. Ny: Mc Graw Hill. P. 71

¹⁰ Harmer, Jeremy, *Op.Cit.* P. 237

¹¹ Gerot, L.. & Wignell. P. *Op.Cit.* P. 196-197

CHAPTER III

RESEARCH METHODOLOGY

A. Design of the research

The design of this research was collaborative classroom action research is a form of collective self-reflective enquiry undertaken by participation in social situations in order to improve the rationally and justice of their own social or educational practice, as well as their understanding of these practice and the situation in which these practice carryout. Ferrance states Collaborative action research may include as few as two teachers and others interested in addressing a classroom or department issue.¹ According to Burns Collaborative research offers opportunities for informal thinking to be transposed into more systematic and collective solving.² It is called collaborative CAR, because the research directly worked together with one of the classroom English teacher in the school.

Action research is a research about something that happened in the society or target community, and the result was received by that society. The main characteristic in action research is participation and collaboration between the researcher and the member of that target community. In this case, the target community was the eleventh grade students of MAN 1 Sungai Penuh. The researcher conducted Improving Students' reading ability in

¹ Eileen Ferrance. 2000. *Action Research*. United States: Northeast And Islands Regional Educational Brown University Laboratory. P.4

² Burns, Anne. 1999. *Collaborative Action Research For English Language Teachers*, United Kingdom: Cambridge University Press. P. 214

Comprehending report texts by using ESA (engage, study, activate) method at eleventh Grade of MAN 1 Sungai Penuh.

B. Setting of the research

This research conducted in MAN 1 Sungai Penuh. This school is located in Koto Lolo village. It's Pesisir Bukit Sub District, Sungai Penuh City.

C. Participants of the research

In this research, the participants were eleventh grade of MAN 1 Sungai Penuh. The researcher used class XI KAG 2 as participants to the research, because the students' reading ability in comprehending is still low. Therefore, the participants of this research were eleventh grade students of MAN 1 Sungai Penuh in academic year 2019/2020.

D. Instruments

1. Qualitative data

In this research, the qualitative data collected using field note and observation checklist. The researcher took a note about all of the learning activity in observation. It is to know the real information in teaching learning process in the classroom. In this research, all of students and collaborator activities during apply the ESA (Engage, Study, Activate) method observed.

a. Field note

In this research, the researcher used field note in collaborator learning activities. The collaborator was write all of students and research activities with related about research activities. The form of field note was:

Figure 2:

Field Note

Cycle :

Meeting :

Date :

Researcher

Collaborator

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Collaborator

2. Observation checklist

In this research, the researcher used observation checklist as instrument to observe teachers and students performance in the teaching and learning process. There were three tables in the observation checklist. The first, aspect table is all of teacher activities that do in the classroom. The second, yes table if the teacher activities in the aspect table is implemented. The third, no table is if the teacher activities in the aspect table are not implemented.

Table 1:

Observation for teacher's activities

Aspect	Yes	No
Pre-activities		
- Greets students		
- Checks students' attendance		
- Open the lesson and do apperception		
Main activities		
- Give motivation (Engage)		
- Explain the material (Engage)		

- Give a text for students reading and understanding (Study)		
- Explanation of English reading text for students (Engage)		
- Explanation of the purposes of learning process (Engage)		
- Explain the topic materials (Engage)		
- Give some question about material (Study)		
- Give reading text (Study)		
- Make group or pair in the learning process (Study)		
- make games (Engage)		
- ask to do describe and draw based on topic (Activate)		
- ask the student to share their reading comprehension in the front class (Study)		
- make challenging discussions (Engage)		

- Gives a test (Activate)		
- Evaluates students' works		
Post activities		
- Gives feedback to the students		
- Checks students' understanding by asking question		

2. Quantitative data

In this research, the data was any quantifiable information used for mathematical calculations and statistical analysis.

a. Test

In this research, the test focus on teaching reading ability in comprehending of report text for students of MAN 1 Sungai Penuh that appropriate with the curriculum. The researchers need test to know the students' reading ability in comprehending in understanding report text.

Thus, test procedures numerical score that get from the students and it was as representative how much student understand the materials receive from teacher. The researcher used the test as the instrument for collecting data. There are 20 multiple choice questions to be tested.

Where the table of question were:

Table 2:

No	Indicator of item test	Sub indicator	Item		
			Cycle I	Cycle II	Cycle III
1	Topic		1,6,11,16	5,10,14,1 9	4,6,12,16
2	Main idea		3,8,13,20	4,9,12,17	5,8,15,17
3	Identifying details information (generic structure of report text)	a. General Classification b. description	2,9,15,17	3,8,11,18	2,9,14,19
4	Vocabulary	a. antonym b. synonym	4,7,12,18	2,6,13,16	1,10,13,1 8
5	Reference	Personal pronoun	5,10,14,1 9,	1,7,15,20	3,7,11,20

3. Validity and reliability of instruments

a. Validity of test

Validity is the extent to which inferences made from assessment result are appropriate, meaningful and useful in terms of the purpose of

the assessment or a test is valid measure what it purpose to measure.³

Types of validity are:

1) Face validity

The validity of the sentence structure of the items must be clear so that students do not explore the problem.

2) Construct validity

Validity is that tests the nature that does not appear on a person's personality. And this can require a questioner.

3) Content validity

Validity is testing students in accordance with the content that has been taught.

Before the researcher gives the real test to the participants, the researcher was conducted the try out to assess of each items of test to students' MAN 1 Sungai Penuh. Besides, advisors and researcher was discussed the items of test with the English teacher. The purpose of this discussion is to see the items of test appropriate or not with the indicators of reading ability in comprehending. Moreover, to see if the test that was be done have the same level with the sample.

The researcher calculated the level of difficulty of the questions.

Based on the result of the tested question to be used as a pre-test and post-test in this research.

³ H. Douglas Brown. 2003. *Language Assessment Principle and Classroom Practice*. Sanfransisco State University. P.22

To calculate the validity of instrument the researcher used formula correlation product moment:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

Where:

r_{xy} = Correlation coefficient between X and Y ($x = X - \bar{X}$ and $y = Y - \bar{Y}$)

$\sum xy$ = sum of multiple between x and y

x^2 = the quadrate of x

y^2 = the quadrate of y^4

Then, item would analyze by count difficulty index and discrimination power index, the interpretation criteria of the correlation can be seen below:

Table 3: the interpretation criteria of the correlation

Score	Criteria
0,08 – 1,00	Very high
0,60 – 0,80	High
0,40 – 0,60	Enough
0,00 – 0,20	Very low

⁴ Suharsimi, Arikunto. 2005. *Dasar-dasar Evaluasi Pendidikan (edisi revisi)*. Jakarta: PT.Bumi Aksara. P.70

To get the validity of the test, the test was tried out first to the students' who are not included in the participants but the sample have same level with the real sample. A test is valid for particular purpose and for a particular group. Based on the result of the test try out, the researcher was got difficulty index and items discrimination.

Validity is the extent to which inferences made from assessment result are appropriate, meaningful and useful in items of the purpose of the assessment or a test is valid measure what it purpose to measure.⁵

The result of validity reading test was $r = 0,56$. It can be concluded that the test validity is *enough*. Its means all of items test was valid and can use for real test.

b. Reliability of test

Reliability is important for an instrument of the research.

According to Arikunto, reliability refers to a definition at that an instrument was reliability to be used as a data collection tool because instrument was good. To get the reliability of the instrument, the researcher does tryout. Therefore, after try out is done, the researcher was analyzed the result. The alpha cronbach formula:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{s^2 - \sum pq}{s^2} \right)$$

Where:

r_{11} = test reliability

⁵ H.Douglas Brown, *Op.Cit.*,P.22

n = number of question items

p = subject proportion who has correct answer on each question items

q = subject proportion who hasn't correct answer on each questions items

s^2 = standard deviation

$\sum pq$ = total multiplication p and q ⁶

Table 4: The table reliability test criteria

Reliability test	Criteria
0,80 – 1,00	very high
0,60 – 0,80	High
0,40 – 0,60	Enough
0,20 – 0,40	Low
0,00 – 0,20	very low

The researcher got score of reliability of test was low. The result of test reliability is 0.23.

c. Difficulty Index of Items

To analyze of every item, the researcher used difficulty index

in every item where the formula as follow:

$$P = \frac{B}{JS}$$

Where:

P: items difficulties

⁶ Suharsimi Arikunto. *Op.Cit.*, P.100

B: sum of students who answer correctly

JS: sum of students who follow the test⁷

Concerning how to give interpretation on numeral of difficulty index, the researcher uses the following scale.

IK = 0,00 : Very difficult

$0,00 < IK \leq 0,30$: Difficult

$0,30 < IK \leq 0,70$: Average

$0,70 < IK \leq 1,00$: Easy

IK 1,00 : Very Easy

The object of try out was SMA NEGERI 2 KERINCI at XI IPA 2, there are 25 items used try out. The researcher do try out to students, where the result of difficulty index were one items got very easy levels, ten items is easy levels, thirteen items is average levels, one items is difficulty levels. Based on the result of difficulty index the researcher got 20 items used as a test in the cycle.

d. Discrimination Power

After the researcher got the difficulty index, the researcher looks for discriminator power. The discriminating power of test items is to differentials between students who achieve poorly of the lower

⁷ H.Doughlas Brown, *Op.Cit.*,P.22

group. The following formula will be used identify the discrimination power.⁸

$$D = \frac{BA}{JA} - \frac{BB}{JB} = PA - PB$$

Where :

D : items discrimination

B_A : number of up group members who has correct answer

B_B : number of down group members who has correct answer

J_A : number of up group members

J_B : number of down group members

Concerning how to interpret discrimination power. The researcher used a formula. The formula would be used to classify as follows:

The clarification :

DP = 0,00 : Very bad

0,00 < DP ≤ 0,20 : Bad

0,20 < DP ≤ 0,40 : Enough

0,40 < DP ≤ 0,70 : Good

0,70 < DP ≤ 1,00 : Very Good

⁸ Ata Nayla Amalia dan Ani Widiyanti. 2012. *Jurnal Pendidikan Akuntansi Indonesia*. Vol. X, No.1. P. 1-26

The result of discrimination power the researcher got 10 items is enough, 10 items is bad, and 5 items is very bad. Based on the collation 5 items can't used as a test.

E. Procedure of the research

In the research, procedure of the research used the classroom action research of “planning, acting, observing and reflecting”. These activities are called the cycle of problem solving activities. If the cycle has not shown signs of change in the direction of improvement, research activities continued in the second cycle, and so on until the researcher was satisfied.⁹

The procedure of this research consisted of three cycles, each cycle was held in three meeting, and then this research was done by using the following procedure:

1. Cycle I

In this cycle, the technique was applied to teach report text to the students is reading text. The procedures of teaching and learning process as follow:

a. Planning

- 1) Making a lesson plan
- 2) Preparing the teaching materials
- 3) Preparing the test
- 4) Preparing observation checklist
- 5) Preparing students' attendance list

⁹ Suharsimi arikunto. 2012. *penelitian tindakan kelas*. jakarta: bumi aksara. P.117

b. Acting

In this step, ESA method is begin to apply to the students.

Was follow:

- 1) Introduce the material and explain the purpose of learning process (Engage)
- 2) Given reading texts and mention about the title of text (Study)
- 3) Asked the student to read about text (Study)
- 4) Asked the students about their understanding of reading text (Study)
- 5) Asked the student to make pair or group to solve the question of reading text. (Study)
- 6) Asked the student to do discussions about their answer of reading text. (Activate)

c. Observing

The observation on the students in cycle I was to check:

- 1) The students' activity in learning report text
- 2) The students' responded during teaching and learning process.
- 3) The students' achievement in memorizing report text

d. Reflecting

- 1) The researcher was evaluated the students' condition n the class.
- 2) The researcher was evaluated the implement of report text with ESA method

- 3) The researcher was discussed with the teacher class about the weaknesses during teaching learning process.
- 4) The researcher was arrange a reflection for the next cycle.

2. Cycle II

In this cycle, the technique was applied to teach report text to the students is reading text. The procedures of teaching and learning process as follow:

a. Planning

- 1) Identify the problem and make the solution for the problem
- 2) Making a lesson plan
- 3) Preparing the teaching materials
- 4) Preparing the test
- 5) Preparing field note
- 6) Preparing observation checklist
- 7) Preparing students' attendance list

b. Acting

In this step, apply the ESA method to the students. Was follow:

- 1) Asked the student to do games based on the previous materials before explain about next material. (Engage)
- 2) Explain the materials namely generic structure, language features, and adjectives. (Engage)

- 3) Asked the student to reading textbook. (Study)
- 4) Asked the student to explain about text. (Study)
- 5) Asked the students about their understanding of reading text.
(Study)
- 6) Asked the student to describe and draw based on reading text.
(Activate)

c. Observing

The observation on the students in cycle II was to check:

- 1) The students' activity in learning report text
- 2) The students' responded during teaching and learning process.
- 3) The students' achievement in memorizing report text

d. Reflecting

- 1) The researcher was evaluated the students' condition n the class.
- 2) The researcher was evaluated the implement of report text with
ESA method
- 3) The researcher was discussed with the teacher class about the
weaknesses during teaching learning process.
- 4) The researcher was arranged a reflection for the next cycle.

3. Cycle III

In this cycle, the technique applied to teach report text to the students is reading text. The procedures of teaching and learning process as follow:

a. Planning

- 1) Identify the problem and make the solution for the problem
- 2) Making a lesson plan
- 3) Preparing the teaching materials
- 4) Preparing the test
- 5) Preparing field note
- 6) Preparing observation checklist
- 7) Preparing students' attendance list

b. Acting

In this step, apply the ESA method to the students. Was follow:

- 1) Asked the student to do challenging discussions based on previous material and trending topic. (Engage)
- 2) Explain the material namely noun, verbs and preposition. (Engage)
- 3) Asked the student to make pair, group and individual before give the text. (Study)
- 4) Given students the reading text (Study)
- 5) Asked the student to understanding about text. (Study)
- 6) Asked the students to share their understanding about reading text in the front of class. (Study)
- 7) Asked the students about their understanding of reading text. (Study)

8) Given a test to the student with different text and ask the student to understanding about text. (Activate)

c. Observing

The observation on the students in cycle III was to check:

- 1) The students' activity in learning report text
- 2) The students' response during teaching and learning process.
- 3) The students' achievement in memorizing report text

d. Reflecting

- 1) The researcher evaluated the students' condition n the class.
- 2) The researcher evaluated the implement of report text with ESA method
- 3) The researcher discussed with the teacher to decide a further action, either to do further cycle or no.

F. Technique of collecting data

The technique of collecting data in this research used qualitative data and quantitative data. In the qualitative data the researcher used field note and observation checklist, while quantitative data the researcher used a test.

1. Qualitative data

In this research, the researcher used field note and observation checklist to collect the data for qualitative data. The researcher used field note and observation checklist to get the data from the learning process that used ESA method to improving students' reading ability in comprehending report texts.

2. Quantitative data

In this research, the researcher used the test to collect the data for quantitative data. The researcher used the test as the pre-test to know the previous ability of students in reading comprehension before getting treatment, while post-test in each cycle to know students' improvement in reading ability in comprehending after getting treatment in each cycle. In this research, the students a test in multiple choice (a, b, c and d).

G. Technique of analyzing data

In this research, the technique of analyzing data used both qualitative and quantitative as the way to analyze the data.

1. Qualitative data

Qualitative data based on the field note and observation checklist. The data analysis consisted of three concurrent flows of activities, those are:

¹⁰

a. Data reduction

Data reduction is started by explaining, selecting the basic things, focusing on something important to the content of data which derives from the field. Data reduction involves making decisions about which data chunks was provide your initial focus. So, the reduced data give description deeply to the observation result. In this research, data reduction is done by making summary contact,

¹⁰ Sugiyono. 2011. *Metode penelitian kuantitatif kualitatif dan R&D*. Alfabeta. P. 246.

developing category coding, making reflection note and data selection.

b. Data display

Data display is the process of showing data simply in the form of words, sentence, narrative, table, and graphic in order to the researcher mastered in the data collected as the basic of taking appropriate conclusion.

c. Conclusion Drawing

The conclusion is verified to the notes taken, furthermore, it is brought to the perfect conclusion. Making conclusion is the process of drawing the content of data collected in the form of a good statement and having clear data. The conclusion drawing can be started from tentative conclusion which still needs to be completed. Verification means testing the provisional conclusions for their validity. Rianto suggests that after getting the data, it is analyzed continuously and verified about the validity. Finally, the last conclusion which is more significant and clear can be gotten.¹¹

2. Quantitative data

a. Test

For the result of this research, the researcher was analyzed the quantitative data by using percentage descriptive quantitative analysis in gives the test score. This scoring is aimed to gives description of students'

¹¹ Adi Rianto. 2007. *Metode penelitian sosial dan hukum*. Granit. Jakarta. P. 34

improvement in reading ability in comprehending of report text by using ESA method.

The score of the test by counting the number correct answer. The counted of the percentages of the score test by using the following formula:

$$\text{Score} = \frac{\sum \text{right answer}}{\sum \text{items}} \times 100\%$$

Table 5:

Scoring level in observation

The percentage of correct answer	Grade
90% - 100%	A- Excellent
75% - 89%	B- Good
60% - 74%	C- Fair
50% - 59%	D- Less
0 - 49%	E- Poor

After calculate the percentage of students score, the researcher was calculated the average to measure the improvement of students score in every cycle. The mean score formula bellow:¹²

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

Where : Mx = Mean

¹² Sudijono, Anas. 2006. *pengantar statistik pendidikan*. jakarta: PT RajaGrafindo persada. P. 172

$\sum x$ = The sum of student

N = Number of cases

Table 6: the table of score classification

Interval	Category
80-100	Very good
70-79	Good
60-69	Enough
50-59	Low
0-49	Very low



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CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This research involved qualitative and quantitative data. The qualitative data was obtained from field note and observation checklist. The quantitative data was obtained from the mean of students' score taking. The test was given to the students was a set of multiple choices. The data was taken from a class which consists of 36 students.

A. Findings

The research was a Collaborative Classroom Action Research (CCAR) that used to know the improvement of students' reading ability in comprehending report texts at the eleventh grade of MAN 1 Sungai Penuh. This research was conducted in nine meetings and 3 cycles. The first cycle was done on February 5th, 10th and 12th 2020. The second cycle was done on February 17th, 19th and 24th 2020. And the last cycle was done on February 26th, March 2nd and 4th 2020. Each cycles of this research consisted of three meeting and four steps that are planning, action, observation, and reflection.

The Improvement of Students' Reading Ability In Comprehending Report Texts By Using Esa (Engage, study, Activate) Method

1. Cycle I

a) Planning

The researcher arranged plans to use the ESA method in teaching reading ability. There are some plans in cycle 1:

1. The researcher arranged lesson plan to each teaching learning activity
2. The researcher prepared some reading ability material “ report text “ for each cycle
3. The researcher made post-test for three cycles of the research
4. The researcher arranged the observation checklist and field note for teacher activities in class

b) Action

The researcher conducted activities based on the schedule that was arranged in planning lesson. As acting, the researcher began the class by checking the students’ attendance and by giving some explanations about report text.

The first meeting, beginning the lesson, the researcher as the teacher, greeted the students by saying “*Assalaamu’alaikum*”. The students answer “*Walaikumusalam*”. The researcher asked the students to pray together. Then, the researcher checked the students’ attendance and asked the students to introduce their selves, the researcher also introduced herself and told about her purposes to come to the class.

The researcher applied ESA (ENGAGE, STUDY, ACTIVATE) by giving some questions of students about report text, such as “what is the genre of this text?” before that the researcher read some sentence of report text with the title “school”, some students’ confused with the texts. The researcher explanations for students that related to the material that they would learn such as, the definition of report text, generic structure and language feature of report text. Then, the researcher asked the students to read the texts, the researcher asked the students to mark the difficult words and common words and asked the students to comprehend the text.

The researcher distributed worksheets to the students. The researcher asked the students to read the text in the worksheet. While reading the text, the students had a mistake to comprehend the text. After reading the text, the researcher asked the students to identifying the difficult words, the researcher helped the students to translate the word. When the researcher found that the students had understood the lesson, the researcher closed the class.

The second meeting, The researcher opened the lesson by greeting “*Assalamu’alaikum*” and checking the students’ attendance. Besides, the researcher reminded and checked the students understanding about the previous topic. After that, the researcher continued teaching the next reading text. The researcher began the class by giving game to describe the texts. The researcher gave text to

students marked the difficult word and common word with different marks and asked the students to comprehend the text and the researcher explained it back. Then, 40 minutes last, the researcher gave an exercise about report text and asked the students to do it. Having finished conducting the second meeting, the researcher asked to the students whether they have difficulty or not and then the researcher summed up the lesson by giving some questions to the students orally in order to review the students' understanding in reading report text. When the researcher found that the students had understood the lesson, the researcher said goodbye.

The third meeting, the researcher opened the class by greeting "*Assalamu'alaikum*", then the researcher asked the students to pray and the researcher checked the students' attendance. Besides that, the researcher reminded and checked the students understanding about the previous topic. After that, the researcher continued teaching the next reading text. The researcher opened the class by greeting, praying and checking the student's attendance. In 25 minutes first, the researcher reviewed all of the materials previous meeting and discussed it. Then, 40 minutes last, the researcher gave the test that consists of 20 items to the students. The researcher distributed worksheets to the students. The researcher asked the students to read the text in the worksheet. The researcher asked the students to identifying the difficult words and the common words. After identifying the difficult word, the researcher

asked the students to look for the meaning in their dictionary. The researcher asked the students to answer the questions individually in the worksheet. Having finished the task, the researcher pointed the students to write the answer on the whiteboard. Having finished conducting the third meeting, the researcher asked the students to make a conclusion from that topic and ask the students' difficulties. When the researcher found that the students had understood, the researcher closed the class.

c) Observation

The each meeting, the students were not enthusiastic to join the class. When the researcher opened the class by asking some questions, the students unresponded it well. Some students less to answer the question. But it was no serious problem because the material was new material for students. In their first time learned the material. Some students were brave to ask to the researcher if they did not understand about the material. For next cycle the action would modify.

After teaching learning process was finish. It was also carried out the test, exactly in third meeting to measure students' ability in comprehending in learning report texts. Based on the result of the test, the mean score of the class derived 73,8 with the levels of "good" category. There were 14 students got fair percentage levels and 22 students got good percentage levels

d) Reflecting

The researcher make the conclusion on implementing the action, then, they tried modify the action in order the students more comprehend in ESA method.

Based on the first cycle, the researcher felt satisfied enough because the students effort to improve their reading ability in comprehending using ESA (Engage, Study, Activate) method although all the target could not be achieved yet. Besides that, some students lost their focus as they lost their interest in their friends' criticizing and students spent most of their time for social talk.

2. Cycle II

a) Planning

Based on reflection cycle I, the material for teaching would be arranged in good shape to improve students' reading ability in comprehending report texts, performance of the researcher must better than previous cycle, in teaching and learning process must applied a little of interest to make the students were not bored and enjoy in the class.

b) Acting

The first meeting, the researcher opened the class by greeting "*Assalamu'alaikum*" and checking students' attendance. Before the researcher started the lesson, the researcher gave the students some questions about the last topic. It was done in order to

check students' understanding about the materials they have learnt. It included its purpose and generic structure. The most of them still remembered it. The researcher gives text and asked about generic structure of the text to the students. the researcher asked the students to define title and generic structure of texts. Some students confused with their text, then the researcher helped the students to comprehend the text. After conducted the first meeting, the researcher asked to the students about their difficulties in answering

The second meeting, the researcher started the lesson by greeting the students and asking who were absent. Firstly, the teacher reviewed the previous lesson. The researcher gave some questions to check whether the students still remembered the last topic or not. the researcher distributed worksheet to the students. The researcher asked the students to read the text in the worksheet. After reading the text, the researcher asked the students to identify the difficult words and the common words. Some students could not guess the meaning of some difficult words. The students look for the meaning in the dictionary.

The researcher asked the students to answer the questions in the worksheet. The students could answer the questions individually. Having finished it, the researcher pointed the students to write the answer on the whiteboard. Having finished conducting the second meeting, the researcher checked the students' answer and asked to the

students whether they have difficulty or not then the researcher closed the lesson when the bell rang.

The third meeting, The researcher started the lesson by saying “*Assalam’alaikum*” and checking the students’ attendance. The teacher reviewed the previous lesson. The researcher gave some questions to check whether the students still remembered the last topic or not. They could relate the meaning with the words in the text. the researcher opened the class by greeting, praying, checking the students’ attendance. The researcher reviewed all of the material previous meeting. After that, the researcher asked the difficulties of the students about report text and explained it. The students responded with explanations of researcher. The last, the researcher gave the paper that consists of 20 items to the students and asked the students to finished it. At closing in the third meeting of the cycle II, the researcher closed the class by saying “*Wassalamu’alaikum*” and said “*see you next meeting*”.

c) Observing

Based on the result of test in cycle II the mean score of the class in reading ability in comprehending test was 82,08 it was increased from previous cycle with the level was in “very good” category. There were 1 students got fair percentage levels, 28 students got good percentage levels and 7 got excellent levels.

d) **Reflecting**

In this cycle, the researcher motivated the students before reading comprehension by using ESA Method. The students' activity in learning process was enough they were more interesting and enthusiastic in the learning process. In this cycle many students asked to the researcher about the meaning the difficult words. After whole activity had finished, the researcher assessed students' reading ability in comprehending result as in the second cycle. Based on the result test the researcher felt satisfied.

3. **Cycle III**

a) **Planning**

Based on the reflection cycle I and cycle II, the material would be arranged well to improve students' reading ability in comprehending report texts in learning, the performance of researcher must better than cycle I and cycle II. In teaching and learning process, the researcher make a little interest to the students were not bored and to make the students paid attention.

b) **Acting**

The first meeting, the researcher asked the students to read the text in the worksheet. After reading, the researcher asked the students to identify the difficult words and the common words. If the students could not guess the meaning difficult words, the students opened and looked for its meaning in the dictionary directly. The next activity, the

researcher asked the students to answer the questions in the worksheet. Then, the researcher pointed the students to write the answer on the whiteboard. After finished conducting the first meeting, the researcher asked to the students whether the students still had difficulties or not. The researcher asked to students to prepare their selves for the next meeting. Then, the researcher closed the class by saying “*Wassalamu’alaikum*” and said “*See you next meeting*”.

The second meeting, The researcher opened the class by saying “*Assalamu’alaikum*”. The researcher asked the students to pray together and the researcher checked the students’ attendance. The researcher asked to the students whether the students read the material previous or not. The researcher also gave some questions to check the students’ comprehension about the material previous. the researcher began the class by greeting, praying and checking the students’ attendance. The researcher asked the students do game and drawing based on texts. The researcher asked to students read their text and marked the importance words (common word) and difficult words. Next, the researcher helped the students to comprehend the text. After that the researcher asked the students to do game and explanations their texts in the fornts class. The researcher asked the students’ difficulties and made a conclusion about that material. The researcher asked the students to study at home about the next topic next meeting. Then, the researcher closed the class.

The third meeting, the researcher opened the class by greeting “*Assalamu’alaikum*” and the researcher checked the students’ attendance. It was the last test in cycle III. The purpose test result of cycle III to see the score and to see there were the improvement of students’ reading comprehension or not. The researcher gave some pieces of paper that consists of 20 items and asked the students to finish it. Then, the researcher asked the students’ difficulties.

c) Observing

In generally the condition of the class in teaching learning process was better that previous cycle. It could be seen from the students’ who were ready follow the lesson and most of them were active to answer the questions that was given by the researcher and they were enthusiastic to answer the questions of items. Based on the result of the test in the fourth meeting of the cycle III the mean score of the class in reading ability in comprehending was 90 its’ increased from previous cycle with the levels of “very good” category. The result of score were 14 students got good percentage levels and 22 students got excellents percentage levels.

d) Reflecting

In this cycle many of students asked to the researcher about the material and about the meaning of difficult words. After those activities had finished, the researcher assessed students’ reading

ability in comprehending result as in cycle III. Based on the result the researcher felt satisfied.

Therefore, the researcher decided to stop the CCAR (Collaborative Classroom Action Research) because it has already succeeded. The researcher has no to revise the plan because every action has planned as good as possible. So that, the teaching learning activities could be accomplished well.

Based on the analysis of the whole meeting, it can be seen that there were some significant from preliminary to cycle I, cycle II and cycle III. The improvements of students' reading ability in comprehending in teaching report text can be seen in the following diagram.

Figure 3:
Score of cycle I, II, and III

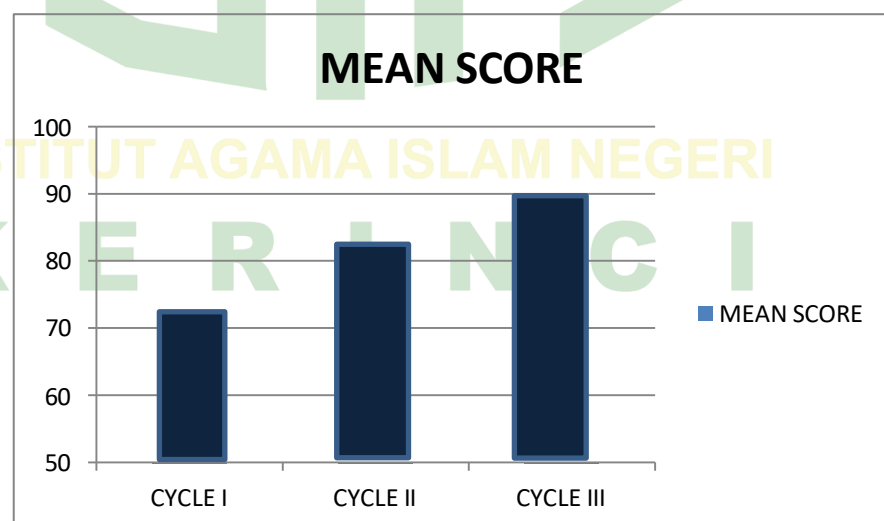


Figure above , the result of score from cycle I, II, and III in the process learning. In the cycle I, the average result was 73.8, the researcher began use ESA (ENGAGE, STUDY, ACTIVATE) method to taught reading ability in comprehending. They paid attention to the lesson, although some students still confused with the researcher direction. In the cycle II, the average of students' score was 82.08. it is mean that there were improvement. In cycle II, the students had active in learning process. The last in cycle III, the average of students' test score was 90. it mean that there were improvement from cycle I and cycle II. It was showed that there was significant improvement in students achievement. Furthermore, the using of ESA (ENGAGE, STUDY, ACTIVATE) method as a method in teaching learning process or reading is helpful.

B. Discussions

ESA method is a method to arise the students' interest to study. It support by Harmer states that ESA method is involves arousing learners' interest, curiosity and emotions towards the topic to attract attention and motivate them In addition to improve the students interesting, involvement and understanding on the new material. while according to Tomlinson state that "Engage, Study, Active is a method how to build students interest about a topic and the teacher identified as being problems in learning and the teacher should know to build and control that".

Based on this research, the researcher concluded the reading ability in comprehending of students could be improved by using ESA method. The

analysis of the whole meeting, it can be seen that there were some significant improvement from preliminary to cycle I, cycle II and cycle III. The mean result in cycle I was 73.8, the mean result in cycle II was 82.08, the mean result in cycle III was 90.

ESA (Engaged, Study, Activate) is the alternative way to improve students' reading ability in comprehending. Its advantageous for teacher in encouraging students to participate more active and to provide the students.

Moreover, the researcher also took the other previous research for this research. There were previewed research that related to this research. It was researcher by Hadi Shokri about investigating the effect of Harmer's ESA elements of reading comprehension of irianan EFL learners: a task-based approach. While, this research used collaboration action research (CCAR) to improve students' reading ability in comprehending report texts. In this research used three cycle, every cycle is three meeting. The result showed that this research discovered that there is the students taught by ESA (ENGAGE, STUDY, ACTIVATE) method.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter is about conclusions and suggestion. It is a core review discussion in this paper and some suggestion that might be useful for the teachers, students, and readers in general.

A. Conclusion

Based on the result of this research, it can be concluded that: ESA (Engage, Study, Activate) method can improve the students' reading ability in comprehending report texts. Based on the result, the students showed that they gained high scores especially in English reading after being taught using ESA method.

After the researcher did this research, the result of students' reading test can be measured that the students could improve their motivation in reading. In cycle I, the students' mean score was 73.8. the score improved in cycle II of the research, which way 82.08. In cycle III, the mean score was 90.

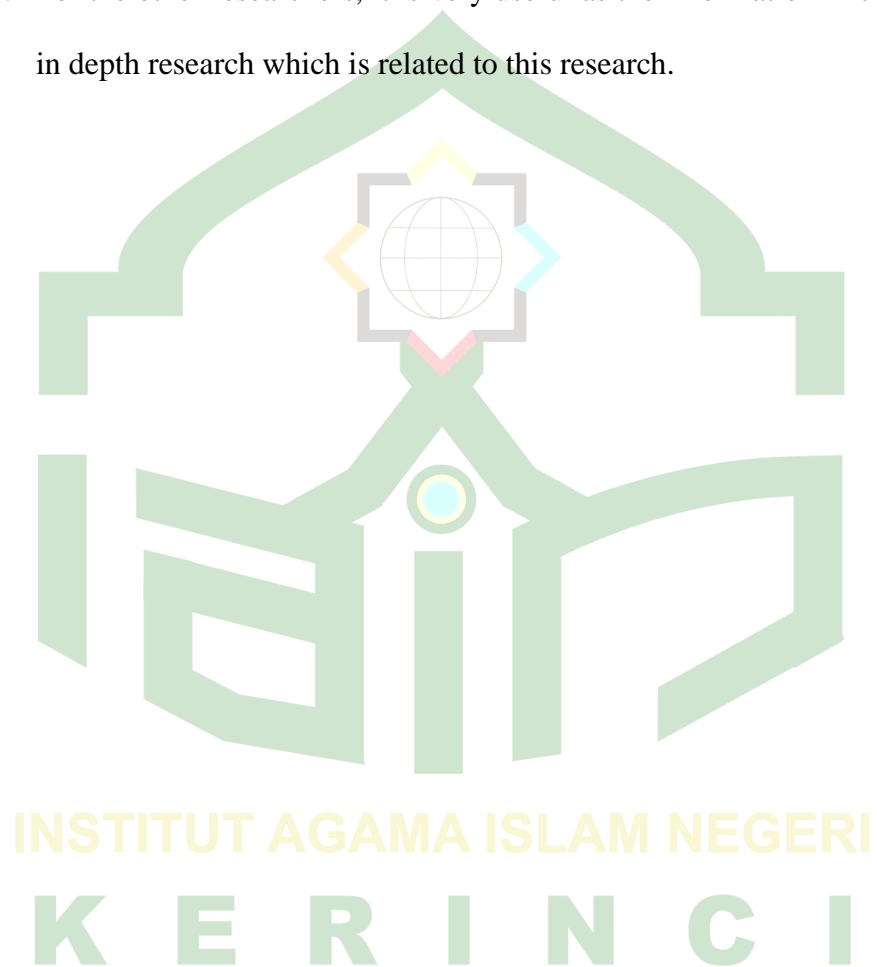
B. Suggestion

The result of this research showed that the application of ESA method could improve the students' reading ability in comprehending report texts. Therefore, the following suggestions were offered:

1. For the English teacher, it is useful to apply ESA method as one of the alternative way in teaching reading in report text to make a variation in

teaching reading in report text so that the students do not get bored in learning English especially in reading in report text.

2. For the students, they more interest and motivated in learning reading in report text because they can enrich their knowledge and helps stimulate their thoughts in reading.
3. For the other researchers, it is very useful as the information in conducting in depth research which is related to this research.



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Appendix 1

Students List Of Man 1 Sungai Penuh At The Eleventh Grade KAg 2 Class

NO	NAME OF STUDENTS	GENDER	CODE
1	Ahmad Al-Akbar	M	S-01
2	Anisa Nusma Dwi Lestari	F	S-02
3	Awelna Amrina	F	S-03
4	Aznil Rojali	M	S-04
5	Bukhari Dilti	M	S-05
6	Dehabil Isral	M	S-06
7	Derpi Apreti	F	S-07
8	Dian Nurwulan	F	S-08
9	Dini Fitri	F	S-09
10	Diva Irwana Putri	F	S-10
11	Elpita	F	S-11
12	Eyzi Hevizah	F	S-12
13	Fazia Zahrani Sutan	F	S-13
14	Fitriana	F	S-14
15	Frendi Ogia Pratama	M	S-15
16	Gina Fadhilah Ramadhani	F	S-16
17	Hasbi Darifa	M	S-17
18	Ibni Azka	M	S-18
19	Ilsan Nuprilan	M	S-19
20	Lisa Dina Utari	F	S-20
21	Lola Aprilia	F	S-21
22	Lovina Trilensi	F	S-22
23	Lulu Pebri Dewi	F	S-23
24	M. Aditya	M	S-24
25	Meinanda Afourta	F	S-25
26	Novia	F	S-26
27	Nurul Rizki Ananda	F	S-27
28	Nurma Wahdini Nasution	F	S-28
29	Pina Ramadiani	F	S-29
30	Preza Ongri	M	S-30
31	Puji Patrisia	F	S-31
32	Rahmah Sesylia	F	S-32
33	Randi Ramadanana	M	S-33
34	Titin Nurvita	F	S-34
35	Wendi Irawan	M	S-35
36	Vivin Andhari	F	S-36

FEMALE 25

MALE 11

Appendix 2

Test Item Of Try Out

INSTRUCTIONS:

1. Write the name and class on the paper provided.
2. Cross (X) the correct answer in alternative A, B, C, or D to the following question or statement!
3. Check the answer before submission to the teacher.

Choose the correct answer by crossing A, B, C, or D!

Read the following text to answer question number 1-6

The blue whale is not only the biggest whale living today, the blue whale is the biggest creature ever to have lived on earth. They are mind-bogglingly gigantic, much larger than any of the dinosaurs. Blue whales and the other ocean giants live their whole lives in seawater.

Blue whales commonly reach the colossal length of 29m, that's roughly as long as three London red double-decker buses parked end to end. Blue whales in the southern hemisphere are generally larger than those in the northern hemisphere and female blues are larger than males.

The longest blue whale on record is a female measured at a South Georgia whaling station in the South Atlantic (1909); she was 33.58m. The heaviest blue whale was also a female hunted in the Southern Ocean, Antarctica, on 20 March 1947. She tipped the scales at 190 tonnes which is equivalent to about 30 elephants or 2500 people.

Blue whales are now extremely rare due to uncontrolled commercial whaling. Some population could be endangered to the point of extinction.

1. The text is talking mainly about?
 - a. Animals
 - b. Blue whale**
 - c. Fish
 - d. Whale
2. What is an antonym of the *long* word....
 - a. Short**
 - b. Longest
 - c. Big
 - d. Biggest
3. What is the main idea of paragraph one?
 - a. The blue whale is not only the biggest whale living today**
 - b. Blue whales and the other ocean giants live their whole lives in seawater
 - c. the blue whale is the biggest creature ever to have lived on earth
 - d. the blue whales are mind-bogglingly gigantic
4. What is described in paragraph three?
 - a. The blue whale male features

- b. **The blue whale female features**
 - c. The blue whale features
 - d. Features
5. “The longest blue whale on record is a female measured at a south georgia whaling station in the south atlantic (1909); she was 33.58m”. The word *she* refers to
- a. **Blue whale**
 - b. South georgia
 - c. South atlantic
 - d. South

the following text to answer question number 6-10

Rafflesia can be found in the forests of Malaysia, southern thailand, sumatra and java. But, rafflesia flowers are fairly hard to locate. It is especially difficult to see them in bloom. Its buds take up to 10 months to develop while its blossom lasts for just a few days.

Rafflesia has brownish, scale like leaves and fleshy, smelling flowers of various sizes, from few inches to meter big in diameter. We usually notice large fleshy flowers. There is a deep well in the centre of the flowers. The sexual organs are located beneath the rim of the disk. Male and female flowers are separate.

The reddish brown colors of the petals, sprinkled with white freckles produce unpleasant stench, similar to rotting flesh. This would attract flied and insects which help disperse the seeds. Rafflesia is parasite, which means it takes the nutrient out of its host.

6. “.....Rafflesia is parasite, which means it takes the nutrient out of its host”. The word *it* refers to.....
- a. **Refflesia**
 - b. Flower
 - c. Nutrient
 - d. Vitamin
7. “It is especially difficult to see them in bloom...”. The antonym of the underlined word....(vocabulary)
- a. Solid
 - b. Strong
 - c. Tough
 - d. **Easy**
8. Why is difficult to see refflesia in bloom?
- a. **Because Its buds take up to 10 months to develop while its blossom lasts for just a few days**
 - b. Because Its not buds take up to 10 months to develop while its blossom lasts for just a few days
 - c. Because its not blossom lasts for just a few days
 - d. Because Its not buds take up to 10 months to develop
9. What is the main idea of paragraph two?
- a. **Characteristic of refflesia**
 - b. Characteristic of flower

- c. Characteristic of organ
 - d. Characteristic of female
10. What does the text tell about?
- a. Plant
 - b. Refflesia**
 - c. Organ
 - d. Vitamin

Read the following text to answer question number 11-15

A laptop is a computer which is easy to carry around. Its user can fold the laptop along its hinge for carrying. The laptop was created mainly for this particular reason. Computer parts were scaled to smaller size so this could happen.

The first laptop was invented in 1979 by British Designer Bill Moggridge. In 1982, two computer designers from Microsoft, Kazuhiko Nishi and Bill Gates, started their discussion concerning a new portable computer. The main thing about the computer was a new LCD technology. A year later the company launched its TRS-80 Model 100, which was a computer that looked pretty much like the laptops we know today.

11. what is described in paragraph one?
- a. A laptop is a computer which is easy to carry around**
 - b. Computer parts were scaled to smaller size so this could happen Main idea
 - c. The computer was a new LCD technology
 - d. a new portable computer
12. What is the main idea of paragraph one?
- a. A laptop is a computer which is easy to carry around**
 - b. A laptop is a computer which is easy
 - c. A laptop are a computer which is easy to carry around
 - d. A laptops is a computer which is easy to carry arounded
13. "A laptop is a computer which is easy to carry around...". The antonym of the underlined word...
- a. Dawn
 - b. Opening
 - c. Outset
 - d. difficult**
14. What is the main topic of this text?
- a. Laptop**
 - b. Computer
 - c. computer designers
 - d. LCD technology
15. "..... Its user can fold the laptop along its hinge for carrying...." (paragraph 1 line 2). The word *its* refers to....
- a. Computer
 - b. LCD technology
 - c. Laptop**
 - d. computer designers

Read the following text to answer question number 16-20

Strawberry is a member of kingdom plantae which is very popular which is very popular in the world. It is appreciated for its characteristic aroma, bright red color, juicy texture and sweetness. This red colored fruits is also has many benefit for our body.

In one cup (144gr) of strawberry contains approximately 45 calories (188kJ) and is an excellent source of vitamin C and flavonoid.

Strawberry with its useful nutrition can make our hair be smooth, whiten our teeth, nourishes our skin, and etc. its vitamin C can clean and clear our skin the salicylic acid inside lifts the dead cell skin. To get its usefulness, we need to consume strawberry regularly. Not only consume it, for instance, to get white teeth we need to brush teeth by strawberry routine.

In addition to being consumed fresh, strawberry can be frozen, made into preserves as well as dried and used in such things as cereals bars. Strawberry are a popular addition to dairy product as in strawberry flavored ice cream, milkshakes, and yogurts.

16. "...its vitamin C can clean and clear our skin the salicylic acid inside lifts the dead cell skin...". the synonym of the underlined word...
- Blank**
 - Aware
 - Cloudy
 - Dirty
17. Strawberry are a popular addition to
- Cosmetic product
 - dairy product**
 - oil
 - product
18. "Strawberry is a member of kingdom plantae which is very popular which is very popular in the world. It is appreciated for its characteristic aroma, bright red color, juicy texture and sweetness.....". the word *it* refers to.....
- Kingdom
 - Strawberry**
 - Popular
 - World
19. What is the main topic of this text?
- Plant
 - Juice
 - Strawberry**
 - Cherry
20. What is the main idea of paragraph one?
- Strawberry is a member of kingdom plantae which is very popular which is very popular in the world**
 - Strawberry are a member of kingdom plantae which is very popular which is very popular in the world
 - Strawberry with its useful nutrition

- d. Strawberry are its useful nutrition

Read the following text to answer question number 21-25

Bicycles are human powered vehicles, typically featuring pedals, a seat, two wheels and a frame. Before the word ‘bicycle’ become popular (coming from the French word ‘bicyclette’), bikes were typically called ‘velocipedes’.

Bicycles are used for transport, recreation, competitive racing, courier delivery and a range of other tasks.

Bicycles typically use a chain to transmit power to the rear wheel. Some bicycles feature suspension. This is especially common in mountain bikes where they are used to help deal with the vibration caused by uneven surfaces. Road bikes typically have thinner tires inflated to higher pressures than those found on mountain bikes, taking advantage of the smoother surfaces that roads generally provide.

21. “.....This is especially common in mountain bikes where they are used to help deal with the vibration caused by uneven surfaces ”. The word *they* refers to...
- Bikes
 - Mountain bike users
 - Mountain bikes**
 - Mountain
22. What is the main topic of this text?
- Transportation
 - Drive
 - Bicycles**
 - Chain
23. “...Before the word ‘bicycle’ become popular (coming from the French word ‘bicyclette’), bikes were typically called ‘velocipedes’”. The antonym of the underlined word...
- After**
 - Ahead
 - Back
 - previously
24. What is described in paragraph one?
- Bicycles are human powered vehicles**
 - Human
 - Transportation
 - Electronic
25. What is the main idea of paragraph three?
- Bicycles typically use a chain to transmit power to the rear wheel**
 - Bicycles typically use a chains to transmit power to the rear wheel
 - Bicycles typically use a chain
 - Bicycle typically use a chains

Appendix 3

Capsulation of Try-out test

N0	NAMA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	X	X2	
1	FA	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	21	441	
2	HS	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	21	441	
3	AR	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	20	400	
4	HA	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	20	400	
5	IP	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	0	0	1	1	20	400
6	AD	1	1	0	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	19	361
7	AM	1	1	0	1	0	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	19	361	
8	AH	0	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	19	361	
9	KD	1	1	0	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	19	361
10	MT	1	1	1	1	1	0	0	1	1	0	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	19	361	
11	RS	0	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	19	361	
12	VS	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	0	18	324	
13	RD	1	1	0	1	1	1	0	1	0	1	0	1	1	1	1	0	0	1	1	1	0	1	1	1	1	18	324	

K E R I N C I

14	JP	1	1	1	0	1	1	0	1	0	1	1	1	1	0	1	1	1	1	0	1	0	1	0	1	1	18	324		
15	VD	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	0	0	1	0	1	18	324		
16	AJ	1	1	1	0	1	1	1	0	1	1	0	0	1	1	1	1	1	0	1	1	0	0	1	1	0	17	289		
17	AN	1	1	0	1	0	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	0	1	0	17	289
18	AM	1	0	1	0	0	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	0	1	0	1	1	17	289		
19	MD	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	0	1	0	0	0	1	0	1	1	17	289		
20	MP	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	0	0	1	0	1	1	0	1	17	289		
21	MF	0	1	1	1	1	1	1	0	0	1	0	1	1	1	1	0	1	1	1	1	0	0	1	1	0	17	289		
22	SE	0	1	1	0	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	1	1	0	1	1	1	0	17	289	
23	MA	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	0	1	0	0	0	0	0	1	1	17	289	
24	AS	1	0	1	1	1	1	0	0	1	0	0	1	1	0	1	1	1	0	1	1	0	1	1	0	1	16	256		
25	SP	0	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	0	1	1	1	0	0	0	0	0	1	16	256	
26	BS	0	0	1	0	0	1	0	1	1	1	1	1	1	0	1	0	1	0	1	1	0	0	1	1	1	15	225		
27	DP	0	0	1	0	1	1	0	1	0	0	1	1	1	0	1	1	1	1	1	1	0	1	1	0	0	15	225		
28	Gi	1	1	0	1	1	0	1	1	0	1	0	1	1	0	1	1	1	1	1	1	0	0	0	0	0	15	225		
29	ME	1	1	1	0	1	0	0	0	1	1	0	1	1	1	1	0	1	1	1	1	0	0	0	1	1	1	15	225	
30	ML	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	0	0	1	0	0	0	1	0	1	15	225			
31	PD	0	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	0	1	0	0	0	0	1	0	1	15	225		

32	LZ	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	0	0	15	225	
33	PN	1	0	0	1	1	0	1	1	1	0	1	1	0	0	1	0	1	0	1	1	0	1	1	1	0	15	225	
34	izz	1	1	1	0	1	1	0	0	1	1	0	1	1	0	1	1	1	0	0	1	0	0	0	1	0	14	196	
35	ZP	0	1	1	1	0	0	1	0	1	0	0	1	1	1	1	0	0	1	0	0	0	0	1	0	1	1	13	169
36	RN	0	1	0	0	1	1	0	0	0	1	1	1	1	1	1	0	1	0	1	0	0	0	0	1	1	0	13	169
NP		24	26	25	25	27	27	22	23	23	25	23	32	35	20	36	20	27	26	28	30	4	24	24	26	25	$\sum Xt = 595$	$\sum Xt^2 = 10702$	
P		0,66	0,72	0,69	0,69	0,75	0,75	0,61	0,63	0,63	0,69	0,63	0,88	0,97	0,55	1	0,55	0,75	0,72	0,77	0,83	0,11	0,66	0,66	0,72	0,69			
Q		0,33	0,27		0,3	0,25	0,25	0,38	0,36	0,46	0,3	0,46	0,11	0,02	0,44	0	0,44	0,25	0,27	0,22	0,16	0,88	0,33	0,33	0,27	0,3			
PQ		0,2178	0,1944	0,207	0,207	0,1875	0,1875	0,2318	0,2268	0,2268	0,207	0,2268	0,0968	0,0194	0,242	0	0,242	0,1875	0,1944	0,169	0,132	0,0968	0,178	0,178	0,1944	0,207	$\sum pq = 4,5385$		



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Appendix 4

Difficulty index

$$P1 = \frac{24}{36} = 0.66 \text{ (Average)}$$

$$P14 = \frac{20}{36} = 0.55 \text{ (Average)}$$

$$P2 = \frac{26}{36} = 0.72 \text{ (Easy)}$$

$$P15 = \frac{36}{36} = 1 \text{ (Very Easy)}$$

$$P3 = \frac{25}{36} = 0.69 \text{ (Average)}$$

$$P16 = \frac{20}{36} = 0.55 \text{ (Average)}$$

$$P4 = \frac{25}{36} = 0.69 \text{ (Average)}$$

$$P17 = \frac{27}{36} = 0.75 \text{ (Easy)}$$

$$P5 = \frac{27}{36} = 0.75 \text{ (Easy)}$$

$$P18 = \frac{26}{36} = 0.72 \text{ (Easy)}$$

$$P6 = \frac{27}{36} = 0.75 \text{ (Easy)}$$

$$P19 = \frac{28}{36} = 0.77 \text{ (Easy)}$$

$$P7 = \frac{22}{36} = 0.61 \text{ (Average)}$$

$$P20 = \frac{30}{36} = 0.83 \text{ (Easy)}$$

$$P8 = \frac{23}{36} = 0.63 \text{ (Average)}$$

$$P21 = \frac{4}{36} = 0.11 \text{ (Difficult)}$$

$$P9 = \frac{23}{36} = 0.63 \text{ (Average)}$$

$$P22 = \frac{24}{36} = 0.66 \text{ (Average)}$$

$$P10 = \frac{25}{36} = 0.69 \text{ (Average)}$$

$$P23 = \frac{24}{36} = 0.66 \text{ (Average)}$$

$$P11 = \frac{23}{36} = 0.63 \text{ (Average)}$$

$$P24 = \frac{26}{36} = 0.72 \text{ (Easy)}$$

$$P12 = \frac{32}{36} = 0.88 \text{ (Easy)}$$

$$P25 = \frac{25}{36} = 0.69 \text{ (Average)}$$

$$P13 = \frac{35}{36} = 0.97 \text{ (Easy)}$$

Diffuclyt Index Of Try Out

Number of item	B	Difficulty	Level
1	14	0.63	Avarage
2	15	0.68	Avarage
3	15	0.68	Avarage
4	13	0.59	Avarage
5	20	0.90	Easy
6	14	0.63	Avarage
7	12	0.54	Avarage
8	15	0.68	Avarage
9	13	0.59	Avarage
10	19	0.86	Easy
11	11	0.5	Difficulty
12	12	0.54	Avarage
13	10	0.45	Avarage
14	14	0.63	Average
15	22	1	Easy
16	12	0.54	Avarage
17	14	0.63	Avarage
18	20	0.90	Easy
19	15	0.68	Avarage
20	13	0.59	Avarage
21	14	0.63	Avarage
22	11	0.5	Difficulty
23	21	0.95	Easy
24	10	0.45	Avarage
25	15	0.68	Avarage

Appendix 5

Discrimination of power

$$D1 = \frac{15}{18} - \frac{9}{18} = 0.33 \text{ (Enough)} \quad D14 = \frac{9}{18} - \frac{11}{18} = -0.11 \text{ (Very Bad)}$$

$$D2 = \frac{14}{18} - \frac{12}{18} = 0.11 \text{ (Bad)} \quad D15 = \frac{18}{18} - \frac{18}{18} = 0 \text{ (Bad)}$$

$$D3 = \frac{9}{18} - \frac{15}{18} = -0.33 \text{ (Very Bad)} \quad D16 = \frac{14}{18} - \frac{7}{18} = 0.38 \text{ (Enough)}$$

$$D4 = \frac{14}{18} - \frac{12}{18} = 0.11 \text{ (Bad)} \quad D17 = \frac{16}{18} - \frac{11}{18} = 0.27 \text{ (Enough)}$$

$$D5 = \frac{14}{18} - \frac{13}{18} = 0.05 \text{ (Bad)} \quad D18 = \frac{15}{18} - \frac{11}{18} = 0.22 \text{ (Enough)}$$

$$D6 = \frac{15}{18} - \frac{11}{18} = 0.22 \text{ (Enough)} \quad D19 = \frac{15}{18} - \frac{13}{18} = 0.11 \text{ (Bad)}$$

$$D7 = \frac{13}{18} - \frac{10}{18} = 0.16 \text{ (Bad)} \quad D20 = \frac{18}{18} - \frac{11}{18} = 0.38 \text{ (Enough)}$$

$$D8 = \frac{14}{18} - \frac{9}{18} = 0.27 \text{ (Enough)} \quad D21 = \frac{4}{18} - \frac{0}{18} = 0.22 \text{ (Enough)}$$

$$D9 = \frac{12}{18} - \frac{11}{18} = -0.09 \text{ (Very Bad)} \quad D22 = \frac{8}{18} - \frac{7}{18} = 0.05 \text{ (Bad)}$$

$$D10 = \frac{14}{18} - \frac{11}{18} = 0.16 \text{ (Bad)} \quad D23 = \frac{13}{18} - \frac{11}{18} = 0.11 \text{ (Bad)}$$

$$D11 = \frac{14}{18} - \frac{11}{18} = 0.16 \text{ (Bad)} \quad D24 = \frac{16}{18} - \frac{10}{18} = 0.33 \text{ (Enough)}$$

$$D12 = \frac{14}{18} - \frac{18}{18} = -0.22 \text{ (Very bad)} \quad D25 = \frac{14}{18} - \frac{10}{18} = 0.22 \text{ (Enough)}$$

$$D13 = \frac{17}{18} - \frac{18}{18} = -0.05 \text{ (Very Bad)}$$

Discrimination Of Try Out

NUMBER OF ITEM	BA	BB	DP	Level
1	15	9	0.33	Enough
2	14	12	0.11	Bad
3	9	15	-0.33	Very bad
4	14	12	0.11	Bad
5	14	13	0.05	Bad
6	15	11	0.22	Enough
7	13	10	0.16	Bad
8	14	9	0.27	Enough
9	12	11	0.09	Very bad
10	14	11	0.16	Bad
11	14	11	0.16	Bad
12	14	18	-0.22	Very bad
13	17	18	-0.05	Very bad
14	9	11	-0.11	Very bad
15	18	18	0	Bad
16	14	7	0.39	Enough
17	16	11	0.27	Enough
18	15	11	0.22	Enough
19	15	13	0.11	Bad
20	18	11	0.38	Enough
21	4	0	0.27	Enough
22	8	7	0.05	Bad
23	13	11	0.11	Bad
24	16	10	0.33	Enough
25	14	10	0.22	Enough

Appendix 6

Reliability

$$\text{Dit : } r_{11} = \left[\frac{N}{n-1} \right] \left[\frac{s^2 - \sum pq}{s^2} \right]$$

$$\text{Dik : } N = 25$$

$$\sum Xt = 595$$

$$\sum Xt^2 = 10703$$

$$N = 36$$

$$S^2 = \frac{\sum xt^2}{N}$$

$$\begin{aligned} \sum Xt^2 &= \sum xt^2 - \left[\frac{\sum xt}{N} \right]^2 \\ &= 10,703 - \left[\frac{595}{36} \right]^2 \\ &= 10,703 - \frac{595^2}{36} \end{aligned}$$

$$\begin{aligned} &= 10,703 - \frac{354025}{36} \\ &= 10,703 - 9834.0277 \\ &= 868.9723 \end{aligned}$$

$$\begin{aligned} s^2 &= \frac{\sum xt^2}{N} \\ &= \frac{868.9723}{36} \end{aligned}$$

$$= 24.1381$$

$$R = \left[\frac{N}{n-1} \right] \left[\frac{s^2 - \sum pq}{s^2} \right]$$

$$= \left[\frac{25}{24} \right] \left[\frac{24.1381 - 4.5385}{24.1381} \right]$$

$$= [1.0416666][0.8119777]$$

$$= 0.23$$

Appendix 7

validity test

Student's code	X	X ²	Y	Y ²	XY
S-01	52	2704	65	4225	3380
S-02	84	7056	80	6400	6720
S-03	72	5184	75	5625	5400
S-04	76	5776	75	5625	5700
S-05	64	4096	70	4900	4480
S-06	80	6400	80	6400	6400
S-07	56	3136	65	4225	3640
S-08	76	5776	80	6400	6080
S-09	68	4624	70	4900	4760
S-10	84	7056	80	6400	6720
S-11	68	4624	75	5625	5100
S-12	76	5776	75	5625	5700
S-13	76	5776	75	5625	5700
S-14	80	6400	80	6400	6400
S-15	68	4624	80	6400	5440
S-16	60	3600	75	5625	4500
S-17	68	4624	75	5625	5100
S-18	52	2704	70	4900	3640
S-19	60	3600	80	6400	4800
S-20	68	4624	80	6400	5440
S-21	80	6400	80	6400	6400
S-22	60	3600	65	4225	3900
S-23	60	3600	70	4900	4200
S-24	72	5184	80	6400	5760
S-25	64	4096	75	5625	4800
S-26	60	3600	75	5625	4500
S-27	60	3600	70	4900	4200
S-28	76	5776	80	6400	6080
S-29	68	4624	75	5625	5100
S-30	72	5184	75	5625	5400
S-31	60	3600	70	4900	4200
S-32	76	5776	70	4900	5320
S-33	68	4624	70	4900	4760
S-34	60	3600	65	4225	3900
S-35	68	4624	65	4225	4420
S-36	72	5184	70	4900	5040
TTotal	2464	171232	2660	197500	183080

$$\begin{aligned}
r &= \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}} \\
&= \frac{36 (183080) - (2464)(2660)}{\sqrt{\{36(171232) - (6071296)\} \{36(197500) - (7075600)\}}} \\
&= \frac{6590988 - 6559168}{\sqrt{\{6164352 - 6071296\} \{7110000 - 7075600\}}} \\
&= \frac{31820}{\sqrt{93056} (34400)} \\
&= \frac{31820}{\sqrt{3201126400}} \\
&= \frac{31820}{56578.4976} \\
&= 0.56
\end{aligned}$$

Test validity is enough



Appendix 8

LESSON PLAN CYCLE I

Nama Sekolah : Man 1 Sungai Penuh
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI KAG 2/2
Keterampilan : Reading
Topik Pembelajaran : Report Text
Alokasi Waktu : 6 X 40 Menit (3X pertemuan)

A. Kompetensi Inti

1. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian
1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks report tentang topik yang hangat dibicarakan umum, sesuai dengan konteks	1. 1. Menjelaskan fungsi sosial teks report. 1. 2. Menjelaskan struktur teks report. 1. 3. Menjelaskan unsur kebahasaan
2. Menangkap makna dalam teks report tentang topik yang hangat dibicarakan.	2. 1. Menemukan main idea dari teks. 2. 2. Menemukan informasi rinci dari

C. Tujuan Pembelajaran

Menjelang berakhirnya proses belajar mengajar, siswa dapat:

1. Menentukan fungsi komunikatif (*social fungsional*) teks report.

2. Mengidentifikasi langkah retorika (*generic structure*) teks report dengan cara menjawab pertanyaan.
3. Menyebutkan ciri kebahasaan teks report.
4. Memahami teks report dengan langkah retorika dan tata bahasa yang benar.

D. Metode pembelajaran : ESA (Engage, Study, Activate) method

E. Langkah-langkah kegiatan pembelajaran

Pertemuan 1	Alokasi Waktu
<p>PENDAHULUAN</p> <ol style="list-style-type: none"> 1. Salam dan tegur sapa. 2. berdo'a 3. Mengecek presensi siswa (mengisi daftar hadir siswa). 4. Mengajak perkenalan 	10'
<p>KEGIATAN INTI</p> <p>Pada pertemuan pertama guru sudah bisa menerapkan metode pembelajaran didalam kelas, yaitu metode ESA (Engage, Study, Activate)</p> <ol style="list-style-type: none"> 1. Guru memberikan motivasi kepada siswa sebelum menjelaskan materi pembelajaran 2. Guru memperkenalkan materi pembelajaran dan menjelaskan tujuan dari pembelajaran tersebut (Engage) 3. Guru menyampaikan topik pembelajaran yang akan dibahas (Study) 4. Guru membagikan teks bacaan kepada setiap siswa (Study) 5. Guru membaca judul teks dengan lantang dan jelas. (Study) 6. Guru dan siswa membaca bersama teks bacaan (Study) 7. Guru menanyakan tentang pemahaman siswa setelah membaca teks bacaan (Study) 8. Guru melakukan tanya jawab dengan siswa sesuai dengan teks bacaan (Activate) 	60'
<p>PENUTUP</p> <ol style="list-style-type: none"> 1. Tanya jawab tentang kesulitan selama PBM. 2. Menyimpulkan materi pembelajaran. 	10'

Pertemuan 2	Alokasi waktu
<p>PENDAHULUAN</p> <ol style="list-style-type: none"> 1. Salam dan tegur sapa. 2. berdo'a 3. Mengecek presensi siswa (mengisi daftar hadir siswa). 4. Meminta siswa menyiapkan buku pelajaran. 	10'
<p>KEGIATAN INTI</p> <p>Pada pertemuan kedua guru menambahkan strategi yang sesuai didalam metode ESA (Engage, Study, Activate).</p> <ol style="list-style-type: none"> 1. Guru melakukan tanya jawab dengan siswa mengenai pelajaran pada pertemuan sebelumnya (<i>Engage</i>) 2. Guru menyampaikan dan menjelaskan topik pembelajaran (<i>Engage</i>) 3. Guru memberikan teks bacaan kepada siswa dan membaca judul teks bacaan (<i>Study</i>) 4. Guru meminta siswa membaca dan memahami teks yang sudah diberikan (<i>Study</i>) 5. Guru menyakan kepada siswa sejauh mana pemahaman mereka setelah membaca teks (<i>Study</i>) 6. Guru meminta siswa untuk membuat kelompok, dimana setiap kelompok terdiri dari 3 atau 4 orang siswa kemudian siswa diminta untuk menjawab pertanyaan sesuai dengan teks bacaan mereka. (<i>Engage</i>) 7. Guru dan siswa berdiskusi bersama dalam membahas teks dan jawaban yang tepat dengan teks tersebut (<i>Activate</i>) 	60'
<p>PENUTUP</p> <ol style="list-style-type: none"> 1. Tanya jawab tentang kesulitan selama PBM. 2. Menyimpulkan materi pembelajaran. 	10'
Pertemuan 3	Alokasi waktu
<p>PENDAHULUAN</p> <ol style="list-style-type: none"> 1. Salam dan tegur sapa. 2. berdo'a 3. Mengecek presensi siswa (mengisi daftar hadir siswa). 4. Memberikan text bacaan kepada setiap siswa 	10'
<p>KEGIATAN INTI</p> <p>Pada pertemuan ketiga guru mencoba menganalisis kemampuan dalam memahami bacaan mereka berdasarkan dengan strategi yang digunakan dalam metode ESA (Engage, Study, Activate).</p> <ol style="list-style-type: none"> 1. Guru meminta siswa untuk menyiapkan kertas kecil dan pena (<i>Engage</i>) 2. Guru menjelaskan tujuan setelah meminta menyiapkan kertas dan pena, guru meminta siswa untuk menuliskan 	60'

<p>beberapa kata atau kalimat yang mereka ingat mengenai teks bacaan mereka pada pertemuan sebelumnya. (<i>Engage</i>)</p> <ol style="list-style-type: none"> 3. guru mengumpulkan kertas tersebut sebagai evaluasi dari pemahaman siswa selama belajar. 4. Guru meminta siswa membuat kelompok yang mana setiap kelompok terdiri dari 2 orang siswa. (<i>Study</i>) 5. Guru membagikan teks bacaan yang berbeda kepada setiap kelompok (<i>Study</i>) 6. Guru meminta setiap kelompok untuk menyiapkan beberapa pertanyaan yang nantinya akan digunakan dalam sesi tanya jawab antar kelompok. (<i>Study</i>) 7. Guru meminta salah satu kelompok bertanya kepada kelompok mengenai teks bacaan mereka dengan beberapa pertanyaan (<i>Study</i>) 8. Guru menanyakan kesulitan siswa selama pembelajaran (<i>Study</i>) 9. Guru memberikan test kepada siswa untuk melihat sejauhmana pemahaman siswa selama belajar (<i>Activate</i>) 	
<p>PENUTUP</p> <ol style="list-style-type: none"> 1. Tanya jawab tentang kesulitan selama PBM 2. Menyimpulkan materi pembelajaran. 	10'

F. Sumber pembelajaran

- Buku paket
- Sumber/buku belajar yang relevan (Media cetak dan elektronik, serta alam sekitar)

G. Penilaian

1. Teknik : Tes tertulis
2. Bentuk containing : Pilihan ganda
3. Observasi

Tujuan penilaian adalah untuk memberikan feedback. Target penilaian:

- a. Mengidentifikasi berbagai informasi dalam teks monolog berbentuk report text
- b. Murid serius dalam kegiatan belajar disetiap tahap pembelajaran.
- c. Menunjukkan tanggung jawab, peduli, kerja sama dan damai dalam mengerjakan fungsi komunikasi.

No.	Kriteria/Aspek	Skor
1	Jawaban benar	20
2	Jawaban salah	0

Keterangan :

1. Nilai Maksimal 100
2. Nilai Siswa = $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$

Guru Bahasa Inggris

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Kepala MAN 1 Sungai Penuh



Samin, S.Ag, M.Pd
NIP. 197210221998031003

Appendix 10

LESSON PLAN

CYCLE II

Nama Sekolah : Man 1 Sungai Penuh

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI KAG 2/2

Keterampilan : Reading

Topik Pembelajaran : Report Text

Alokasi Waktu : 6 X 40 Menit (3X pertemuan)

A. Kompetensi Inti

1. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian
1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks report tentang topik yang hangat dibicarakan umum, sesuai dengan konteks	1. 1. Menjelaskan fungsi sosial teks report. 1. 2. Menjelaskan struktur teks report. 1. 3. Menjelaskan unsur kebahasaan

2. Menangkap makna dalam teks report tentang topik yang hangat dibicarakan.	2. 1. Menemukan main idea dari teks. 2. 2. Menemukan informasi rinci dari
---	--

C. Tujuan Pembelajaran

Menjelang berakhirnya proses belajar mengajar, siswa dapat:

1. Menentukan fungsi komunikatif (*social fungsional*) teks report.
2. Mengidentifikasi langkah retorika (*generic structure*) teks report dengan cara menjawab pertanyaan.
3. Menyebutkan ciri kebahasaan teks report.
4. Memahami teks report dengan langkah retorika dan tata bahasa yang benar.

D. Metode pembelajaran : ESA (Engage, Study, Activate) method

E. Langkah-langkah kegiatan pembelajaran

Pertemuan 1	Alokasi Waktu
PENDAHULUAN 1. Salam dan tegur sapa. 2. berdo'a 3. Mengecek presensi siswa (mengisi daftar hadir siswa). 4. Meminta siswa menyiapkan buku pelajaran.	10'

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<p>KEGIATAN INTI</p> <p>Pada pertemuan pertama guru melanjutkan strategi yang ada didalam metode ESA (Engage, Study, Activate)</p> <ol style="list-style-type: none"> 1. Guru melakukan permainan dengan siswa, yang mana guru mendiskripsikan tentang suatu benda atau lainnya dalam beberapa kata atau kalimat, kemudian siswa menebak apa yang dimaksudkan dari guru tersebut. (<i>Engage</i>) 2. Guru menyampaikan topik pembelajaran yang akan dibahas yaitu generic structure dari teks report (<i>Engage</i>) 3. Guru meminta siswa untuk membaca teks bacaan yang ada dalam buku paket (<i>Study</i>) 4. Guru menanyakan kepada siswa apakah mereka sudah memahami teks bacaan mereka (<i>Study</i>) 5. Guru meminta siswa untuk mendeskripsikan dan menentukan judul dari teks bacaan mereka (<i>Activate</i>) 6. Guru meminta siswa membaca dan menjelaskan teks bacaan sesuai dengan generic structure. (<i>Study</i>) 	<p>60'</p>
<p>PENUTUP</p> <ol style="list-style-type: none"> 1. Tanya jawab tentang kesulitan selama PBM. 2. Menyimpulkan materi pembelajaran. 	<p>10'</p>
<p>Pertemuan 2</p>	<p>Alokasi waktu</p>
<p>PENDAHULUAN</p>	<p>10'</p>

<ol style="list-style-type: none"> 1. Salam dan tegur sapa. 2. berdo'a 3. Mengecek presensi siswa (mengisi daftar hadir siswa). 4. Meminta siswa menyiapkan buku pelajaran. 	
<p>KEGIATAN INTI</p> <p>Menerapkan strategi pembelajaran yaitu ESA method dengan langkah- langkah:</p> <ol style="list-style-type: none"> 1. Guru membuat suatu permainan sebelum menjelaskan topic pembelajaran (<i>Engage</i>) 2. Guru menyampaikan dan menjelaskan topic pembelajaran (<i>Engage</i>) 3. Guru meminta siswa untuk membaca teks yang ada didalam buku paket (<i>Study</i>) 4. Guru meminta siswa untuk membacakan teks tersebut dengan lantang dan jelas (<i>Study</i>) 5. Guru minta siswa untuk mengidentifikasi teks tersebut (<i>Study</i>) 6. Guru menanyakan kesulitan yang siswa dapatkan selama proses pembelajaran (<i>Study</i>) 7. Guru meminta siswa untuk membaca dan menjelaskan kedepan kelas teks yang sudah mereka identifikasikan (<i>Activate</i>) 	60'
<p>PENUTUP</p>	10'

<ol style="list-style-type: none"> 1. Tanya jawab tentang kesulitan selama PBM. 2. Menyimpulkan materi pembelajaran. 	
Pertemuan 3	Alokasi waktu
<p>PENDAHULUAN</p> <ol style="list-style-type: none"> 1. Salam dan tegur sapa. 2. berdo'a 3. Mengecek presensi siswa (mengisi daftar hadir siswa). 	10'
<p>KEGIATAN INTI</p> <p>Menerapkan strategi pembelajaran yaitu ESA method dengan langkah- langkah:</p> <ol style="list-style-type: none"> 1. Guru membuat permainan sebelum belajar, permainan itu berupa tanya jawab antara guru dengan siswa, siswa dengan siswa mengenai topik yang sedang hangat dibicarakan (<i>Engage</i>) 2. Guru menjelaskan topik pembelajaran (<i>Engage</i>) 3. Guru meminta siswa untuk membaca teks yang ada didalam buku paket, kemudian siswa diminta untuk mengidentifikasi teks bacaan sesuai dengan instruksi dari guru (<i>Study</i>) 4. Guru meminta siswa untuk melakukan tanya jawab antar siswa dengan memberikan beberapa pertanyaan yang sesuai dengan teks bacaan mereka (<i>Activate</i>) 5. Guru memberikan test kepada siswa dengan 	60'

membagikan lembar pertanyaan dan jawaban kepada setiap siswa (<i>Activate</i>)	
PENUTUP 1. Tanya jawab tentang kesulitan selama PBM 2. Menyimpulkan materi pembelajaran.	10'

F. Sumber pembelajaran

- Buku paket
- Sumber/buku belajar yang relevan (Media cetak dan elektronik, serta alam sekitar)

G. Penilaian

1. Teknik : Tes tertulis
2. Bentuk containing : Pilihan ganda
3. Observasi

Tujuan penilaian adalah untuk memberikan feedback. Target penilaian:

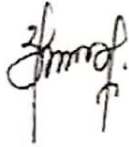
- a. Mengidentifikasi berbagai informasi dalam teks monolog berbentuk report text
- b. Murid serius dalam kegiatan belajar disetiap tahap pembelajaran.
- c. Menunjukkan tanggung jawab, peduli, kerja sama dan damai dalam mengerjakan fungsi komunikasi.

No.	Kriteria/Aspek	Skor
1	Jawaban benar	20
2	Jawaban salah	0

Keterangan :

1. Nilai Maksimal 100
2. Nilai Siswa = $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$

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Appendix 10

LESSON PLAN

CYCLE III

Nama Sekolah : Man 1 Sungai Penuh

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI KAG 2/2

Keterampilan : Reading

Topik Pembelajaran : Report Text

Alokasi Waktu : 6 X 40 Menit (3X pertemuan)

A. Kompetensi Inti

1. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator Pencapaian
1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks report tentang topik yang hangat dibicarakan umum, sesuai dengan konteks	1. 1. Menjelaskan fungsi sosial teks report. 1. 2. Menjelaskan struktur teks report. 1. 3. Menjelaskan unsur kebahasaan

2. Menangkap makna dalam teks report tentang topik yang hangat dibicarakan.	2. 1. Menemukan main idea dari teks. 2. 2. Menemukan informasi rinci dari
---	--

C. Tujuan Pembelajaran

Menjelang berakhirnya proses belajar mengajar, siswa dapat:

1. Menentukan fungsi komunikatif (*social fungsional*) teks report.
2. Mengidentifikasi langkah retorika (*generic structure*) teks report dengan cara menjawab pertanyaan.
3. Menyebutkan ciri kebahasaan teks report.
4. Memahami teks report dengan langkah retorika dan tata bahasa yang benar.

D. Metode pembelajaran : ESA (Engage, Study, Activate) method

E. Langkah-langkah kegiatan pembelajaran

Pertemuan 1	Alokasi Waktu
<p>PENDAHULUAN</p> <ol style="list-style-type: none"> 1. Salam dan tegur sapa. 2. berdo'a 3. Mengecek presensi siswa (mengisi daftar hadir siswa). 4. Meminta siswa menyiapkan buku pelajaran. 	10'
<p>KEGIATAN INTI</p> <p>Menerapkan strategi pembelajaran yaitu ESA method dengan langkah- langkah:</p> <ol style="list-style-type: none"> 1. Guru melakukan challenging discussions diawal pembelajaran berdasarkan materi sebelumnya (<i>Engage</i>) 2. Guru menyampaikan topik pembelajaran yang akan 	60'

<p>dibahas (<i>Engage</i>)</p> <ol style="list-style-type: none"> 3. Guru meminta siswa untuk membagikan kelompok yang mana setiap kelompok terdiri dari 2 orang (<i>Study</i>) 4. Guru membagikan lembaran teks kepada setiap kelompok (<i>Study</i>) 5. Guru meminta siswa membaca dan memahami lembaran teks (<i>Study</i>) 6. Guru menanyakan pemahan siswa setelah membaca teks tersebut (<i>Study</i>) 7. Guru meminta perwakilan setiap kempok untuk membacakan teks bacaan mereka kedepan kelas (<i>Activate</i>) 8. Guru meminta setiap kelompok mengajukan beberapa pertanyaan kepada kelompok yang tampil didepan kelas (<i>Activate</i>) 	
<p>PENUTUP</p> <ol style="list-style-type: none"> 1. Tanya jawab tentang kesulitan selama PBM. 2. Menyimpulkan materi pembelajaran. 	10'
Pertemuan 2	Alokasi waktu
<p>PENDAHULUAN</p> <ol style="list-style-type: none"> 1. Salam dan tegur sapa. 2. berdo'a 3. Mengecek presensi siswa (mengisi daftar hadir siswa). 	10'

4. Meminta siswa menyiapkan buku pelajaran.	
<p>KEGIATAN INTI</p> <p>Menerapkan strategi pembelajaran yaitu ESA method dengan langkah- langkah:</p> <ol style="list-style-type: none"> 1. Guru memperlihatkan beberapa gambar kepada siswa (<i>Engage</i>) 2. Guru melakukan tanya jawab dengan siswa mengenai gambar tersebut (<i>Engage</i>) 3. Guru menjelaskan topic pembelajaran (<i>Study</i>) 4. Guru membagikan lembaran teks yang berbeda kepada siswa (<i>Study</i>) 5. Guru meminta siswa memahami teks bacaan mereka (<i>study</i>) 6. Guru meminta siswa melakukan tanya jawab antar siswa dengan mengajukan beberapa pertanyaan (<i>Study</i>) 7. Guru memberikan tes kepada siswa dengan memberikan lembar pertanyaan dan jawaban (<i>Activate</i>) 	60'
<p>PENUTUP</p> <ol style="list-style-type: none"> 1. Tanya jawab tentang kesulitan selama PBM. 2. Menyimpulkan materi pembelajaran. 	10'
Pertemuan 3	Alokasi waktu
<p>PENDAHULUAN</p> <ol style="list-style-type: none"> 1. Salam dan tegur sapa. 	10'

<ol style="list-style-type: none"> 2. berdo'a 3. Mengecek presensi siswa (mengisi daftar hadir siswa). 4. Memberikan text bacaan kepada setiap siswa 	
<p>KEGIATAN INTI</p> <p>Menerapkan strategi pembelajaran yaitu ESA method dengan langkah- langkah:</p> <ol style="list-style-type: none"> 1. Guru melakukan permainan dengan topik yang sedang siswa gemari (<i>Engage</i>) 2. Guru meminta siswa membuat kelompok dimana setiap kelompok terdiri dari 3 atau 4 orang (<i>Study</i>) 3. Guru menjelaskan aturan selama melakukan diskusi (<i>study</i>) 4. Guru menjelaskan topik yang akan mereka bahas (<i>Engage</i>) 5. Guru membagikan lembar kerja siswa yang berisi teks yang harus mereka baca dan pahami (<i>Study</i>) 6. Guru meminta siswa untuk membuat laporan dalam satu kertas berdasarkan teks yang telah diberikan(<i>Activate</i>) 7. Guru memberikan test kepada siswa untuk melihat tingkat pemahaman mereka setelah belajar 8. Guru memberikan angket kepada siswa untuk melihat motivasi siswa setelah belajar reading 	60'
<p>PENUTUP</p>	10'

1. Tanya jawab tentang kesulitan selama PBM	
2. Menyimpulkan materi pembelajaran.	

F. Sumber pembelajaran

- Buku paket
- Sumber/buku belajar yang relevan (Media cetak dan elektronik, serta alam sekitar)

G. Penilaian

1. Teknik : Tes tertulis
2. Bentuk containing : Pilihan ganda
3. Observasi

Tujuan penilaian adalah untuk memberikan feedback. Target penilaian:

- a. Mengidentifikasi berbagai informasi dalam teks monolog berbentuk report text
- b. Murid serius dalam kegiatan belajar disetiap tahap pembelajaran.
- c. Menunjukkan tanggung jawab, peduli, kerja sama dan damai dalam mengerjakan fungsi komunikasi.

No.	Kriteria/Aspek	Skor
1	Jawaban benar	20
2	Jawaban salah	0

Keterangan :

1. Nilai Maksimal 100
2. Nilai Siswa = $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$

Guru Bahasa Inggris

Eliati, S.Pd
NIP. 197302242007012013

Sungai penuh,
Peneliti

2020

Julianti
NIM. 1610203039

Mengetahui,

Kepala MAN 1 Sungai Penuh



Samin, S.Ag, M.Pd
NIP. 197210221998031003

Appendix 11

TEST CYCLE I

Nama sekolah : MAN 1 Sungai Penuh

Mata pelajaran : English

Topik pembelajaran : Report text

Ketrampilan : Reading

Kelas/semester : XI KAg 2/2

INSTRUCTIONS:

1. Write the name and class on the paper provided.
2. Cross (X) the correct answer in alternative A, B, C, or D to the following question or statement!
3. Check the answer before submission to the teacher.

Choose the correct answer by crossing A, B, C, or D!

Read the following text to answer question number 1-6

Botanically, dates are the fruits which grow on the palm tree belonging to the family of arecaceae in the genus: phoenix, and scientifically, named as phoenix dactylifera. The tree is believed to originate in the land on the banks of Nile and Euphrates river of ancient Egypt and Mesopotamia. Date palm is now grown extensively for its edible fruits under warmer climates across all the continents'.

The date fruit is a "drupe", in which its outer fleshy part (exocarp and mesocarp) surrounds the seed inside. The fruit is oval to cylindrical in shape, 3-7 cms diameter, and ripe dates range from golden-yellow, amber, bright-red to deep-brown depending on the cultivar type.

There are many varieties of date palm cultivated, "amir hajj", saidy, khadrawy, and medjool are some of the important varieties popular for their rich taste, flavor and superior quality. Wonderfully delicious, dates are one of the most popular fruits packed with an impressive list of essential nutrients, vitamins and minerals that are required for normal growth.

1. what is described in paragraph one?
 - a. **dates are the fruit**
 - b. dates is food
 - c. dates are food
 - d. dates are bad fruit
2. What is the main idea of paragraph one?
 - a. dates are the fruits which grow on the palm tree belonging to the family of arecaceae in the genus
 - b. **Date palm is now grown extensively for its edible fruits under warmer climates across all the continents'**

- c. Date is the fruit which grow and the palm tree
 - d. The fruit which grow and the palm tree is dates
3. "There are many varieties of date palm cultivated....". The synonym of underlined word
- a. variety
 - b. show
 - c. Type**
 - d. Cultivated
4. ".....Date palm is now grown extensively for its edible fruits under warmer climates across all the continents"
- The word *its* refers to
- a. Grown
 - b. Fruit
 - c. Date palm**
 - d. Palm

Read the following text to answer question number 7-12

The blue whale is not only the biggest whale living today, the blue whale is the biggest creature ever to have lived on earth. They are mind-bogglingly gigantic, much larger than any of the dinosaurs. Blue whales and the other ocean giants live their whole lives in seawater.

Blue whales commonly reach the colossal length of 29m, that's roughly as long as three London red double decker buses parked end to end. Blue whales in the southern hemisphere are generally larger than those in the northern hemisphere and female blues are larger than males.

The longest blue whale on record is a female measured at a South Georgia whaling station in the South Atlantic (1909); she was 33.58m. The heaviest blue whale was also a female hunted in the Southern Ocean, Antarctica, on 20 March 1947. She tipped the scales at 190 tonnes which is equivalent to about 30 elephants or 2500 people.

Blue whales are now extremely rare due to uncontrolled commercial whaling. Some populations could be endangered to the point of extinction.

5. The text is talking mainly about?
- a. Animals
 - b. Blue whale**
 - c. Fish
 - d. Whale
6. What is the antonym of the *long* word....
- a. Short**
 - b. Longest
 - c. Big
 - d. Biggest
7. What is the main idea of paragraph one?
- a. The blue whale is not only the biggest whale living today**
 - b. Blue whales and the other ocean giants live their whole lives in seawater

- c. the blue whale is the biggest creature ever to have lived on earth
 - d. the blue whales are mind-bogglingly gigantic
8. “The longest blue whale on record is a female measured at a south georgia whaling station in the south atlantic (1909); she was 33.58m”. The word *she* refers to
- a. **Blue whale**
 - b. South georgia
 - c. South atlantic
 - d. South

Read the following text to answer question number 13-18

A drone is an unmanned aircraft. The term drone, more widely used by the public, refers to the resemblance of dumb-looking navigation and loud and regular motor sounds to the male bee. Drone is also known as an unmanned aerial vehicle (UAV), as an unmanned aircraft system (UAS), or by several other names.

The flight of UAVs may operate with various degree of autonomy: either under remote control by a human operator, or fully autonomously, by computers. A UAV uses aerodynamic forces to provide vehicle lift and can fly autonomously or be piloted remotely. It can also be expendable or recoverable, and can carry a lethal or nonlethal payload.

9. What is the main topic of the text?
- a. Flight
 - b. Public
 - c. **Drone**
 - d. Computers
10. which does not include *widely* word synonyms....
- a. narrowly
 - b. **broadly**
 - c. wide
 - d. broad
11. What is the main idea of paragraph one?
- a. **A drone is an unmanned aircraft**
 - b. A drone is an unmanned
 - c. A drone is a unmanned aircraft
 - d. drone is an unmanned aircraft
12. “.....A UAV uses aerodynamic forces to provide vehicle lift and can fly autonomously or be piloted remotely. It can also be expendable or recoverable, and can carry a lethal or nonlethal payload”. The word *it* refers to.....
- a. Piloted remotely
 - b. Fly autonomously
 - c. Aerodynamic
 - d. **UAV**
13. Which is not discussed in the first paragraph?
- a. **A UAV uses aerodynamic forces**
 - b. Drone is an unmanned aircraft system (UAS)
 - c. Drone is an unmanned aerial vehicle (UAV)

- d. A drone is an unmanned aircraft

Read the following text to answer question number 19-24

A village is a clustered human settlement or community, larger than a hamlet but smaller than a town, with a population ranging from a few hundred to a few thousand. Though often located in rural areas, the term urban village is also applied to certain urban neighbourhoods. Villages are normally permanent, with fixed dwellings; however, transient villages can occur. Further, the dwellings of a village are fairly close to one another, not scattered broadly over the landscape, as a dispersed settlement.

Although many patterns of village life have existed, the typical village was small, consisting of perhaps 5 to 30 families. Homes were situated together for sociability and defence, and land surrounding the living quarters was farmed.

14. What is the main topic of this text?
- Community
 - Village**
 - Life
 - Population
15. What is described in paragraph one?
- A village is a clustered human settlement or community**
 - A village are a clustered human settlement or community
 - Characteristic
 - Build
16. "The typical village was small, consisting of perhaps 5 to 30 families.....". **5 to 30 families** refers to
- Village
 - Patterns
 - Typical village**
 - Size
17. What is the main idea of paragraph one?
- A village is a clustered human settlement or community**
 - A village is a clustered human settlement
 - village is a clustered human settlement or community
 - A village is a human settlement or community

Read the following text to answer question number 25-30

Satay or originally called sate by Indonesian people is a kind of Indonesian National food that can be found at every city in Indonesia. This food is very popular especially in Java and Madura Islands. Satay may consist of sliced chicken, goat, beef, horse and pork even nowadays satay may also consist of fish, tofu, tempe and more. Those slices then are skewered by a thin skewer made from bamboo or coconut palm frond. After grilled for several minutes over a charcoal fire, satay can be served in various sauces such as soy and peanut sauce. It will be nice if we eat satay when it is fresh from the charcoal fire. Indonesian people usually eat satay with rice or *lontong* (food consisting of rice steamed in a banana leaf).

Satay is not only popular in Indonesia, but also in the other Southeast Asian countries such as Singapore, Malaysia, Brunei, Thailand, Philippines, East

Timor and also in Dutch and Suriname where some Javanese people had been moved there as slave during Dutch colonization in Indonesia. In Indonesia, Satay is a kind of food-street even it is also served at high class restaurant. But before Satay become national food of Indonesia and also can be a high class food, formerly satay was special food for people of the lower and middle class in which they could find it at a street side tent restaurant.

18. "...*It* will be nice if we eat satay when it is fresh from the charcoal fire..."(paragraph 1 line 6). The word *it* refers to....
- Satay**
 - Food
 - Chicken
 - Sauce
19. What is the main topic of this text?
- Food
 - Satay**
 - Traditional food
 - Popular food
20. What is the main idea of paragraph one?
- Satay is only popular in Indonesia, but also in the other Southeast Asian countries
 - Satay is not only popular in Indonesia, but also in the other Southeast Asian countries**
 - Satay are not only popular in Indonesia, but also in the other Southeast Asian countries
 - Satay is only populars in Indonesia, but also in the other Southeast Asian countries

Appendix 12

TEST CYCLE II

Nama sekolah : MAN 1 Sungai Penuh

Mata pelajaran : English

Topik pembelajaran : Report text

Ketrampilan : Reading

Kelas/semester : XI KAg 2/2

INSTRUCTIONS:

1. Write the name and class on the paper provided.
2. Cross (X) the correct answer in alternative A, B, C, or D to the following question or statement!
3. Check the answer before submission to the teacher.

Choose the correct answer by crossing A, B, C, or D!

Choose the correct answer by crossing A, B, C, or D!

Read the following text to answer question number 1-6

Rafflesia can be found in the forests of Malaysia, southern Thailand, Sumatra and Java. But, Rafflesia flowers are fairly hard to locate. It is especially difficult to see them in bloom. Its buds take up to 10 months to develop while its blossom lasts for just a few days.

Rafflesia has brownish, scale-like leaves and fleshy, smelling flowers of various sizes, from a few inches to a meter big in diameter. We usually notice its large fleshy flowers. There is a deep well in the centre of the flowers. The sexual organs are located beneath the rim of the disk. Male and female flowers are separate.

The reddish-brown colors of the petals, sprinkled with white freckles, produce an unpleasant stench, similar to rotting flesh. This would attract flies and insects which help disperse the seeds. Rafflesia is a parasite, which means it takes the nutrient out of its host.

1. ".....Rafflesia is a parasite, which means it takes the nutrient out of its host". The word *it* refers to.....
 - a. Rafflesia
 - b. Flower
 - c. Nutrient
 - d. Vitamin
2. Why is it difficult to see Rafflesia in bloom?
 - a. Because its buds take up to 10 months to develop while its blossom lasts for just a few days

- b. Because Its not buds take up to 10 months to develop while its blossom lasts for just a few days
 - c. Because its not blossom lasts for just a few days
 - d. Because Its not buds take up to 10 months to develop
3. What is the main idea of paragraph two?
- a. Characteristic of refflesia**
 - b. Characteristic of flower
 - c. Characteristic of organ
 - d. Characteristic of female
4. What does the text tell about?
- a. Plant
 - b. Refflesia**
 - c. Organ
 - d. Vitamin

Read the following text to answer question number 7-12

The birds of paradise are a group of birds that belong to the family Paradisaeidae and order Passeriformes. They can be found in the tropical rainforests in Eastern Indonesia, Papua New Guinea and Eastern Australia. There are 42 species in the family. They are omnivorous, their main diet is fruit, but they also consume arthropods in a small amount.

They have more than one color on their body. Their beak can be yellow, blue, black and gray. The fur around their beak is either green or black. The color of the fur on their head to their back are also varied, it can be black, yellow, blue or brown. The fur on their wings also have various colour such as brown, black, red, blue and also yellow. Their tail is very long and soft. The color can be reddish, yellow and white, red and yellow, black, black and white, or blue. There is also a species who has curved tail.

Each species have a different body measurement. The smallest of them can reach the size of 15 cm with the weight of 50 gr, while the largest of them can reach the size of 110 cm with the weight of 430 gr. Mostly, the male have longer tails than the female. Some species have rounded wings that can produce unique sound. It is recorded that they can live up to 5 or 8 years.

5. What is antonym of the **group** word....
- a. Club
 - b. Organization
 - c. Individual**
 - d. Society
6. “The birds of paradise are a group of birds that belong to the family Paradisaeidae and order Passeriformes. They can be found in the tropical rainforests in Eastern Indonesia, Papua New Guinea and Eastern Australia.....”. the word **they** refers to....
- a. The birds of paradise**
 - b. Family
 - c. Bird
 - d. Tropical

7. what is described in paragraph three?
 - a. The same of male and female
 - b. The different body measurement of the birds of paradise**
 - c. The different the weight
 - d. The different colors of the bird
8. What does the text tell about?
 - a. Animals
 - b. Bird
 - c. The birds of paradise**
 - d. Paradise

Read the following text to answer question number 13-18

A laptop is a computer which is easy to carry around. Its user can fold the laptop along its hinge for carrying. The laptop was created mainly for this particular reason. Computer parts were scaled to smaller size so this could happen.

The first laptop was invented in 1979 by British Designer Bill Moggridge. In 1982, two computer designers from Microsoft, Kazuhiko Nishi and Bill Gates, started their discussion concerning a new portable computer. The main thing about the computer was a new LCD technology. A year later the company launched its TRS-80 Model 100, which was a computer that looked pretty much like the laptops we know today.

9. what is described in paragraph one?
 - a. A laptop is a computer which is easy to carry around**
 - b. Computer parts were scaled to smaller size so this could happen Main idea
 - c. The computer was a new LCD technology
 - d. a new portable computer
10. "A laptop is a computer which is easy to carry around...". The antonym of the underlined word...
 - a. Dawn
 - b. Opening
 - c. Outset
 - d. difficult**
11. What is the main topic of this text?
 - a. Laptop**
 - b. Computer
 - c. computer designers
 - d. LCD technology
12. "..... Its user can fold the laptop along its hinge for carrying..." (paragraph 1 line 2). The word *its* refers to.....
 - a. Computer
 - b. LCD technology
 - c. Laptop**
 - d. computer designers

Read the following text to answer question number 19-24

People usually need to stay in a hotel for one or two days if they travel far from home. They sometimes need hotels when they arrive in towns late at night. They need to stay as they do not have any family there.

Hotels are places that provide lodging and it is sometimes provide meals and various personal service for the hotel guests. A good hotel provide many comforts and conveniences. A good hotels also provides best services to the visitors.

Hotels with hundred rooms are common. People can find the advertisements of the hotels in newspaper, brochures, magazines and internet. Downtown hotels survive because of some reasons. First, business travelers wish to stay close to the offices they plan to visit. Second, the location of the airport is near from the hotels.

13. "Hotels are places that provide lodging and it is sometimes provide meals and various personal service for the hotel guests...". the synonym of the underlined word....
- Location**
 - Office
 - Comfort
 - Fortune
14. What is the main idea of paragraph three?
- Hotels with hundred rooms are common**
 - Hotels with hundred room are common
 - Hotel of hundred rooms are common
 - Hotels with hundred rooms is common
15. Which the people can not find the advertisements of the hotels (**details**)
- Newspaper
 - Shop**
 - brochures
 - internet
16. "People usually need to stay in a hotel for one or two days if they travel far from home....". the word *they* refers to....
- Hotel
 - People**
 - Day
 - Home

Read the following text to answer question number 25-30

Fungi used to be considered as a part of the plant kingdom, but they are now thought to be quite different.

The main part of the fungus is a mass of tiny thread called mycelium. Fungi live on the other organic matter in the soil. Fungi are the most important agent in the breakdown of dead plant and animal material, recycling it so that plants can use the nutrients. Fungi live in damp areas or in water because they have no method of preventing their fragile threads drying out. They cannot survive dry atmospheres. There are around 50,000 species of fungi and they include yeast, rusts, smuts, mildews, mould and mushrooms.

17. Fungi are the most important agent in the breakdown of
- 50,000 species of fungi
 - Dead plant and animal material**
 - mould and mushrooms
 - yeast
18. What does the text tell about ?
- Fungi**
 - Damp
 - Species
 - Smuts
19. What is the main idea of paragraph two?
- The main part of the fungus is a mass of tiny thread called mycelium**
 - The main part of the fungus are a mass of tiny thread called mycelium
 - The main part of the fungus is a mass of tiny thread mycelium
 - The main part of the fungus are a mass of tiny thread
20. "They have one method of preventing their fragile threads drying out".
(Paragraph 2, line 4) The antonym of the underlined word is
- Brittle
 - Sturdy
 - Breakable**
 - Weak

Appendix 13

TEST CYCLE III

Nama sekolah : MAN 1 Sungai Penuh

Mata pelajaran : English

Topik pembelajaran : Report text

Ketrampilan : Reading

Kelas/semester : XI KAG 2/2

INSTRUCTIONS:

1. Write the name and class on the paper provided.
2. Cross (X) the correct answer in alternative A, B, C, or D to the following question or statement!
3. Check the answer before submission to the teacher.

Choose the correct answer by crossing A, B, C, or D!

Read the following text to answer question number 1-6

Strawberry is a member of kingdom plantae which is very popular which is very popular in the world. It is appreciated for its characteristic aroma, bright red color, juicy texture and sweetness. This red colored fruits is also has many benefit for our body.

In one cup (144gr) of strawberry contains approximately 45 calories (188kJ) and is an excellent source of vitamin C and flavonoid.

Strawberry with its useful nutrition can make our hair be smooth, whiten our teeth, nourishes our skin, and etc. its vitamin C can clean and clear our skin the salicylic acid inside lifts the dead cell skin. To get its usefulness, we need to consume strawberry regularly. Not only consume it, for instance, to get white teeth we need to brush teeth by strawberry routine.

In addition to being consumed fresh, strawberry can be frozen, made into preserves as well as dried and used in such things as cereals bars. Strawberry are a popular addition to dairy product as in strawberry flavored ice cream, milkshakes, and yogurts.

1. "...its vitamin C can clean and clear our skin the salicylic acid inside lifts the dead cell skin...". the synonym of the underlined word...
 - a. Blank
 - b. Aware
 - c. Cloudy
 - d. Dirty

2. "Strawberry is a member of kingdom plantae which is very popular which is very popular in the world. It is appreciated for its characteristic aroma, bright red color, juicy texture and sweetness.....". the word *it* refers to....
 - a. Kingdom
 - b. Strawberry**
 - c. Popular
 - d. World
3. What is the main topic of this text?
 - a. Plant
 - b. Juice
 - c. Strawberry**
 - d. Cherry
4. What is the main idea of paragraph one?
 - a. Strawberry is a member of kingdom plantae which is very popular which is very popular in the world**
 - b. Strawberry are a member of kingdom plantae which is very popular which is very popular in the world
 - c. Strawberry with its useful nutrition
 - d. Strawberry are its useful nutrition

Read the following text to answer question number 7-12

Tiger is considered to be the largest cat in the world. The scientific name of tiger is *Panthera tigris*. They are carnivorous mammals. Nowadays, tigers are in the list of endangered animals created by the International Union for Conservation of Nature (IUCN). It is recorded that the global population of tiger in the wild is about 3,062 to 3,948 individuals (the number has dropped around 100,000 compared to the beginning of the 20th century).

Tigers have four leg and a very long tail. They have some retractable sharp claws in their paws. They also have a muscular body. There are a mane-like fur around their neck and jaws. The most typical part of their body is their skin. They have a very unique dark vertical stripes pattern on their skin which make them easy to recognize even when they were still a baby. Most tigers have orange fur, but there are also golden and white tigers with golden and white fur. Most tigers can live up to 20 years or more. A full grown tiger can run at 49 to 65 km/h. Adult male tigers can reach 310 kg in weight while the adult female tigers can reach 170 kg.

5. "Tigers have four leg and a very long tail. They have some retractable sharp claws in their paws.....". The word *they* refers to....
 - a. Tigers**
 - b. Tail
 - c. Sharp
 - d. Leg
6. What is the main idea of paragraph one?
 - a. Tigers is considered to be the largest cat in the world**
 - b. Tiger is considered to be the largest cat in the worlds
 - c. Tiger are considered to be the largest cat in the world

- d. Tiger is considered to be the largest cat in the world
- 7. What is described in paragraph one?
 - a. **Tiger is considered to be the largest cat in the world**
 - b. Tiger are considered to be the largest cat in the world
 - c. Types of tiger
 - d. Big tiger
- 8. "...They have a very unique dark vertical stripes pattern on their skin which make them easy to recognize even when they were still a baby...". The antonym of the underlined word...
 - a. Black
 - b. Cloudy
 - c. Dim
 - d. **Bright**

Read the following text to answer question number 13-18

Bicycles are human powered vehicles, typically featuring pedals, a seat, two wheels and a frame. Before the word 'bicycle' become popular (coming from the French word 'bicyclette'), bikes were typically called 'velocipedes'.

Bicycles are used for transport, recreation, competitive racing, courier delivery and a range of other tasks.

Bicycles typically use a chain to transmit power to the rear wheel. Some bicycles feature suspension. This is especially common in mountain bikes where they are used to help deal with the vibration caused by uneven surfaces. Road bikes typically have thinner tires inflated to higher pressures than those found on mountain bikes, taking advantage of the smoother surfaces that roads generally provide.

- 9. ".....This is especially common in mountain bikes where they are used to help deal with the vibration caused by uneven surfaces ". The word *they* refers to...
 - a. Bikes
 - b. Mountain bike users
 - c. **Mountain bikes**
 - d. Mountain
- 10. What is the main topic of this text?
 - a. Transportation
 - b. Drive
 - c. **Bicycles**
 - d. Chain
- 11. "...Before the word 'bicycle' become popular (coming from the French word 'bicyclette'), bikes were typically called 'velocipedes'.....". The antonym of the underlined word...
 - a. **After**
 - b. Ahead
 - c. Back
 - d. previously
- 12. What is the main idea of paragraph three?

- a. **Bicycles typically use a chain to transmit power to the rear wheel**
- b. Bicycles typically use a chains to transmit power to the rear wheel
- c. Bicycles typically use a chain
- d. Bicycle typically use a chains

Read the following text to answer question number 19-24

Beach is an area of sand or small stones near the sea or another area of water such as a lake. It usually consists of sand, gravel, shingle, pebbles, or cobblestones. Beach is located in coastal ocean. The coastal area is the land next to or close to the sea. Beach becomes the boundary between the land and the sea. People who come to beach are usually foreigners and domestic tourists.

There are several kinds of beach. Sand Beach is the beach that is composed of loose sand that meets ocean or cove. This beach can we find in the United States. Rock Beach is the beach that is composed of many rocks. It is difficult for the visitors who approach this beach by driving their vehicle so that they must approach this beach kind of beach on foot. Lava Beach is the beach that is not composed of sand but is composed of hardened lava which is discarded by the volcano eruption. We can find Lava Beach in Hawaii. A thing exists in the world certainly has its function, so did beach. Usually beach is used as the tourist destination. Several beaches in Indonesia are used as the tourist destinations are Kuta Beach, Parangtritis Beach, Baron Beach, etc. Beach is also used as agriculture tides and coconut plantation. Besides, beach has function as an embankment salt.

- 13. The text is talking manly about?
 - a. Object
 - b. Beach**
 - c. Small area
 - d. Rock beach
- 14. "...The coastal area is the land next to or close to the sea. The antonym of the underlined word...
 - a. Warm
 - b. Adjacent
 - c. Distant**
 - d. Convenient
- 15. What is described in paragraph two?
 - a. kinds of stone
 - b. kinds of beach**
 - c. kinds of islands
 - d. kinds of sea
- 16. "... Rock Beach is the beach that is composed of many rocks. It is difficult for the visitors who approach this beach by driving their vehicle so that they must approach this beach kind of beach on foot. ". The word *it* refers to....
 - a. Beach
 - b. Driver
 - c. Rock beach**

d. Rock

Read the following text to answer question number 25-30

Panda is a white-black colour bear that is originally from China. It is as famous as dragon as the animal symbol of China. Even it looks like peaceful and friendly as seen through its colour, but panda is actually wild and dangerous animal as bear in general.

Panda is also called giant panda as to differ it from red panda which is smaller in size than giant panda. Before 2014, IUCN stated that the population is endangered due to the illegal human hunt. But then, the Chinese government response this problem seriously and in 2015-2016, the population is increased and IUCN reclassified the status from endanger to vulnerable. Now, the population of giant panda is more than 1864 individuals. The giant panda is primarily living in the bamboo forest of the Qinling Mountain.

Giant panda is a terrestrial animal, generally solitary and each adult protects its territory. That is why the female giant panda is not tolerant of the other female panda in her range area. The male meets the female only when the mating season. After mating, the male leaves the female and the female will raise the cub alone. Even giant panda is classified as carnivore, but in fact it eats bamboo up to 14 kg per day. Giant panda eat 25 bamboo species in the forest to avoid starving. As carnivore, like the other bear, giant panda also eat fish, meet, and egg if available.

17. What is described in paragraph two? (**details**)
 - a. Animals
 - b. Giant panda is a terrestrial animal**
 - c. Giant panda are a terrestrial animal
 - d. Panda
18. "...the male leaves the female and the female will raise the cub alone...".
The antonym of the underlined word
 - a. Boy
 - b. Girls
 - c. Female**
 - d. Males
19. What is the main idea of paragraph two?
 - a. Panda is also called giant panda as to differ it from red panda**
 - b. Giant panda is a terrestrial animal
 - c. Panda are also called giant panda as to differ it from red panda
 - d. Giant panda is a terrestrial animal
20. The text is talking mainly about?
 - a. Animals
 - b. Panda**
 - c. Dragon
 - d. Symbol

FIELD NOTE

Researcher : Improving Students' Reading Ability in Comperhending Report Texts By using ESA (Engage Study Activate) Method at The Eleventh Grade of MAN 1 Sungai Penuh

Collaborator :

CYCLE I	<ol style="list-style-type: none">1. Most of students look enthusiastic when the researcher taught their class.2. most of students do not understand about report texts.3. Most of students are wondering about contextual guessing meaning technique.4. The students are quite in the first cycle.
CYCLE II	<ol style="list-style-type: none">1. some of students look enthuslastic when the researcher taught their class.2. Some of students do not understand about report texts.3. some of students are wondering about contextual guessing meaning technique.4. some of students are quite in the first meeting.
CYCLE III	<ol style="list-style-type: none">1. Enthusiastic to do the activities are low.2. The students look still confused to find information in the text because they do not know the meaning of word in text.3. The students are noisy. Mainly it was caused by questions to the researcher about vocabulary in text and they throw dictionary one another so they made noisy in the class.4. The students look still confused to find the difficult words using contextual guessing meaning technique.

OBSERVATION CHECKLIST

Cycle : 4

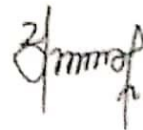
Meeting: 1-3

Date : 5, 10, 12 Februari 2020

Aspect	Yes	No
Pre-activities		
- Greets students	✓	
- Checks students' attendance	✓	
- Open the lesson and do apperception	✓	
Main activities		
- Give motivation (Engage)	✓	
- Explain the material (Engage)	✓	
- Give a text for students reading and understanding (Study)	✓	
- Explanation of English reading text for students (Engage)	✓	
- Explanation of the purposes of learning process (Engage)	✓	
- Explain the topic materials (Engage)	✓	
- Give some question about material (Study)	✓	
- Give reading text (Study)	✓	
- Make group or pair in the learning process (Study)	✓	

- make games (Engage)		✓
- ask to do describe and draw based on topic (Activate)		✓
- ask the student to share their reading comprehension in the front class (Study)		✓
- make challenging discussions (Engage)		✓
- Gives a test (Activate)	✓	
- Evaluates students' works	✓	
Post activities		
- Gives feedback to the students	✓	
- Checks students' understanding by asking question	✓	

Collaborator



Eliati, S.Pd
NIP: 197302242007012013

OBSERVATION CHECKLIST

Cycle : 2

Meeting: 1 - 3

Date : 17, 19, 24 Februari 2020

Aspect	Yes	No
Pre-activities		
- Greets students	✓	
- Checks students' attendance	✓	
- Open the lesson and do apperception	✓	
Main activities		
- Give motivation (Engage)	✓	
- Explain the material (Engage)	✓	
- Give a text for students reading and understanding (Study)		✓
- Explanation of English reading text for students (Engage)		✓
- Explanation of the purposes of learning process (Engage)		✓
- Explain the topic materials (Engage)	✓	
- Give some question about material (Study)	✓	
- Give reading text (Study)	✓	
- Make group or pair in the learning process (Study)		✓

- make games (Engage)	✓	
- ask to do describe and draw based on topic (Activate)	✓	
- ask the student to share their reading comprehension in the front class (Study)		✓
- make challenging discussions (Engage)		✓
- Gives a test (Activate)		✓
- Evaluates students' works	✓	
Post activities		
- Gives feedback to the students	✓	
- Checks students' understanding by asking question	✓	

Collaborator



Eliati, S.Pd
NIP: 197302242007012013

OBSERVATION CHECKLIST

Cycle : 3

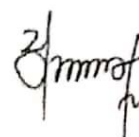
Meeting: 1-3

Date : 26 februari, 2, 4 Maret 2020

Aspect	Yes	No
Pre-activities		
- Greets students	✓	
- Checks students' attendance	✓	
- Open the lesson and do apperception	✓	
Main activities		
- Give motivation (Engage)	✓	
- Explain the material (Engage)	✓	
- Give a text for students reading and understanding (Study)		✓
- Explanation of English reading text for students (Engage)		✓
- Explanation of the purposes of learning process (Engage)		✓
- Explain the topic materials (Engage)	✓	
- Give some question about material (Study)	✓	
- Give reading text (Study)	✓	
- Make group or pair in the learning process (Study)		✓

- make games (Engage)	✓	
- ask to do describe and draw based on topic (Activate)		✓
- ask the student to share their reading comprehension in the front class (Study)	✓	
- make challenging discussions (Engage)	✓	
- Gives a test (Activate)		✓
- Evaluates students' works	✓	
Post activities		
- Gives feedback to the students	✓	
- Checks students' understanding by asking question	✓	

Collaborator



Eliati, S.Pd
NIP: 197302242007012013

Appendix 14

The Capsulation of items test

(cycle I)

NO	STUDENTS	Items																				TOTAL	SCORE
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	S-01	1	1	1	0	0	1	1	1	1	1	0	0	1	1	1	1	0	0	1	1	14	70
2	S-02	1	0	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	0	1	15	75
3	S-03	0	1	0	1	1	0	1	1	0	1	1	1	1	0	1	1	0	1	0	1	13	65
4	S-04	1	1	1	0	1	1	0	1	1	1	0	1	0	1	1	0	1	1	1	1	15	75
5	S-05	1	0	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	15	75
6	S-06	0	1	0	1	1	0	1	0	1	1	1	1	1	0	1	1	0	1	1	0	13	65
7	S-07	1	1	1	0	1	1	0	1	1	0	1	0	1	1	0	1	1	0	1	1	14	70
8	S-08	1	0	1	1	1	0	1	1	1	0	1	1	0	0	1	1	1	1	1	0	14	70
9	S-09	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	16	80
10	S-10	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	0	15	75
11	S-11	0	0	1	1	1	0	0	1	1	1	1	1	1	1	1	0	0	1	1	1	14	70
12	S-12	1	1	1	1	1	1	1	1	0	1	0	0	1	0	1	1	0	1	1	1	15	75
13	S-13	1	1	1	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	16	80
14	S-14	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	0	1	1	16	80
15	S-15	0	0	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	15	75
16	S-16	1	1	1	0	1	1	1	1	0	0	1	0	1	1	1	0	1	1	0	0	13	65
17	S-17	1	0	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	15	75
18	S-18	0	1	1	1	1	0	0	1	1	0	1	1	0	0	1	1	1	1	1	1	14	70
19	S-19	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	16	80
20	S-20	1	0	1	1	1	0	1	0	1	1	0	1	1	1	1	0	1	1	0	1	15	75

21	S-21	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	1	1	0	1	0	14	70
22	S-22	0	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	16	80
23	S-23	1	1	1	1	0	1	0	1	1	0	1	1	1	0	0	1	1	1	1	1	15	75
24	S-24	1	1	1	1	0	0	1	1	0	1	1	0	1	1	1	0	1	0	1	1	14	70
25	S-25	0	1	0	1	1	1	0	0	1	1	1	1	1	1	1	0	0	1	1	0	13	65
26	S-26	0	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	16	80
27	S-27	1	1	1	0	1	1	0	1	1	0	1	1	1	0	1	0	1	1	0	1	13	65
28	S-28	1	0	1	1	1	0	1	1	1	0	1	1	1	0	1	0	1	1	1	0	14	70
29	S-29	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	15	75
30	S-30	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	16	80
31	S-31	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	16	80
32	S-32	1	1	0	1	0	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	15	75
33	S-33	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	16	80
34	S-34	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	16	80
35	S-35	0	1	1	1	0	1	1	0	0	1	1	1	1	0	1	1	0	1	1	1	14	70
36	S-36	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	16	80
																					Total	2660	
																					Mean score	73.8	

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Appendix 15

The Capsulation of items test

(Cycle II)

No	STUDENTS	Items																			TOTAL	SCORE
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		
1	S-01	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	16	80
2	S-02	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	0	16	80
3	S-03	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	0	1	0	1	15	75
4	S-04	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	0	1	1	16	80
5	S-05	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	17	85
6	S-06	0	1	0	1	1	0	0	1	1	1	0	1	0	1	1	1	1	1	1	14	70
7	S-07	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	16	80
8	S-08	1	1	1	1	1	0	1	1	1	0	1	0	1	1	0	1	1	1	1	16	80
9	S-09	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	17	85
10	S-10	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	0	1	1	16	80
11	S-11	1	1	1	1	1	0	1	1	0	0	1	1	0	1	1	1	1	1	0	15	75
12	S-12	1	1	1	0	0	1	1	0	1	1	0	1	1	1	1	0	1	1	1	15	75
13	S-13	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	17	85
14	S-14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	18	90
15	S-15	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	16	80
16	S-16	1	1	1	0	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	16	80
17	S-17	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	18	90
18	S-18	0	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	15	75
19	S-19	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	18	90
20	S-20	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	0	16	80

21	S-21	1	0	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	16	80
22	S-22	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	0	17	85
23	S-23	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	17	85
24	S-24	1	1	0	1	1	0	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	15	75
25	S-25	0	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	16	80
26	S-26	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	17	85
27	S-27	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	16	80	
28	S-28	1	1	0	1	1	1	1	0	1	0	1	0	1	1	1	1	1	0	1	1	15	75	
29	S-29	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	0	1	16	80	
30	S-30	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	17	85
31	S-31	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	18	90	
32	S-32	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	18	90	
33	S-33	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	17	85	
34	S-34	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	90
35	S-35	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	18	90
36	S-36	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	17	85
																						Total	2955	
																						Mean Score	82.08	

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Appendix 16

The Capsulation of Items test

(Cycle III)

NO	STUDENTS	Items																				TOTAL	SCORE
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	S-01	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	17	85	
2	S-02	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	16	80	
3	S-03	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	17	85	
4	S-04	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	0	1	1	16	80	
5	S-05	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	17	85	
6	S-06	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	17	85	
7	S-07	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	17	85	
8	S-08	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	18	90	
9	S-09	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	19	95	
10	S-10	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	90	
11	S-11	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	16	80	
12	S-12	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	17	85	
13	S-13	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	19	95	
14	S-14	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	19	95	
15	S-15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	19	95	
16	S-16	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	17	85	
17	S-17	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	95	
18	S-18	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	17	85	
19	S-19	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	100	
20	S-20	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	17	85	

21	S-21	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	18	90
22	S-22	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	19	95
23	S-23	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	18	90
24	S-24	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1		18	90	
25	S-25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	100
26	S-26	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	18	90	
27	S-27	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	17	85	
28	S-28	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	17	85	
29	S-29	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	19	95	
30	S-30	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1		18	90	
31	S-31	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	17	95	
32	S-32	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	100	
33	S-33	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	18	90	
34	S-34	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	19	95	
35	S-35	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	19	95	
36	S-36	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	19	95	
																							Total	3240	
																							Mean Score	90	

INSTITUT AGAMA ISLAM NEGERI
KERINCI

Appendix 17

The comparison of students' reading score

Students code	Test of cycle 1	Test of cycle 11	Test of Cycle 111
S-01	70	80	85
S-02	75	80	80
S-03	65	75	85
S-04	75	80	80
S-05	75	85	85
S-06	65	70	85
S-07	70	80	85
S-08	70	80	90
S-09	80	85	95
S-10	75	80	90
S-11	70	75	80
S-12	75	75	85
S-13	80	85	95
S-14	80	90	95
S-15	75	80	95
S-16	65	80	85
S-17	75	90	95
S-18	70	75	85
S-19	80	90	100
S-20	75	80	85
S-21	70	80	90
S-22	80	85	95
S-23	75	85	90
S-24	70	75	90
S-25	65	80	100
S-26	80	85	90
S-27	65	80	85
S-28	70	75	85
S-29	75	80	95
S-30	80	85	90
S-31	80	90	95
S-32	75	90	100
S-33	80	85	90
S-34	80	90	95
S-35	70	90	95
S-36	80	85	95
TOTAL	2660	2955	3240
Mean score	73.8	82.08	90

DOCUMENTATION



K E R I N G I



GERI





KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Alamat : Jalan Kapten Muradi Sungai Penuh Telp. 0748 - 21065 Faks. 0748 - 22114
KodePos 37112 Website www.stankerinci.ac.id e-mail info@stankerinci.ac.id

SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
Nomor : 094 Tahun 2019

T E N T A N G
PENETAPAN DOSEN PEMBIMBING SKRIPSI
MAHASISWA IAIN KERINCI
TAHUN 2018/2019

- Menimbang** : 1. Bahwa untuk memperlancar mahasiswa menyusun skripsi, mahasiswa program S.1 IAIN Kerinci, maka dirasa perlu menetapkan dosen menjadi pembimbing skripsi mahasiswa.
2. Bahwa dosen yang namanya tersebut dalam Surat Keputusan ini dipandang cakap dan mampu melaksanakan tugas tersebut.
- Mengingat** : 1. Keputusan Menteri Agama Nomor 12 Tahun 2017 tentang Statuta IAIN Kerinci
2. Peraturan Menteri Agama Nomor 48 Tahun 2016 tentang Organisasi dan Tata Kerja IAIN Kerinci
3. Buku Pedoman Penulisan Skripsi Mahasiswa IAIN Kerinci Tahun 2017
- Memperhatikan** : 1. Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan tentang Pengangkatan Pembimbing I dan II dalam Penulisan Skripsi mahasiswa IAIN Kerinci
2. Usul Ketua Jurusan Tadris Bahasa Inggris Nomor.In.31/J5.1/PP.00.9/0.39/2019 Tanggal, 13-Jun-19

Menetapkan
PERTAMA

- MEMUTUSKAN**
- Menunjuk dan menugaskan kepada :
1. Nama : **Dr. Daflizar, SPd, MA**
 2. Nama : **Herayati, M.Pd**

Sebagai Pembimbing I
Sebagai Pembimbing II

Untuk membimbing mahasiswa penyusun skripsi/Tugas Akhir :

Nama : **Julianti**
NIM : 1610203039
Jurusan : Tadris Bahasa Inggris
Judul-Skripsi :

IMPROVING STUDENTS' READING COMPREHENSION AND MOTIVATION OF REPORT TEXT BY USING ESA (ENGAGE, STUDY, ACTIVATE) METHOD AT THE ELEVENTH GRADE OF MAN 1 SUNGAI PENUH IN ACADEMIC YEAR 2019/2020

KEDUA : Keputusan ini mulai berlaku sejak tanggal ditetapkan.



DITETAPKAN DI : SUNGAI PENUH
PADA TANGGAL : 13-Jun-19

A. g. Dekan,
Pembimbing I

Drs. SAADUDDIN, M.Pd

Tembusan :

1. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
2. Ketua Jurusan
3. Dosen Pembimbing
4. Peninggal



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Kapten Muradi Kec. Pesisir Bukit, Sungai Penuh Telp. (0748) 21065 Fax. (0748) 22114
Kode Pos. 37112 Web : www.iainkerinci.ac.id Email : info@iainkerinci.ac.id

Nomor : In.31/D.1.1/PP.00.9/082/2020
Lampiran : -
Perihal : **Mohon Izin Penelitian**

28 Januari 2020

Kepada
Yth Kepala MA Negeri 1 Sungaipenuh
Di
Tempat

Assalamualaikum w.w,

Dalam rangka menyelesaikan tugas akhir program sarjana (S1) maka setiap mahasiswa diwajibkan menyusun skripsi sehubungan dengan hal tersebut kami mengharapkan dengan hormat atas kesediaan Bapak/Ibu untuk memberikan izin kepada mahasiswa berikut ini:

Nama : JULIANTI
NIM : 1610203039
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah Dan Ilmu Keguruan

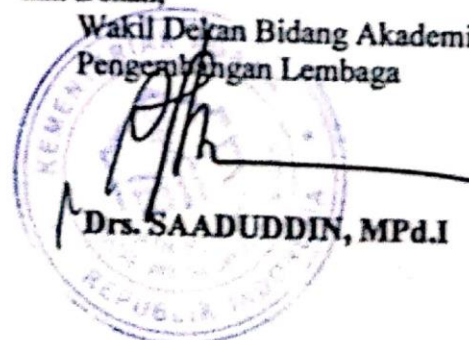
Untuk melakukan penelitian di instansi/lembaga Bapak/Ibu, dengan judul skripsi:
IMPROVING STUDENTS' READING COMPREHENSION AND MOTIVATION OF REPORT TEXT BY USING ESA (ENGAGE STUDY ACTIVATE) METHOD

Waktu penelitian yang diberikan kepada yang bersangkutan dimulai pada tanggal 28 Januari 2020 s.d 28 Maret 2020.

Demikian surat ini kami sampaikan, atas perhatian dan kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamualaikum w.w

a.n. Dekan,
Wakil Dekan Bidang Akademik dan
Pengembangan Lembaga



Tembusan:

1. Rektor IAIN Kerinci (sebagai laporan)
2. Arsip



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Kode Pos. 37112 Web www.iainkerinci.ac.id Email: info@iainkerinci.ac.id

Nomor : In.31/D.1.1/PP.00.9/ 084/2020
Lampiran : 1 Berkas
Perihal : Permohonan Izin Penelitian

28 Januari 2020

Kepada Yth.
Kepala Badan Kesatuan Bangsa
Politik dan Perlindungan Masyarakat
Kota Sungai Penuh

Di _____
Tempat

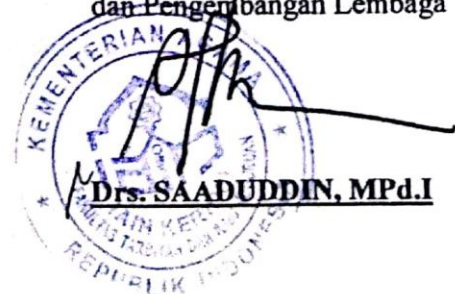
Assalamualaikum w.w,

Dalam rangka pelaksanaan penelitian mahasiswa semester akhir Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Kerinci, dalam Wilayah Kota Sungai Penuh, maka dengan ini Kami mohon kepada Bapak/Ibu untuk mengeluarkan surat izin kepada mahasiswa yang namanya terlampir dibawah ini. Waktu yang diberikan mulai pada tanggal **28 Januari 2020 s.d 28 Maret 2020.**

Demikian surat ini kami sampaikan, atas perhatian dan kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamualaikum w.w

a.n. Dekan,
Wakil Dekan Bidang Akademik
dan Pengembangan Lembaga



Tembusan:

1. Rektor IAIN Kerinci (sebagai laporan)
2. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga
3. Peringgal



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA SUNGAI PENUH
MADRASAH ALIYAH NEGERI 1

Jalan Pelita IV Koto Lolo – Pesisir Bukit – Sungai Penuh – Jambi
Kode Pos 37112 Telp/Fax (0748)21593
Website www.man1sungaipehuh.sch.id

Nomor : B- 192 /Ma.05.01/PP.00.6/02/2020
Lampiran : -
Perihal : Izin Penelitian

Sungai Penuh, 03 Februari 2020

Kepada Yth.
Ketua IAIN Kerinci
di
Tempat

Assalamu'alaikum wr. wb.

Berdasarkan surat dari Fakultas Tarbiyah dan Ilmu Keguruan IAIN Kerinci nomor In.31/D.1.1/PP.00.9/082/2020 tanggal 28 Januari 2020 tentang Mohon izin penelitian dalam rangka Penulisan Skripsi dengan judul: **"Improving Students' Reading Comprehension and Motivation of Report Text by Using ESA (Engage Study Activate) Method"** Terhitung mulai tanggal 28 Januari 2020 s.d 28 Maret 2020 maka Kepala Madrasah Aliyah Negeri 1 Sungai Penuh memberi izin kepada :

Nama : JULIANTI
NIM : 1610203039
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Untuk Melakukan Penelitian di MAN 1 Sungai Penuh dengan ketentuan :

1. Melaksanakan kegiatan sesuai dengan ketentuan dan Tata Tertib Madrasah
2. Pengumpulan data tidak mengganggu proses pembelajaran.
3. Menyerahkan hard copy proposal serta instrumen pengumpulan data
4. Data yang akan dikumpulkan hanya dari lingkup penyelesaian Penelitian.
5. Setelah Pengumpulan data awal, melaporkan hasilnya kepada Kepala Madrasah.

Demikian, untuk dapat digunakan seperlunya.

Wassalamu'alaikum wr. wb

Kepala,

Asmir Bamin, S.Ag, M.PdI
NIP.197210221998031003

Tembusan Yth :

1. Kepala Kantor Wilayah Kementerian Agama Propinsi Jambi;
2. Kepala Kantor Kementerian Agama Kota Sungai Penuh;
3. Rektor IAIN Kerinci



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA SUNGAI PENUH
MADRASAH ALIYAH NEGERI 1

Jalan Pelita IV Koto Lolo – Pesisir Bukit – Sungai Penuh – Jambi
Kode Pos 37112 Telp/Fax : (0748)21593
Website: www.man1sungaipenuh.mdrsh.id

SURAT KETERANGAN

Nomor : B- 653 /Ma.05.01/PP.00.6/06/2020

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Negeri 1 Sungai Penuh Kota Sungai Penuh menerangkan bahwa :

Nama : JULIANTI
NIM : 1610203039
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Telah selesai mengadakan riset/penelitian di Madrasah Aliyah Negeri 1 Sungai Penuh yang dilaksanakan dari tanggal 28 Januari s.d 28 Maret 2020 dalam rangka mengumpulkan data/masukan untuk menyelesaikan penyusunan Skripsi dengan judul: ***"Improving Students' Reading Comprehension and Motivation of Report Text by Using Esa (Engage Study Activate) Method"***.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Sungai Penuh, 17 Juni 2020 M
25 Syawal 1441 H

Kepala,

Asmir Samin, S.Ag, M.PdI
NIP. 197210221998031003

Tembusan Yth :

1. Kepala Kantor Wilayah Kementerian Agama Propinsi Jambi;
2. Kepala Kantor Kementerian Agama Kota Sungai Penuh;
3. Rektor Universitas Jambi

CURRICULUM VITAE



Name : JULIANTI
Gender : Female
Date of Birth : Pugu, July 24th, 1997
Campus : IAIN Kerinci
Major : English Education
Religion : Islamic
Address : Hamparan Pugu, Semurup
E-mail : juliantiing97@gmail.com

EDUCATION	
2004 – 2010	SD Negeri 306/III pugu
2010 – 2013	SMP Negeri 1 Kerinci
2013 – 2016	SMA Negeri 2 Kerinci
2016 – Now	IAIN Kerinci

Sungai Penuh,
2020



JULIANTI
NIM: 1610203039