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APPENDIXES

SILABUS

Mata Pelajaran : Bahasa Inggris

Kelas/Semest : XII/1

Satuan Pendidikan : MAN 1 Probolinggo

Kompetensi Inti:

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, 88rocedural dan proaktif, sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan 88roced dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, dan menganalisis pengetahuan Procedu, konseptual,procedural, 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 Procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Nilai Karakter	Alokasi Waktu	Sumber Belajar	Penilaian
My I Help You?							
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menawarkan jasa, serta menanggapinya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>May I help</i>	My I Help You?	3.1.1 Mengidentifikasi struktur teks dan unsur kebahasaan pada teks menawarkan jasa serta menanggapinya sesuai dengan konteks penggunaannya 3.1.2 Menyebutkan fungsi sosial ungkapan-ungkapan untuk	- Mencermati beberapa interaksi yang melibatkan penawaran jasa dalam/dengantampila n visual (gambar, video) - Mengidentifikasid engan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang	- Religius - Mandiri - Gotong royong - Kejujuran - Kerja keras - Percaya diri - Kerja sama	6 JP	- Buku Pegangan Guru mata Pelajaran Bahasa Inggris Kelas XII Revisi 2018 - Buku Pegangan Siswa mata	- Lisan - Tertulis - Penugasan - Portofolio - Praktik

<i>you? What can I do for you?, What if ...?)</i> 4.1 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan menawarkan jasa, dan menanggapinya dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai dengan konteks		menawarkan jasa serta menanggapinya 3.1.3 Membedakan ungkapan-ungkapan yang digunakan dalam ungkapan menawarkan jasa serta menanggapinya sesuai dengan konteks penggunaannya. 4.1.1 Merespon teks lisan mengenai ungkapan menawarkan jasa serta responnya 4.1.2 Membuat percakapan tertulis untuk memaparkan, menanyakan, dan merespon ungkapan menawarkan jasa serta responnya. 4.1.3 Mendemonstrasikan percakapan mengenai ungkapan menawarkan jasa serta responnya.	ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya • Diberikan beberapa situasi, menyiapkan interaksi untuk bermain peran yang melibatkan penawaran jasa dan pelaksanaannya • Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. • Melakukan refleksi tentang proses dan hasil belajar.			Pelajaran Bahasa Inggris Kelas XII Revisi 2018	
Why Don't You Visit Seattle?							
3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks	Why Don't You Visit Seattle?	3.5.1 Mengidentifikasi struktur teks pada teks untuk menyatakan	• Menyimak dan menirukan beberapa contoh interaksi	➤ Religius ➤ Mandiri ➤ Gotong royong	6 JP	• Buku Pegangan Guru mata	• Lisan • Tertulis • Penugasan

interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan if dengan imperative, can, should). 4.5 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.		dan menanyakan tentang diikuti oleh perintah/saran, sesuai dengan konteks penggunaannya 3.5.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan if dengan imperative, can, should) 3.5.3 Menemukan unsur kebahasaan pada teks untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang, sesuai	pengandaian diikuti oleh perintah/saran, yang diperagakan dengan ucapan dan tekanan kata yang benar. • Mengidentifikasi ungkapan pengandaian dengan saran dari contoh-contoh yang ada, dilihat dari isi dan cara pengungkapannya. • Bertanya dan mempertanyakan terkait fungsi sosial/struktur teks/unsur kebahasaan yang digunakan dalam interaksi yang dipelajari. • Mencoba secara mandiri secara lisan dan tertulis melakukan tindakan komunikatif terkait pengandaian. • Membandingkan fungsi sosial, struktur	➤ Kejujuran ➤ Kerjakeras ➤ Percayadiri ➤ Kerjasa ma		Pelajaran Bahasa Inggris Kelas XII Revisi 2018 • Buku Pegangan Siswa mata Pelajaran Bahasa Inggris Kelas XII Revisi 2018	• Portofolio • Praktik
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		dengan konteks penggunaannya 4.5.1 Melakukan percakapan tertulis untuk memaparkan, menanyakan, dan merespon ungkapan menyatakan dan menanyakan tentang keharusan dan responnya. 4.5.2 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengandaian diikuti oleh perintah/saran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	teks, dan unsur kebahasaan terkait dengan pengandaian sesuai dengan konteks penggunaannya. • Melakukan tindakan memberi dan meminta informasi terkait pengandaian • Melakukan refleksi tentang proses dan hasil belajarnya.				
Creating Captions							
3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk teks	Creating Captions	3.3.1 Menjelaskan fungsi social beberapa teks khusus dalam bentuk teks caption, dengan memberi	• Mencermati beberapa caption beserta fotonya dari koran • Menyimak dan menirukan guru	➤ Religius ➤ Mandiri ➤ Gotong royong ➤ Kejujuran ➤ Kerjakeras	4 JP	• Buku Pegangan Guru mata Pelajaran Bahasa	• Lisan • Tertulis • Penugasan • Portofolio • Praktik

caption, dengan memberi dan meminta informasi terkait gambar/foto/tabel/grafik/ bagan, sesuai dengan konteks penggunaannya			dan meminta informasi terkait gambar/ foto/ tabel/ grafik/ bagan, sesuai dengan konteks penggunaannya	membacakan semua caption, dan ucapan dan tekanan kata yang benar.	➤ Percayadiri ➤ Kerjasa ma		Inggris Kelas XII Revisi 2018	
4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk caption terkait gambar/ foto/ tabel/ grafik/ bagan.		3.3.2 Mengidentifikasi struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk teks caption, dengan memberi dan meminta informasi terkait gambar/foto/tabel/g rafik/bagan, sesuai dengan konteks penggunaannya	3.3.2 Mengidentifikasi struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk teks caption, dengan memberi dan meminta informasi terkait gambar/foto/tabel/g rafik/bagan, sesuai dengan konteks penggunaannya	• Mencermati satu tabel yang menganalisis unsur-unsur caption, bertanya jawab, dan kemudian menerapkannya untuk menganalisis beberapa caption lainnya • Mengumpulkanbeber apa caption dari koran beserta gambar/foto/tabel/gra fik/bagan. Dalam kerja kelompok: saling membacakan, menganalisis dengan tabel			• Buku Pegangan Siswa mata Pelajaran Bahasa Inggris Kelas XII Revisi 2018	
4.3.2 Menyusun teks khusus dalam bentuk teks caption terkait gambar/ foto/ tabel/ grafik/ bagan, dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks		3.3.3 Menjelaskan unsur kebahasaan beberapa teks khusus dalam bentuk teks caption, dengan memberi dan meminta informasi terkait gambar/foto/tabel/g rafik/bagan, sesuai dengan konteks	3.3.3 Menjelaskan unsur kebahasaan beberapa teks khusus dalam bentuk teks caption, dengan memberi dan meminta informasi terkait gambar/foto/tabel/g rafik/bagan, sesuai dengan konteks	• Membuat caption untuk beberapa foto pribadi: Menggunakan tabel yang sama, merancang untuk membuat caption foto-foto tersebut • Menempelkan di				

		4.3.1.1 penggunaannya Menyajikan makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk caption terkait gambar/foto/tabel/grafik/bagan 4.3.2.1 Membuat teks khusus dalam bentuk teks caption terkait gambar/foto/tabel/grafik/bagan, dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks 4.3.2.2 Mempresentasikan teks khusus dalam bentuk teks caption terkait gambar/foto/tabel/grafik/ bagan, dengan memerhatikan	dinding kelas untuk dibaca temannya • Membahas captionnya dengan teman dan guru yang datang membaca • Melakukan refleksi tentang proses dan hasil belajarnya				
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		fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks					
Do You Know How to Apply for a Job?							
3.2 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat lamaran kerja, dengan memberi dan meminta informasi terkait jati diri dan latar belakang pendidikan/pengalaman kerja, sesuai dengan konteks penggunaannya. 4.2.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat lamaran kerja, yang memberikan informasi antara lain terkait jati diri dan latar belakang pendidikan/pengalaman kerja.	Do You Know How to Apply for a Job?	3.2.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat lamaran kerja, dengan memberi dan meminta informasi terkait jati diri, latar belakang pendidikan/pengalaman kerja, sesuai dengan konteks penggunaannya 3.2.2 Mengidentifikasi struktur teks pada surat lamaran kerja. 3.2.3 Menyimpulkan fungsi sosial surat lamaran kerja. 3.2.4 Menemukan unsur kebahasaan pada surat lamaran kerja 4.2.1.1 Menangkap makna secara kontekstual	• Menyimak dan menirukan guru membacakan beberapa surat lamaran dengan ucapan, dan tekanan kata yang benar. • Mengaitkan kualifikasi dengan pekerjaan yang dilamar, dan membahas kesesuaiannya • Mencermati perbedann dan persamaan kalimat-kalimat pembuka, pernyataan kualifikasi, dan bagian-bagian lainnya • Dengan mengambil kalimat-kalimat dari surat-surat lamaran yang telah dipelajari maupun	➢ Religius ➢ Mandiri ➢ Gotong royong ➢ Kejujuran ➢ Kerjakeras ➢ Percayadiri ➢ Kerja sama	8 JP	• Buku Pegangan Guru mata Pelajaran Bahasa Inggris Kelas XII Revisi 2018 • Buku Pegangan Siswa mata Pelajaran Bahasa Inggris Kelas XII Revisi 2018	• Lisan • Tertulis • Penugasan • Portofolio • Praktik

4.2.2 Menyusun teks khusus surat lamaran kerja, yang memberikan informasi antara lain terkait jati diri dan latar belakang pendidikan/pengalaman kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.		terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat lamaran kerja, yang memberikan informasi antara lain terkait jati diri dan latar belakang pendidikan/pengalaman kerja. 4.2.2.1 Menyajikan teks khusus surat lamaran kerja, yang memberikan informasi antara lain terkait jati diri dan latar belakang pendidikan/pengalaman kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. 4.2.2.2 Mempresentasikan teks khusus surat lamaran kerja, yang	lainnya, memilih untuk membuat setiap bagian surat lamaran kerja disesuaikan dengan persyaratan yang tertera di iklan lowongan kerja • Bertukar dengan tiga teman untuk membahas kualitas surat masing-masing, saling memberi masukan untuk perbaikan • Melakukan refleksi tentang proses dan hasil belajar				
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		memberikan informasi antara lain terkait jati diri dan latar belakang pendidikan/ pengalaman kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks					
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Mengetahui

Teacher

Mutammimatul Fauziah M, Ed

Probolinggo, 01 November 2021

Researcher

Lailatul Fitria

LESSON PLAN

School	: MAN 1 Probolinggo
Subjects	: English
Class / Semester	: XII/1 (one)
Academic Year	: 2021/2022
Main Subject	: Reading Comprehension
Material	: Why don't you visit seattle
Time Allocation	: 3 x 45 Minutes

A. STANDARD OF COMPETENCIES

Understand, apply, analyze and evaluate factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, statehood, and related civilizations causes of phenomena and events, and applying knowledge procedural in a specific field of study according to their talents and interests to solve problems.

B. BASIC COMPETENCY

3.5 Apply social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to presuppositions followed by orders/suggestions, according to the context of their use.

C. INDICATOR

- 1.5.1 Identify the structure of the text in the text to state and ask about followed by commands/suggestions, according to the context of its use
- 1.5.2 Analyzing social functions, text structures, and linguistic elements of spoken and written transactional interaction texts involving the act of giving and asking for information related to presuppositions followed by orders/suggestions, according to the context of their use
- 1.5.3 Finding linguistic elements in the text to state and ask about presuppositions if a situation/event/event occurs in the future, according to the context of its use

D. LEARNING TECHNIQUE

- 1. Storytelling technique

E. MEDIA AND LEARNING SOURCES

- 1. Media : Whiteboard, marker and fable text.
- 2. Learning Resources: Revised 2018 Class XII English Teacher Handbook and the 2018 Revised Class XII English Student Handbook written by Utami Widiati, Zuliati Rohmah, Furaidah and published by the Center for Curriculum and Books, Balitbang, Ministry of Education and Culture.

F. STEP LEARNING

First Meeting

A. Introductory Activity (5 Minutes)

- The teacher prepares students to start the learning process by open the class with greetings and praying.
- The teacher greets the students such asking student condition and fill attendance list.
- The teacher introduces herself and let students ask about herself.
- The teacher gets to know the students by asking them to introduce themselves in English.
- The teacher informs that today they will conduct a pre-test.

B. Core Activities (35 Minutes)

- The teacher distributes the pre-test questions.
- The students do the pre-test questions.
- The teacher supervise students in doing pre-test questions.
- The teacher asks students to review and correct their answer before collecting the pre-test.
- The teacher asks student to collect their answer.

C. Closing (5 Minutes)

- The teacher gives students the opportunity to ask questions.
- The teacher greets and closes the meeting.

Second Meeting

A. Introductory Activity (5 Minutes)

- The teacher prepares students to start the learning process by open the class with greetings and praying.
- The teacher greets the students such asking student condition and fill attendance list.
- Reviewing a bit of the previous material.
- Inform about learning objectives and materials that will be learned.

B. Core Activities (35 Minutes)

- The teacher distributes the material to all students.
- The teacher asks students to read the text entitle “Ten Little Cookies”
- The teacher asks one of student to guide her friends to read loudly.
- The teacher asks students to make a group with their seatmate to discuss and guess the meaning of the text.
- The teacher asks the meaning of the text to every group.
- The teacher invites the student to describe setting and events in the text.
- The teacher asks students to retell the text depend on their understanding.
- The teacher asks questions relate to the text to know whether students have comprehended the text or not.

C. Closing (10')

- The teacher gives students the opportunity to ask questions.

- The teacher invites students to review the schema concept in pre-reading and correct it by matching it with the text they have read.
- Teachers and students make conclusions about the material that has been studied.
- The teacher greets and closes the meeting.

Third Meeting

A. Introductory Activity (5 Minutes)

- The teacher prepares students to start the learning process by open the class with greetings and praying.
- The teacher greets the students such asking student condition and fill attendance list.
- Reviewing a bit of the previous material.
- Invite students to predict the material that will be learned.
- Inform about learning objectives and materials that will be learned.

B. Core Activities (35 minutes)

- The teacher distributes the material to all students.
- The teacher asks students to read the text entitle “A Big White Hen”
- The teacher asks one of student to guide her friends to read loudly.
- The teacher asks students to make a group with their seatmate to discuss and guess the meaning of the text.
- The teacher asks the meaning of the text to every group.
- The teacher invites the student to describe setting and events in the text.
- The teacher asks students to retell the text depend on their understanding.
- The teacher asks questions relate to the text to know whether students have comprehended the text or not.

C. Closing (5 minutes)

- The teacher gives students the opportunity to ask questions.
- The teacher invites students to review the schema concept in pre-reading and correct it by matching it with the text they have read.
- Teachers and students make conclusions about the material that has been studied.
- The teacher greets and closes the meeting.

Fourth Meeting

D. Introductory Activity (5 Minutes)

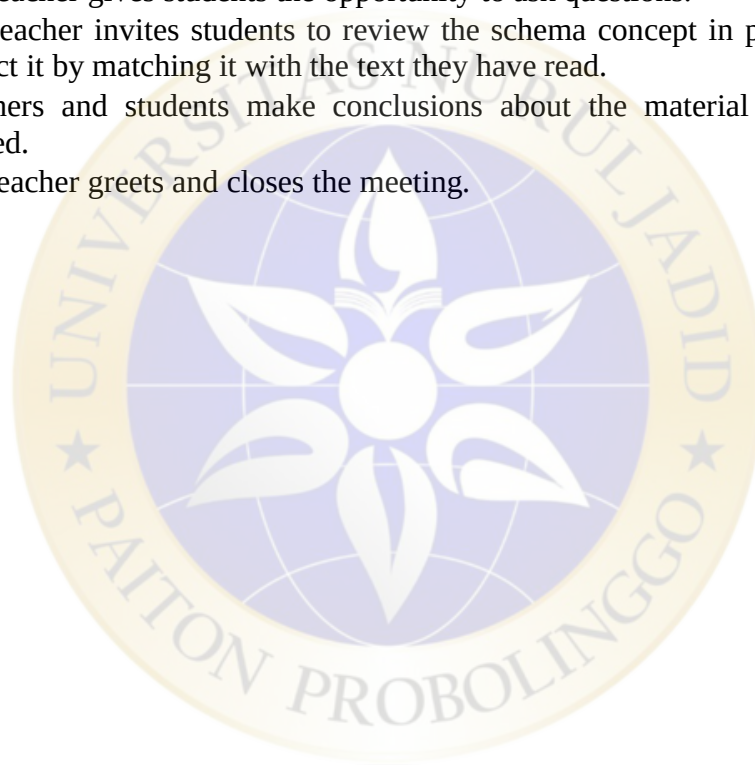
- The teacher prepares students to start the learning process by open the class with greetings and praying.
- The teacher greets the students such asking student condition and fill attendance list.
- Reviewing a bit of the previous material.
- Invite students to predict the material that will be learned.
- Inform about learning objectives and materials that will be learned.

E. Core Activities (35 minutes)

- The teacher distributes the material to all students.
- The teacher asks students to read the text entitled “Hide and Seek”
- The teacher asks one of the students to guide her friends to read loudly.
- The teacher asks students to make a group with their seatmate to discuss and guess the meaning of the text.
- The teacher asks the meaning of the text to every group.
- The teacher invites the student to describe setting and events in the text.
- The teacher asks students to retell the text depending on their understanding.
- The teacher asks questions related to the text to know whether students have comprehended the text or not.

F. Closing (5 minutes)

- The teacher gives students the opportunity to ask questions.
- The teacher invites students to review the schema concept in pre-reading and correct it by matching it with the text they have read.
- Teachers and students make conclusions about the material that has been studied.
- The teacher greets and closes the meeting.



LESSON PLAN

School	: MAN 1 Probolinggo
Subjects	: English
Class / Semester	: XII/1 (one)
Academic Year	: 2021/2022
Main Subject	: Reading Comprehension
Material	: Creating Caption
Time Allocation	: 3 x 45 Minutes

A. STANDARD OF COMPETENCIES

3. Understand, apply, analyze and evaluate factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, statehood, and related civilizations causes of phenomena and events, and applying knowledge procedural in a specific field of study according to their talents and interests to solve problems.
4. Processing, reasoning, presenting, and creating in the concrete and abstract realms related to the development of what they learn in school independently and acting effectively and creatively, and being able to use methods according to scientific rules.

B. BASIC COMPETENCY

- 1.3. Distinguishing social functions, text structure, and linguistic elements of several special texts in the form of caption text, by giving and asking for information related to pictures/photos/tables/graphs/charts, according to the context of their use.
- 4.3.1 Capturing contextual meaning related to social functions, text structures, and linguistic elements of special texts in the form of captions related to pictures/ photos/ tables/ graphs/ charts.

C. INDICATOR

- 1.3.1 Explaining the social function of some special texts in the form of caption text, by giving and asking for information related to pictures/photos/ tables/ graphs/ charts, according to the context of their use.
- 1.3.2 Identify the structure of the text, and the linguistic elements of some special texts in the form of caption text, by giving and asking for information related to pictures/photos/tables/graphs/charts, according to the context of their use.
- 1.3.3 Explaining the linguistic elements of some special texts in the form of caption text, by giving and asking for information related to pictures/photos/ tables/ graphs/ charts, according to the context of their use.
- 4.3.1.1 Presenting contextual meaning related to social functions, text structure, and linguistic elements of special texts in the form of captions related to pictures/photos/tables/graphs/charts.

D. LEARNING METHODS

1. Storytelling technique

E. MEDIA AND LEARNING SOURCES

5. Media : Whiteboard, marker and fable text.
6. Learning Resources: Revised 2018 Class XII English Teacher Handbook and the 2018 Revised Class XII English Student Handbook written by Utami Widiati, Zuliati Rohmah, Furaidah and published by the Center for Curriculum and Books, Balitbang, Ministry of Education and Culture.

F. STEP LEARNING

Fifth Meeting

A. Introductory Activity (5 minutes)

- The teacher prepares students to start the learning process by open the class with greetings and praying.
- The teacher greets the students such asking student condition and fill attendance list.
- Reviewing a bit of the previous material.
- Invite students to predict the material that will be learned.
- Inform about learning objectives and materials that will be learned.

B. Core Activities (35 minutes)

- The teacher distributes the material to all students.
- The teacher asks students to pay attention to the images and read the notice text.
- The teacher asks one of student to guide her friends to read loudly.
- The teacher asks students to make a group with their seatmate to discuss and guess the images and the meaning of the text.
- The teacher asks the meaning of the text to every group.
- The teacher invites the student to describe setting and events in the text.
- The teacher asks students to retell the text depend on their understanding.
- The teacher asks questions relate to the text to know whether students have comprehended the text or not.

C. Closing (5 minutes)

- The teacher gives students the opportunity to ask questions.
- The teacher invites students to review the schema concept in pre-reading and correct it by matching it with the text they have read.
- Teachers and students make conclusions about the material that has been studied.
- The teacher greets and closes the meeting.

Sixth Meeting

A. Introductory Activity (5 Minutes)

- The teacher prepares students to start the learning process by open the class with greetings and praying.

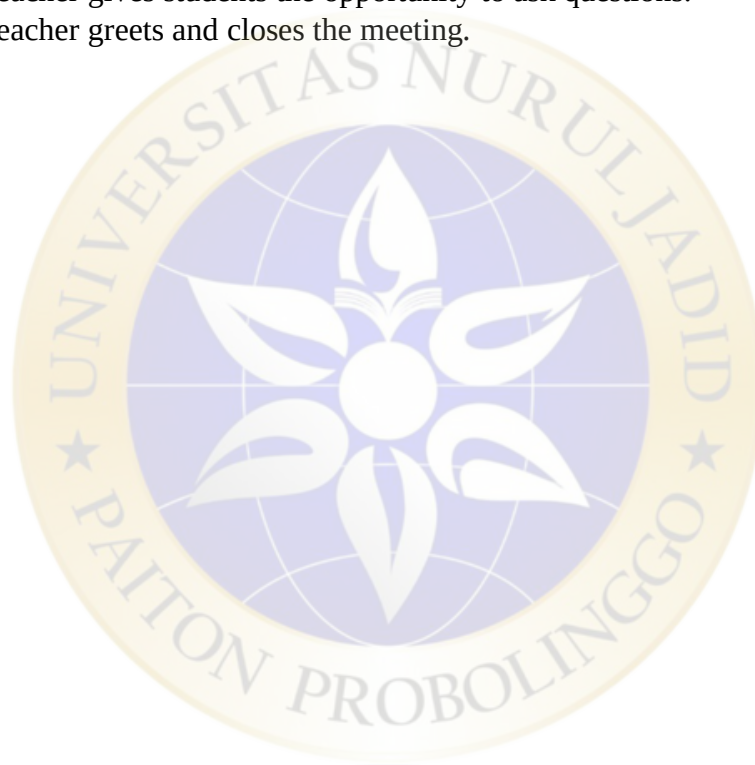
- The teacher greets the students such asking student condition and fill attendance list.
- Reviewing a bit of the previous material.
- The teacher informs that today they will conduct a post-test.

B. Core Activities (35 minutes)

- The teacher distributes the post-test questions.
- The students do the post-test questions.
- The teacher supervise students in doing post-test questions.
- The teacher asks students to review and correct their answer before collecting the post-test.
- The teacher asks student to collect their answer.

C. Closing (5 minutes)

- The teacher gives students the opportunity to ask questions.
- The teacher greets and closes the meeting.



STORYTELLING

Ten Little Cookies

Ten little cookies, brown and crisp and fine— Grandma gave Baby one; then there were nine. Nine little cookies on a china plate— Betty took a small one; then there were eight. Eight little cookies, nice and round and even— The butcher boy ate one; then there were seven. Seven little cookies, much liked by chicks— The old hen ate one, then there were six. Six little cookies, when grandma went to drive— Betty had another one; then there were five. Five little cookies, placed too near the door— The little doggie ate one; then there were four. Four little cookies, brown as brown could be— Grandma took one for herself, then there were three. Three little cookies— when grandpa said, “I too, would like a very little one”; then there were two. Two little cookies— fast did Betty run to give one to her mamma; then there was one. One little cookie— and now our story is done. Baby Jane ate the last; then there was none.

Quiz:

1. How many cookies were left after the butcher boy ate one?
2. Who ate the cookie placed near the door?
3. What kind of cookie did Grandpa eat?
4. How many cookies did Betty eat in all?

Answer:

1. How many cookies were left after the butcher boy ate one?
There were seven cookies left after the butcher boy ate one.
2. Who ate the cookie placed near the door?
The little doggie ate the cookie placed near the door.
3. What kind of cookie did Grandpa eat?
Grandpa ate a little cookie.

4. How many cookies did Betty eat in all?

Betty ate one cookie.

A Big White Hen

A Big White Hen There was once a big, white hen that had twelve little chickens. They were very small, and the old hen took good care of them. She found food for them in the daytime and at night kept them under her wings. One day, the old hen took her chickens down to a small brook. She thought some fresh air and the water would do them good. When they got to the brook, they walked on the bank a little while. It was very pretty on the other side of the brook, and the old hen thought she would take her chickens over there. There was a large stone in the brook; she thought it would be easy for them to jump to that stone and from it to the other side. So she jumped to the stone and told the children to come after her. For the first time, she found that they would not obey her. She flapped her wings, and cried, "Come here, all of you! Jump upon this stone as I did. We can then jump to the other side. Come now!" "O Mother! We can't, we can't, we can't!" said all the little chickens. "Yes you can if you try," said the old hen. "Just flap your wings as I did, and you can jump over." "I am flapping my wings," said Chippy, who stood by himself, "but I can't jump any better than I could before." The chickens' wings were simply too small to jump across.

Quiz:

1. How many chickens does the hen have?
2. What did the hen find in the brook?
3. How should the chickens try to jump?
4. Why don't the chickens obey the hen?

Answer:

1. How many chickens does the hen have?
The hen has twelve chickens.

2. What did the hen find in the brook?

She found a large stone in the brook.

3. How should the chickens try to jump?

They should flap their wings to jump.

4. Why don't the chickens obey the hen?

The chicken could not jump, despite flapping their wings. Their wings are too small to jump

Hide and Seek

"Come boys, what shall we do? Let's play hide and seek," suggested Fred. "Oh yes! That will be fun for all of us. Who will shut his eyes? Fred, will you shut your eyes?" asked Roy. "Yes, I'll shut my eyes while you all go and hide," replied Fred. Then Fred stood by the tree and shut his eyes, and the other boys ran off to hide. Pretty soon Fred shouted, "Boys, are you all hidden? Well, here I go. One, two, three, here I come!" Fred started to look for the hidden boys. He spotted Andrew hiding in a box. "Ha! I found you, Andrew. You are in that box!" shouted Fred. Then Fred said to Roy, "I found you, Roy. You are under the sofa." Fred could not find Frank. Fred kept looking and then saw Frank behind the curtain. "Oh there he is! I found you, Frank. Come out from behind the curtain. I see your black shoes!" shouted Fred. Now it was Andrew's turn to stand by the door and shut his eyes while the other boys hid.

Quiz:

1. Who is the first person to close his eyes and seek?
2. Where was Roy hiding?
3. What is Frank wearing that others can see?
4. How many boys are playing the game all together?

Answer:

1. Who is the first person to close his eyes and seek?
Fred is the first person to close his eyes and seek.
2. Where was Roy hiding?

Roy was hiding under the sofa.

3. What is Frank wearing that others can see?

Frank is wearing black shoes that others can see.

4. How many boys are playing the game all together?

Four boys are playing: Fred, Roy, Andrew and Frank.



Question of the test

Please answer the following questions correctly.



1. What does the Notice mean?
 - a. Do not throw rubbish in the room
 - b. Do not sleep in the room
 - c. Do not destroy everything in the room
 - d. Do not speak in the room



2. Where can you find the notice below?
 - a. At school
 - b. In library
 - c. In a room
 - d. At college



3. What is the notice about?
 - a. An order to keep clean
 - b. An invitation to clean hands
 - c. An appeal to maintain hygiene
 - d. An appeal to have a clean environment



4. What is the caution about?
- Telling people to plug in the wire
 - Forbidding people to touch the wire
 - Explaining why the wire is dangerous
 - Telling people how to connect the wire



5. What should we do after reading the notice?
- Keep the toilet clean
 - Help repair the toilet
 - Use the toilet on purpose
 - Use another toilet

The following text is for question 6 to 8.

Luca's grandpa lives on a farm. His grandpa has a big garden, and many animals. When Luca was little, he was afraid of the chickens. When he helped his grandpa feed the chickens, the chickens chased him, crying, "Cluck, cluck, cluck!" But his grandpa showed him how to shoo the chickens away with his hand, saying, "Shoo chicks, shoo chicks!" Luca still doesn't like the chickens much, but he isn't afraid of them now. He feels very grown up.

6. What is this whole story mostly about?
- Grandpa's garden
 - Luca's grandpa
 - Luca and the chickens
 - Luca's favorite animal
7. Which of these is a small piece of information from the story that makes the story more interesting?
- Luca drew a picture of the farm.
 - Luca doesn't like the chickens
 - Luca helped pick the vegetables.
 - The chickens said "Cluck, cluck, cluck!"
8. Where does the story take place
- In the kitchen
 - In the garden
 - In the yard
 - In the river

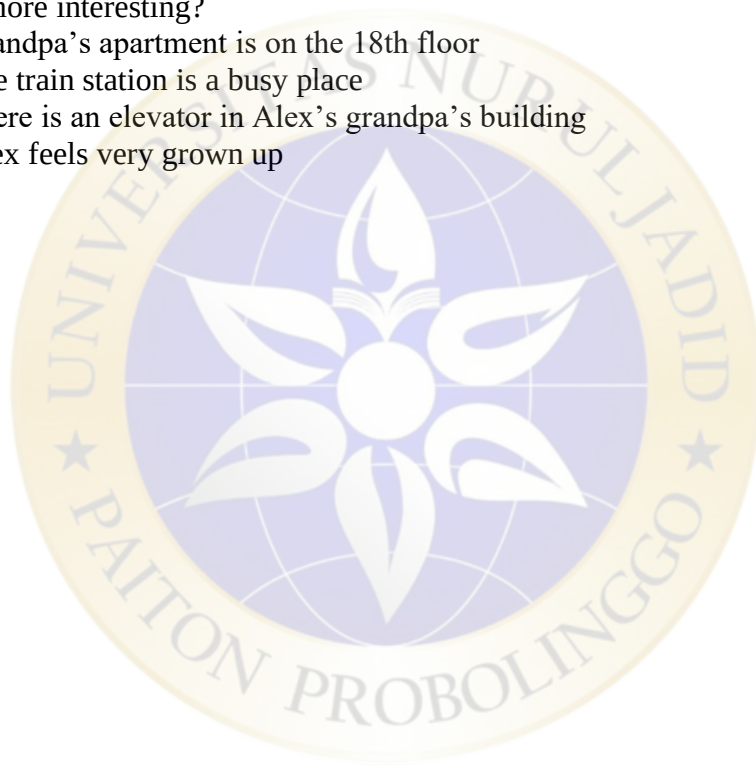
The following text is for question 9 to 10.

Alex's grandpa lives in a big city, on the 18th floor of an apartment building. From his grandpa's windows, Alex can see the whole city. Alex used to be afraid to look out the windows, because they were up so high. But his grandpa would sit with Alex, and point out all the interesting things in the city. Now, Alex likes to look out his grandpa's windows. He can see the library, the train station, and the park. He feels very grown up.

9. What is this whole story mostly about?
 - a. Alex takes a train ride
 - b. Alex rides the elevator
 - c. Alex's grandpa
 - d. Alex and his grandpa's windows
10. Which of these is a small piece of information from the story that makes the story more interesting?
 - a. Grandpa's apartment is on the 18th floor
 - b. The train station is a busy place
 - c. There is an elevator in Alex's grandpa's building
 - d. Alex feels very grown up

Answer:

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



Reliability of the test

NO	NAME	NUMBER OF ITEM/SCORE										TOTAL SCORES OF EACH STUDENTS	PERCENTAGE	X-Mean	Squared	Decision
		1	2	3	4	5	6	7	8	9	10					
		1	1	1	1	1	1	1	1	1	1					
1	Zilqi Auliyatul Faizah	1	1	1	1	1	1	1	1	0	1	9	90	30	900	PASS
2	Qurratul A'yuni	1	1	1	1	1	1	1	1	0	1	9	90	30	900	PASS
3	Divia maulidah	1	1	1	1	1	1	1	1	1	0	9	90	30	900	PASS
4	Situ Nur Aini	1	1	1	0	0	1	1	1	1	1	8	80	20	400	PASS
5	Lusifatul Mawaddah	1	1	0	1	0	1	1	1	1	1	8	80	20	400	PASS
6	Raifatul Maula	1	1	1	0	0	1	1	1	1	1	8	80	20	400	PASS
7	Nadia Kholifatul Khoir	1	1	1	1	1	0	1	1	1	0	8	80	20	400	PASS
8	Dian Sofiyaitul Akmala	1	1	0	0	0	1	1	1	1	1	7	70	10	100	FAIL
9	Faridatul Mukarromah	1	1	1	1	1	1	0	1	0	0	7	70	10	100	FAIL
10	Umi Kulsum	1	1	1	1	0	1	0	1	0	1	7	70	10	100	FAIL
11	Risco AgustinMagenanda	0	1	1	0	1	1	1	0	1	1	7	70	10	100	FAIL
12	Nuril Qomariyah	1	1	1	0	0	1	0	1	1	0	6	60	0	0	FAIL
13	Umi nadiratul laili	1	0	0	1	1	0	1	1	0	1	6	60	0	0	FAIL
14	Robiatul Adawiyah	1	1	1	1	0	1	0	0	1	0	6	60	0	0	FAIL
15	Jihan Kholidah	1	0	0	1	0	1	1	1	0	1	6	60	0	0	FAIL
16	Gita puspita Sari	1	1	1	0	0	0	0	0	1	1	5	50	-10	100	FAIL

17	Lovi Sagitariati	1	1	1	0	1	1	0	0	0	0	5	50	-10	100	FAIL
18	Milin Umrotul Ummah	0	1	1	0	1	0	1	1	0	0	5	50	-10	100	FAIL
19	Dina sofiyatil Akmala	1	1	0	0	0	1	0	1	0	0	4	40	-20	400	FAIL
20	Siti Maryam	1	1	0	1	0	1	0	0	0	0	4	40	-20	400	FAIL
21	Kudrotun Aini	1	0	1	0	0	1	0	1	0	0	4	40	-20	400	FAIL
22	Siti Zulaikha	0	1	0	0	1	0	1	0	0	0	3	30	-30	900	FAIL
23	Dwi Wulandari Sugardiyanti	1	0	0	0	1	0	0	0	1	0	3	30	-30	900	FAIL
24	Dwi Nurul Hidayati	0	0	0	1	0	1	0	1	0	0	3	30	-30	900	FAIL
25	Pitriyatul Hasanah	0	1	0	1	0	1	0	0	0	0	3	30	-30	900	FAIL
26													1500	0	9800	

mean 60
variance 392
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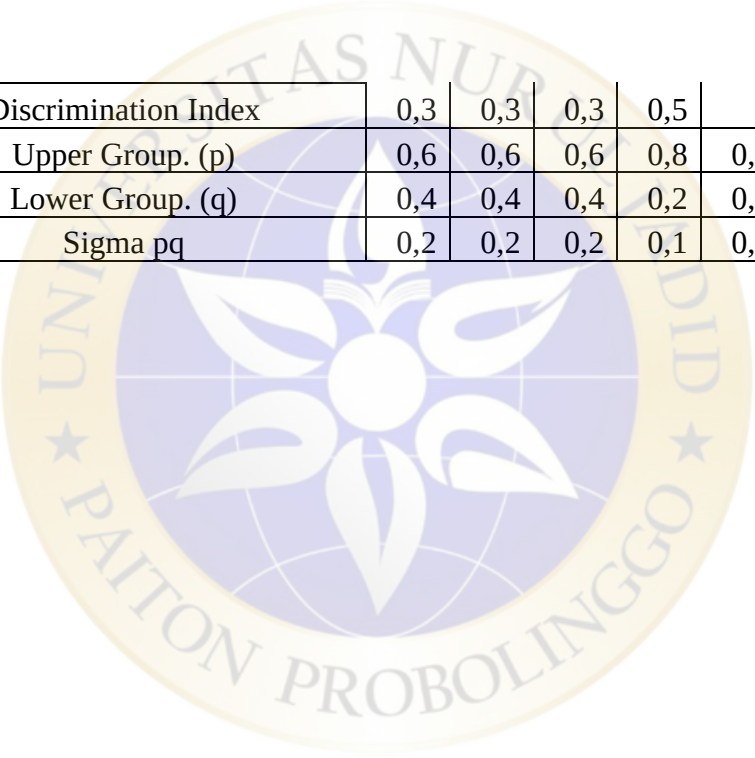
DISCRIMINATION INDEX

UPPER LEVEL

Rank/Items											
1	Zilqi Auliyatul Faizah	1	1	1	1	1	1	1	1	1	0
2	Qurratul A'yuni	1	1	1	1	1	1	1	1	0	1
3	Divia maulidah	1	1	1	1	1	1	1	1	1	0
4	Situ Nur Aini	1	1	1	0	0	1	1	1	1	1
5	Lusifatul Mawaddah	1	1	0	1	0	1	1	1	1	1
6	Raifatul Maula	1	1	1	0	0	1	1	1	1	1
7	Nadia Kholifatul Khoir	1	1	1	1	1	0	1	1	1	0
8	Dian Sofiyaitul Akmala	1	1	0	0	0	1	1	1	1	1
Sum of scores		8	8	6	5	4	7	8	8	7	5

UNDER LEVEL

Rank/Items											
16	Gita puspita Sari	1	1	1	0	0	0	0	0	1	1
17	Lovi Sagitariati	1	1	1	0	1	1	0	0	0	0
18	Milin Umrotul Ummah	0	1	1	0	1	0	1	1	0	0
19	Dina sofiyatil Akmala	1	1	0	0	0	1	0	1	0	0
20	Siti Maryam	1	1	0	1	0	1	0	0	0	0
21	Kudrotun Aini	1	0	1	0	0	1	0	1	0	0
22	Siti Zulaikha	0	1	0	0	1	0	1	0	0	0
23	Dwi Wulandari Sugardiyanti	1	0	0	0	1	0	0	0	1	0
		6	6	4	1	4	4	2	3	2	1



Discrimination Index	0,3	0,3	0,3	0,5	0	0,4	0,8	0,6	0,6	0,5
Upper Group. (p)	0,6	0,6	0,6	0,8	0,5	0,6	0,8	0,7	0,8	0,8
Lower Group. (q)	0,4	0,4	0,4	0,2	0,5	0,4	0,2	0,3	0,2	0,2
Sigma pq	0,2	0,2	0,2	0,1	0,3	0,2	0,2	0,2	0,2	0,1

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Table of Observation Checklist

No	Statement	Meeting					
		1	2	3	4	5	6
1.	The researcher prepares the materials well	√	√	√	√	√	√
2.	The researcher can control the condition of classroom	√	x	√	√	√	√
3.	Asking student's difficulties	√	√	√	√	√	√
4.	Manage time effectively	√	x	√	√	√	√
5.	Providing an evaluation after the lesson	√	x	√	√	√	√
6.	Students pay attention to the researcher's explanation	x	x	√	√	√	√
7.	Students understand the story text	√	√	√	√	√	√
8.	Students answer the question of quiz correctly	√	√	√	√	√	√
9.	Students are brave storytelling, ask and answer	√	x	x	√	√	√
10.	Students are noisy during the learning activities	√	x	√	√	√	√
11.	Students are excited during the learning activities	√	√	√	√	√	√
12.	Students become more active during the learning activities	√	√	√	√	√	√

The Student's Score of Pre-test and Post-test

Student	Pre-test	Decision	Post-test	Decision
ZAF	90	PASS	90	PASS
QA	90	PASS	80	PASS
DM	90	PASS	90	PASS
SNA	80	PASS	90	PASS
LM	80	PASS	90	PASS
RM	80	PASS	90	PASS
NKK	80	PASS	90	PASS
DSA	70	FAIL	80	PASS
FM	70	FAIL	80	PASS
UK	70	FAIL	80	PASS
RAM	70	FAIL	80	PASS
NQ	60	FAIL	80	PASS
UNL	60	FAIL	80	PASS
RA	60	FAIL	70	FAIL
JK	60	FAIL	80	PASS
GPS	50	FAIL	80	PASS
LS	50	FAIL	90	PASS
MUU	50	FAIL	70	FAIL
DSA	40	FAIL	80	PASS
SM	40	FAIL	70	FAIL

KA	40	FAIL	70	FAIL
SZ	30	FAIL	60	FAIL
DWS	30	FAIL	80	PASS
DNH	30	FAIL	80	PASS
PH	30	FAIL	80	PASS
Total	1500		2010	
Avarage	60		80,4	



The Picture of Learning Activity

