DEVELOPING STUDENTS' VOCABULARY THROUGH READING HUMOR STORY AT THE SECOND GRADE SMAN 4 PALOPO

IAIN PALOPO

A THESIS

Submitted to the English Study Program of S1 Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies of Palopo in Partial Fulfillment of Requirement for S.Pd Degree in English Education

By,

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ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) PALOPO
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**ENGLISH STUDY PROGRAM OF TARBIYAH AND TEACHER TRAINING
OF STATE INSTITUTE FOR ISLAMIC STUDENTS
(IAIN) PALOPO
2016**

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CHAPTER I

INTRODUCTION

AA. Background

English is an international an language is used by people all over the world and every person learn it because it is very important and the large number of non native speaker who use it for part of their international contact. English is used as a trade, tourism and other important international affairs. It is tool and medium to develop the language, people can talk everything such as culture, social, and politic. English is also the key to open the scientific and technical knowledge which is economic and political development of many countries in the world.

There are four skills in English lesson such as listening, reading, writing, and speaking. The English teacher must teach scout the four components of language. Those are vocabulary, structure and pronunciation vocabulary has an important role, because vocabulary is one of components in language and it is impossible to study reading, speaking, listening, and writing without having vocabularies. Children start school with a vocabulary which has been learned mainly from their contact with parents and the literacy environment at home, as well as their experiences with the wider world. A child's vocabulary at this age will largely be oral (i.e. worlds which they can understand when heard and use themselves) with some element of a reading

or writing vocabulary (i.e. words which they can understand when read, and words which they can write[1]

If the students have vocabulary in their mind, they can understand the meaning of the text and they can converse to others. But in the reality, many students cannot understand text and something miscommunication, because they do not have must vocabulary. Sometimes the English learners or students are lazy to memorize vocabulary. Even though they know the role in studying foreign language. Beside that the way to memorize words is not effective for them in this case the research should apply the apparel irate and technique to make teaching vocabulary much be better.

Humor story is a kind an anecdote it is short narrative of an interesting, or amusing, or biographical incident it can motivate students to reading, because it is interesting, enjoyable and funny for students

The advantage of using Humor:

1. Arise the students' attention

2. Give entertainment or enjoyment

3. Interesting

In the teaching English reading. Teacher should introduce the humor stories as an alternative way to give variation to the students in teaching and learning process, Reading consists of narrative, descriptive, procedure, news item, recount, and anecdote. The aim of the students learn reading, they have to know basic competence and achievement indicators in reading. Basic competence of reading: Understand

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[1] Sue Hackman, *Teaching Effective Vocabulary* (America: Department for children. 2008), p.

transactional discourse, interpersonal discourse, and oral monologue especially in the forms of descriptive, narrative, anecdote, analytical exposition, and hortatory exposition using oral language variation. And achievement indicators, Students can read continuous story, students can identify rhetorical moves of a text in the narrative, descriptive, and anecdote form, students can identify main ideas, Supporting ideas, and detailed information of the text, and students can identify and use the tense

Based on the research what I get in public senior high school SMAN 4 Palopo by means of text interviews with the developing vocabulary the methods reading humor stories students became interested and eager in learning so as make students can find vocabulary new in humor stories.[2]

Based on the assumption above, the researcher is interested to do a research entitle developing students vocabulary through reading humor stories.

BB. Problem Statement

Based on the problem above the writer the research question as follow:

Is the use of effective way in teaching vocabulary through reading humor stories at the eleventh year students of SMAN 4 Palopo

CC. Objective of the research

The objective of the research is to find out whether the reading humor stories elective or not developing student's vocabulary at the eleventh year students of SMAN 4 Palopo.

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[2] Thomas *, English teacher of SMAN 4 Palopo*, *Interview* at juli 2016
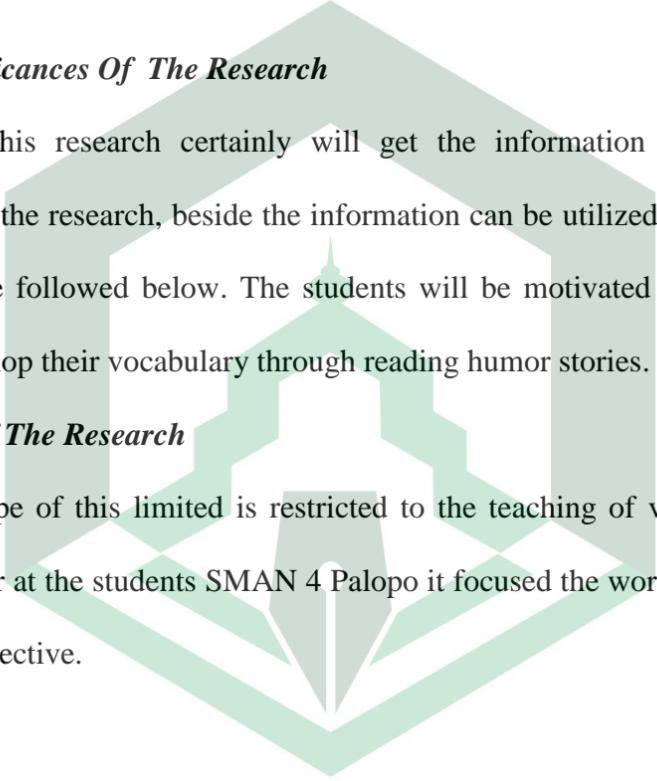
DD. ***Significances Of The Research***

Trough this research certainly will get the information and determine the conclusion of the research, beside the information can be utilized as some suggestion for people are followed below. The students will be motivated to learn English so they can develop their vocabulary through reading humor stories.

EE. Scope Of The Research

The scope of this limited is restricted to the teaching of vocabulary by using reading humor at the students SMAN 4 Palopo it focused the words such as on Noun, Verb, and Adjective.

CHAPTER II

A. *Previous Study*

Vocabulary as an essential component of all use of language. It would be impossible to learn a language without it. Vocabulary is one of the components of language that no language exits without words. Words are sign or symbols for ideas. They are the means by which people exchange their through. The more words we learn, the more ideas we should have, so we can communication the ideas more effectively.

According to Tarigan (1993:3) vocabularies are words that not easy change and it is difficult to adopt from the other language. It is indicates that in teaching or learning English vocabulary should uses an appropriate method.[3]

Besides that according to Harmer (1992: 154) vocabulary knowledge of words and word meanings. However, vocabulary is more complex that this definition suggest. First, words come in two forms; oral and point. Oral vocabulary includes two those words that we recognize and use in writing and reading. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write.[4]

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[3] Tarigan, *Pengajaran Kosakata*, (cent, I; Bandung; Angkasa, 1993), p.3.
[4] Jeremy Harmer, *The Proactive of English language Teaching*, (New York :Logman Publishing , 1992),p.154

According to Napa (1991:6) vocabulary is a code component of language practiciency and provides mush of the basis for how learners speaks, listen, writer and read.[5]

From the explanation above, the writer wants to try or does an experimental method to do a research about how to improve student's vocabulary.

Vocabulary seen as incident to the main purpose of language teach, namely the acquisition of grammatical knowledge about language about language.[6] Vocabulary was necessary to give students something to hang on when learning structure, but was frequently not a main focus for learning itself.

According to Ahmad Tholib Raya and Musda Mulia (1989:1) Vocabulary is the whole set of words used by a writer or speaker or a list of words used certain book arranged in alphabetical order.[7]

According to Hornby that vocabulary is:

a. Total number of words (either roles for combination them) make up the language

b. Range of words know to, or used by a person in a trade, profession, etc.

c. Book contains a list words used in a book etc- usually with definition or translation.[8]

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[5] Peter A. Napa, *Vocabulary Development Skills*, (Yogjakarta: Konsinius, 1991), p.6.

[6] Jeremy Harmer, *the Practice of English Language Teaching*, p. 154.

[7] Ahmad Tholib Raya and Musda Mulia*, Your Vocabulary and Idiom*, (Ujung Pandang , 1989). P.1

[8] Hornby, *Oxford Advance learners Dictionary Of Current* Englis, (Tokyo: Oxford University Press, 1974),p.1959

According to Manser that vocabulary is:

a.   Total number of words in language.

b.   Words known to a person.

c.   List of words with their meanings, especially at the back of a book used teaching a foreign language.[9]

According to Oxford dictionary that vocabulary is:

a.   A list or collection of words and phrase usually alphabetically arrange and explained or defined lexicon.

b.   A sum or stock of words employed by a language group individual or words in a field of knowledge.[10]

Besides that according Pieter A. Nopa, explains that vocabulary is one of the component of language and that language exist without words. Words are sign or symbols for ideas. There are means by which people exchange their through. The more words we learn, the more ideas we should have so we can communicate the ideas more effectively. More words we learn, the more ideas we should have so we can communicate ideas more effectively.[11]

[9] Martin H. Manser . *Oxford Learner's Pocket dictionary,* (Tokyo: Oxford University Press, 1991),p.461

[10] Hornby, *Oxford Advanced Learners Dictionary of current English* , p. 318

[11] Pieter A. Nafa. *Vocabulary Development Skill*s, (Cet I: yogjakarta : kornisius, 1991),p.6

Long hang Richard defines the vocabulary as inessential component of all uses of language, because it would be impossible to learn a language without vocabulary or words.[12]

And the others definition explains that: vocabulary as the content and function words of a language which are learned thoroughly that they because a part of child's under. The words having meaning when heart of seen through not produced by individual itself.[13] Vocabulary is a group of letter mailed to one another so that become that word having a meaning with realized in our life in the case of reading and also conversation.

For vocabulary learning you are asked which method of learning you prefer-learning words by topic, by translating them into FL, by writing them down, and so on

Although historically the importance of vocabulary has been minimized, some of the more recently published EFL course books have adopted a systematic approach to vocabulary learning and have become increasingly aware of the importance of developing vocabulary learning strategies Ruth Gairs[14]

Vocabulary as one of the elements of language is important to study, without having enough vocabulary, the ability to communicate and convey our needs could

[12] Michael H. Longand jack C. Richand , *Methodology in TESOL : A Book of reading* (Newyork : Harper & Row Publisher linc, 1967), p.305

[13]

[14] Ruth Garis,*Working words A guide to Teaching and Learning Vocabulary*, (New york : 1968).p.171

not be established. According to Wilga M. Rivers: it would be impossible to learn a language without vocabulary or words. Vocabulary is the main part in sentence, very important to be mastered. We cannot organize our idea in sentence without words.[15]. Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without extensive vocabulary strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning.

Opportunities around them such as listening to the radio, listening to native speakers, use the language in different contexts, reading or watching TV, research on vocabulary in recent years has done a great deal to clarify the levels of vocabulary. Learning learners need to achieve in order to read both simplified son dun simplified materials and to process different kind of oral and written texts, as well as the kinds of strategies learners use in understanding, using and remembering words

Jack C. Richard and will A. Renandya states that 3000 to 5000 words suggested for learners continuing to tertiary education studies.[16]

As we know that, before the students know to speak and write that teacher must introduce kinds of vocabulary to know many things in their environment. So one general thing such as kinds of animals, adjective for people , clothes, geography, building, places, bank, cooking, restaurant, down town, etc.

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[15] Wilga M.Rivers, *Teaching foreign-Language Skill*,p 462
[16] Jack C.Richard and Renandya,*Methodology* in LNGUge Teacing, p 256.

From the definition above, we can see that vocabulary is one of the components of language and no language exits without words. Without vocabulary we cannot communicated each other, so we have to learn and memorize many of vocabulary in order we can speak English well.

B. Some Pertinent Ideas

1. Vocabulary

a. Definition of Vocabulary

There are many definition of vocabulary, vocabulary is body of words know to person used particular book, subject, vocabulary is a total numbers of words that make up language; vocabulary is list of words with their meanings, especially one which accompanies a text book in foreign language[17]

When a person uses a word to denote an object in the world of sense, he does so by ignoring certain properties that a word can function generically and pay attention to others, for example, if a person classifies an object as a book he ignores its position, color texture, and size. The properties that a person ignores are irrelevant, while that the properties to which he attends are critical in his uses of the words.[18]

The word it this embodiment of a concept as follows:

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[17] As Hornby, *Oxford Advance Learners Dictionary of current of English Oxford (Oxford University Press,* 1974), p. 1525

[18] Markus Angling, *Digenetic Teaching of Language Art* (New Yonk : john whisky and sons Live, 1987), p. 47

Words make the world of experience conceptually manageable. A word is generic, because it denotes a group of referents. Thus, a word is category label. In learning vocabulary we know the contents words of familiar with class word, there are noun, verb, adjective and adverb.

Noun, Noun is a word used to name person, place, animal, or things.[19]. The noun is one of the most important parts of speech; it is arrangement with the verbs helps to from the sentence core which is essential to every complete sentence.[20]

According to As Hornby vocabulary is a total number of words known or adperson or used in particular book, subject, etc.[21] Vocabulary is all words known to a person or used meaning, especially one that accompanies a text book in a foreign language, and the comparison vocabulary is a group of better allied to one another so that become the words have a meaning.

While in Oxford Learner's Pocket Dictionary states that vocabulary is:

a. All the words that person knows or uses:

b. All the words in a language:

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[19] Drs. Rudi Hariyono, *Complete English Grammar : Tata Bahasa Inggris Lengkap*, (Special Edition : Gitamedia Press 2002), p. 13

[20]Marcella Frank, Modern *English : a practical Reference guide*, (United States of America : 1972),p. 6.

[21] As Hornby, *OXFORD Asvanced Learner's Dictionary, (Oxford University Press, 1995), p. 1331*

c. List of words with their meanings, especially in a book for learning a foreign language[22]

In the Grolier Webster gives some definition of vocabularies, namely:

a. The stock of the words used by a people, or by a particular class or person;

b. A list or collection of the words of a language, book, author, branch, of science, or the like, use:

c. In alphabetical order and definition;

d. The words of a language;

e. A word book, glossary, dictionary, or lexicon;

f. The sum or scope of one's expressive techniques, as in the arts.[23]

Based on the definitions above, the writer concludes that vocabulary is the main component in a language. It would be impossible to learn a language without enough vocabulary or words. Vocabulary is the main part in a sentence, very important to be mastered. We cannot organize our idea in a sentence without words.

C. *Types of Vocabulary*

Function words and Content Words language make an important distention between two kinds of words content words and function words. Function words are those that often have little meaning in the dictionary sense but which serve important

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[22] *Oxford Learner's Pocket Dictionar*y, (Oxford University Press, 2000), p.482

[23] Grolier, Webster *International Dictionary*, vol II, P.1111

functions in relating other words in the language to each other, example are: is, at, to, which , for, by, he, etc.

A content words name and describe the infinitive number of things, people, events and processes that speaker wants to talk about. Some of them (water, men eat, drink, house). Content word can be divided into three general classes:

  a. Words naming things, ideas, and entities;

  b. Words naming action;

  c. Words used to describe the qualities of things or actions.

These divisions correspond closely to the traditional part of speech: noun,   verbs and adjective –adverb.[24]

D. *Technique of Memorizing Vocabulary*

Language is word united. If we want to study a language we have to memorize its vocabulary first. There more that 50.000 list of word in English include its derivation. According to Anderson in Hidayat that Indonesia English dictionary which is made by john M. Echols and Hasan Shandily only consist of 12.000 vocabularies.[25]

The problem is now to register all of the vocabulary in our memory strange. While English teaching in senior high school right now four hours in week and it

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[24]*ibid*

[25] **John M. Echols & Hasan Shadily**, *Kamus Inggris-Indonesia*, Jakarta:PT. Gramedia Pustaka Utama, 1976

does not only study vocabulary but it studies all component in English like grammar, reading comprehension, conversation, etc.

It is not secret anymore if most of senior high school students' vocabulary, they are.[26]

E. Type of vocabulary

There four type of vocabulary, those are:

a.   a.   Active speaking of vocabulary is words that the speakers are able to use in speaking.

b.   Passive listening vocabulary, words that listener recognize but cannot necessary produce when speaking.

c.   Passive reading vocabulary refers to words that a reader recognizes would not necessarily be able to produce.

d.   Active writing vocabulary, words that a writer is able to use in writing.[27]

Harmer also divides vocabulary into two types, those are: passive vocabulary refers to words, which the student will recognize when they meet. They but they will probably not be able to produce. According to Jeremy Harmer (1983: 159) Active

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[26] *ibid*

[27] **Kenji kitoa** and s. Kathlen Kitoa , *Testing Vocabulary*. (http://www. ,mifi.god /patnershipforreading/publishing/reading firstvocab.html,2000)

vocabulary refers to words that students have learners. They are expected to be able to use by the student.[28]

Collier writes that there are two word list, one of function words and one containing a basic 2,000 words list.[29] White page and Thomas in Ali divided vocabulary into four kinds as follow:

a. Oral vocabulary : consists of word actively used I speech

b. Writing vocabulary; the word that come reading to one finger vocabulary.

c. Listening vocabulary, the stock of woods one responds with meaning and understanding in the speaking of other,

d. Reading vocabulary, the word which one responds in the writing of others.[30]

Vocabulary refers to words we must know to communicate effectively. In generally, vocabulary can be described as oral vocabularies are reading vocabulary. Oral vocabulary refers to words that we used in speaking or recognize in listening. Reading vocabulary refers to words recognize our use in print or the words we need to know to understand what we hear. Writing vocabulary refers to words we use in writing.

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[28] **Jeremy Harmer** , *The Practiceof Language Teaching,* 1983, p. 159

[29] **Collier**, The Key *to English Vocabulary* (Collier-Macmillah Limited, London, 1971), p.vi.

[30] *Ibid*, p.10

Vocabulary plays an important part in learning to read. As beginning readers, children use the words they have heard to make sense of the words they see in print. Consider, for example what happen when a beginning readers comes to the word dig

F. Vocabulary Selection

Teaching vocabulary is an important at of language and it must be done carefully. The English teacher should know which words are important to learn because many will not be useful to the students. Useful words are the word the accurse frequently in everyday English.

To select the important vocabulary, means that we choose the actual words that can be used by the students. In this case, before teaching it, the teacher should select the vocabulary students' need.

The select the important vocabulary, means that we choose the actual words that can be used by the students. In this case, before teaching it, teacher should select the vocabulary students' need. The vocabulary needed by students is the vocabulary that can be used for the language performance. For example: vocabulary for tanking, for communication, or for human relation in the class particularly and accept generally. Jeremy harmer in his book The Practice of Foreign Language States that: A general principle of vocabulary selection has been that of frequently. We can decide

which words we should teach based on how frequently they are used, are the ones we should teach first.[31]

G. Principles of teaching vocabulary

Learners see vocabulary as being a very important part of language learning and one of the difficulties in planning the vocabulary component of a course is making sure that it does not overwhelm other essential parts of the course. The best way to avoid this is for the teacher and course designer to have a set of guiding principles that can applied in a variety of teaching and learning situation. These can then be applied in courses where there are parts of the course deliberately set aside for vocabulary development, or in courses where vocabulary idlest with as it occurs in skill- focused or content-focused lessons.

a. Focus on the most useful vocabulary first.

b. Focus on the vocabulary in the most appropriate way

c. Give attention to the high frequency words across the four strands of a course.

d. Encourage learners to reflect on and take responsibility for learning.[32]

We have said that vocabulary teaching is an important as the teaching of structure, and in the following example we will look at range of activities which are

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[31] *Ibid,p.* 154

[32] David Nunan Practical English Language Teaching (1991)

designed to each and practice words and their various uses. We will look at presentation, discovery techniques and practice.

H. Concept Of Reading

1. Reading

b. Definition of reading

Reading is a mean of language acquisition, of communication, and of sharing information and ideas. Like a language it is a compo interaction between text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which are culturally and socially situate. The reading process requires continuous practices, development, and refinement[33]

Charles in Tohir (2001:5) states that reading is a transmitting of information process where the author tells all the readers about his ideas or message. Such as, the author is regard as the informants (sender) and the reader on the hand is receiver. During the reading process it means that the reader can be done during reading activity is only grasping and decoding information, meanwhile he cannot as question or comment to the author directly.

Tinker and Cullogh (1975:9) state reading is identification and recognition of print or written symbol, which serve as stimuli for the recall of meaning built up through past experience.

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[33] http// :en.wikipedia. org /wiki/reading % 28 process % ,accesed o september 29th, 2010

Primary criteria for the selection of vocabulary for auxiliary or support instruction in English should be the students' need to know the word, the opportunities the students will have to use and repeat them, and he extend to which

Rootledge and kegan (1980) describe reading is complex skill, that is to say that involves a whole series of lesser skill, and they say that reading is essentially an intellectual skill the paper by way of the formal elements of language let us say the word. As sound with the meaning which those word symbolize.[34]

From those definitions, it can be concluded reading is meaning getting process the reader always tries to catch what the writer says and means actually. Also from those definitions of reading some people formulate definitions of reading comprehension.

According to William (1984:486) reading can be point as four step process. The four steps are interrelated to other, they are:

1. Word perception, the ability to recognize a point

2. Comprehension, the ability to infer ideas from words

3. Reaction, a step in which the reader interacts intellectually and emotionally.

4. Integration, absorbing the ideas in context of one's personal background

Based on process and relations read like the in drew on over, learning by means of observe not only in review in terms of the achievement but have to be in review in terms of the ability analyzes reading and capable of being discovered ideas the highlight of every reading learning the ability cognitive, cooperation, active

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[34] "http : //www.eduplace.com/rdg/res/teach/det.html. accessed on october 4th , 2010

participation and psikomotorik. Process of covering observations on student's skills, motivation, response, cooperation, and active participation, the level of difficulty at the time of teaching and learning actives held.

Harris (1980:5) defines reading as a process of meaning elaboration or thinking in relation to written symbols. The recognition and comprehension Written symbols are influenced by reader's perception skill, experience, language background, mind sets and reasoning abilities as they anticipate meaning on the bases of what has read. There are different reading definition given by linguistics which indicate the similar sense of meaning some defied that reading is a comfortable activities for relax time, come others state that reading is valuable learning activity where knowledge and science are required to be acquired by the students academically.

According to Rubin (1982) reading is the bringing of meaning to and the getting of meaning from the printed pages while Simanjutak (1988) states that reading is the process of putting to reader in contact and communication with ideas. Widdowson in Rubin (1982) states that reading is not a reaction to text but an interaction between writer and reader medicated through the text. It is clear that reading is a fundamental requirement that can influence the student's achievement in studying English through reading; we can broaden our horizon of thinking.

Anthony (1995:77) states that teaching English as a foreign language to the second language learners requires the learners to be able to use this language to in daily, interaction either in the classroom learning process that are well known as in

formal communication, but we can deny that we have not yet achieved the goal of teaching English as a foreign language.

Reading is likely to be an essential element. This is because reading is a means of discovering information, of expanding your knowledge and understanding of a subject, and is often very enjoyable[35]. In teaching reading English teacher should introduce other materials as an alternative to give variation to the student in teaching and learning process. These materials can be a form of media that can create a comfortable atmosphere to interest and stimulate the student in the classroom learning process.

Learning English could be fun for the students who learn another language. In this case, teachers of English should have a good preparation in teaching. It is very essential for the teachers to create a good classroom atmosphere and to avoid the students from getting bored. According to William in Rahman, teaching must be learned in such a way that learning becomes interesting.

A wide selection material will be interesting if the material is humorous. Sudjoko in Hamka (2001:3) says that humor can entertain; humor also can help someone to comprehend any complex matters. Because the importance of humor in learning and teaching, the writer offers the use of a kind of humor. Which is funny (Written humor) in teaching reading. Reading is an active in which the reader must make an active contribution by drawing upon and using concurrently various abilities

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[35] **Suparman Ar,** " *Improving students's Reading Skill Throught Scanning and skimming at the Second Year Of Madrasah Aliyah Negeri (MAN) Palopo" (Thesis STAIN Palopo,2008).p.4*

he has acquired. In addition, reading is concerned mainly with learning to recognize the printed symbols that represent language and to respond intellectually and emotionally when being asked about the content of the she or he have read

I. Reasons for Reading

According Keith jhonson is yasmir, we read in order to obtain information which is presented in the written from, but by nature of the information so obtain requires more explicit definition he further explain by referential factual, effective, or emotional
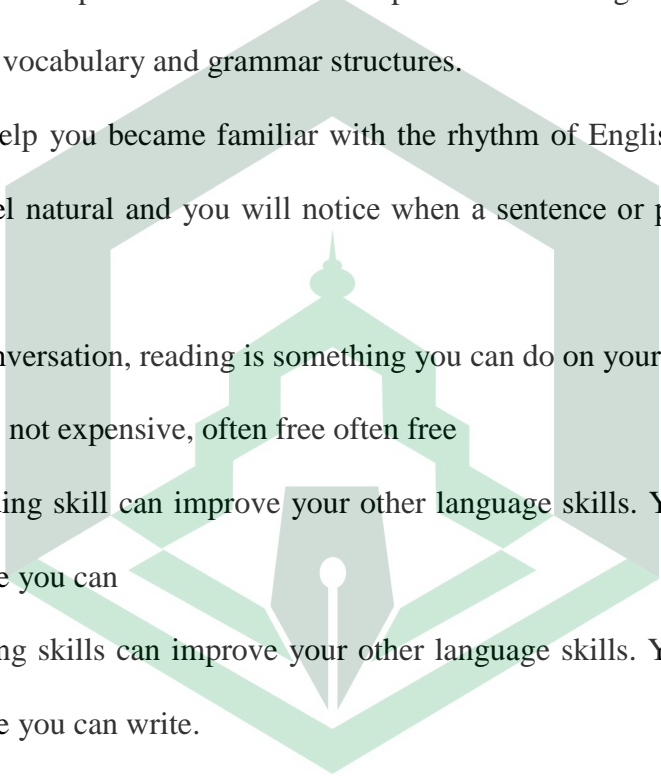
Answer we can give to our question, of why we read is that we read referential material in order to obtain factual information with operating on our environment, e.g. a set of instructions or how to use a piece of equipment.

We red material as a way of developing our own intellectual skill, so that we can more effectively manipulate ideas, possibly with the aim of influencing the behavior of others of determining the outcome of a series of operations, e.g. making proposal for project. We read for emotional gratification or spiritual enlightenment, e.g. for pleasure or self environment[36] these reasons for reading are essentially practical. That is to say, reading is carried out for purpose other than reading of language is self. Basically, the purpose why someone reads is for pleasure, reference, or information in

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[36] **Yasmir Jasmin** ,*student Ability In Reading Englis* Text , (A Case study at Barbara English Course)
(Makassar : faculty of letter UNHAS MKS,2005) P.9.

most learning situation, the third reason (reading for information) our related either to the learners or his professional or job

According to Englishclub.com there are some of the specific reasons why English learners are encouraged to read in English:

a. The constant repetition of words and patters in reading helps you learn and remember vocabulary and grammar structures.

b. Reading help you became familiar with the rhythm of English. over time it will start to feel natural and you will notice when a sentence or phrase doesn't seem right

c. Unlike conversation, reading is something you can do on your own

d. Reading is not expensive, often free often free

e. Good reading skill can improve your other language skills. You need to learn to read before you can

f. Gog reading skills can improve your other language skills. You need to learn to read before you can write.

g. Reading is the best way to learn and remember the proper spelling of words.

h. Listening as you read long can help you improve your pronunciation skills.

According to Harmer (1987) there are four reasons for reading, they are:

1. Reading in language learning

Reading is an exercise dominated by the eyes and the brain. The eyes receive message and the brain then has to work out the significance of these message. The reading to confirm expectation technique is highly motivation and

successful since it interest students, creates expected, and gives them a purpose for reading.

2. Reading for language learning

In real life people generally read something because they want to and they have a purpose, which is more fundamental than involved in some language learning tasks seem only to be asking about details at language. People read to language because they have a desire to do so and a purpose to achieve.

3. Reading for information

In most cases, reading for information is relevant to current study of the reader they read to find out information, to reduce their uncertainties.

4. Reading for pleasure

Reading for pleasure is done without other people's order but according to an individual reader's wish, and taste.

To understand the idea that in look directly or indirectly able to reading text and concluded that word own. Able to reading text quickly and able to recode the central idea perceive and idea, the ability to catch meaning in full reading. Either in the free texts, narrative pr prose in concluded in a work or written wrote

J. Kinds of Reading

Three kinds of reading, they are:

a. Reading Aloud

According to Lado in states that a universally used technique to develop reading skill is reading aloud. Advocates of fast silent reading for silent reading for

meaning sometimes object to reading aloud because they assume it reinforces vocalizing while reading silently, which is characteristic of slow reader. Nevertheless, reading aloud has many things to recommend it as an aid to language learning as well as a means of developing reading skill, like all other learning techniques, it can be used effectively and it can be misuse and mismanaged. It is misuse when learners read aloud as a substitute for or replacement of speaking or listening or conversing.[37]

The objective of reading aloud is to have the learner read slightly ahead silently for textual comprehension, then "speak" the text with natural rhythm, intonation, and speed, such as an exercise will contribute to the development of readings skill as well as to speech. Reading aloud can be considering natural development stage of reading skill as well as to speech. Reading that precedes the stage of silent reading for comprehension[38]

    b.   Silent Reading

Reading comprehension (Wilga M.Rivers) is closed connect with silent reading. Reading comprehension must come first through a preminary silent reading before the reader can render the next orally with full expression of meaning [39]

The most commonly use reading in silent reading for meaning, whether for information, enjoyment, or study[40]

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[37] **Lado**, *Teacing English Acroos Culture*, (New York: MC Graw-Hill, 1998), p.132

[38] **Hisbul K**, *Vocabulary Input Through Reading Comprehension of The First Year Students of SMK Analisis Kimia Palopo*, **(Palopo: 2007),p. 9**

[39] Wilga M. Rivers, *Teaching Foreign language Skill*, (Ed: II : London,1981) the university of Chicago kimia Palopo." (Palopo.STAIN Palopo ,2007). P.9.

[40] Hisbul k, *Vocabulary Input through Reading Comprehension Of The first Year Students Of SMK Analisis Kimia Palopo,"*(Palopo: STAIN Palopo,2007),p.9

Reading comprehension is closed connected with the silent reading. Reading comprehension must come first through a preliminary silent reading before the reader can read the text orally with full expression of meaning.[41]

According to Geofany Broughton, reading may also mean " silent reading " and this is the interpretation which is most likely for the term.[42]

It turns out that technique read that has been in believers on top can in using as one way learning effective

J. The Strategy of Reading

There are three strategies we tend to approach when we read, they

1. Skimming

According to Cited in Ommagio, (1986:18) Skimming is to read text superficially a rapidly in order obtain the gist or main idea it is a skill that requires concentration. Adequate knowledge among of practice is necessary in order to skim fulfill their purposes.

2. Scanning

According to Suhirman (2002) Scanning is to read a text quickly in order to locate a specific item of information it is used to design the process of locating quickly a particular word, phrase, sentence, and fact of figure with a selection.

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[41] Wilga M.Rivers,*Teaching Foreign Skill,* (Ed: II: Lodon, 1981) The university of Chicago Press, p.274

[42] Geofrey Broughtons, *Teaching English As Foreign Language* ,(New York : London, 2001), p.92

3. Intensive reading

Intensive reading, analogous to intensive listening is usually a classroom oriented activity in which students focuses on the linguistic or semantic details of a passage, intensive reading calls student's attention to grammatical forms.[43]

The purpose of the use of this strategy to determine the habit of students concentrate in reading, exercise recite to the contents of reading and developed ability to read critical and komperensif

K. Reading Method

This method needs a little skill in English because in this method you have to be able to translate the text. It is little difficult for people who cannot translate long sentences. They still need someone to guide them. In this method, you will find difficult vocabularies in the text but have to find its meaning and then you memorize it. Meaning vocabulary is an important thing for who want to understand reading conversation or writing in English without enough vocabularies it is impossible for use go get it.

People sometimes ask "How to speak English perfectly?'' this is classical question and it has many answer, but according to that there are three important things that should be pain attention by the English learners.

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[43] **Lilis suryani**, *" Improving reading skill by using fable at the eight year students of MTs al mhajirin margalembo luwu timur,"* (Palopo: STAIN Palopo,2014).p.9

M. Humor

1. Theories of Humor

According to Webster New world Dictionary (1996: 157) humor is the quality that makes something seems funny or amusing: comicality, it also means mood, state of mind humor must be funny but it has to be considered that funny element is not the humor but symptom of it. Funny is used in the little to refer to humor and act, which can cause laughter[44].

Humor in modern usage means the comic or laughable. In general sense, all theories of humor could be divided into two classes; those that find all humor and laughter innocent, harmless and joyful. More precisely the theories of humor can be divided into three groups;

a) Theories of superiority or degradation

b) Theories of incongruity dissociation

c) Theories of relief of tension or release from inhibition

There are many theories of humor; clown and jokes but none of them can describe completely what humor is actually.

a. Superiority and Degradation

Voltaire in Enclopedia Americana (1995: 16) said laughter arises from a gayety of disposition absolutely in comparable with contempt and indignation another dissenter Jean Paul Richter, also in Enclopedia Americana wrote that the observe of a humorous situation most subjectively identification himself with the object of

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[44] Webster, *Theories Humor of quality,* (New world Dictionary, 1996),P.157

laughter. Humor finds no individual fools but only foolishness[45] foolis world and is therefore tenderly tolerant: this theory was developing by Dunlop lea code and Rapp.

b.   Incongruity and Dissociation

Theories of this group have held as widely, if not so long as those of the first group. Braise Pascal in Encyclopedia Americana (1995) emphasizes the frustration of expectation nothing makes people laugh so much as a surprising disparity between what they expect and what they see. A resent and highly encompassing theory of humor is Arthur Koestler's theory of dissociation. Henri Bergson almost anticipated the dissociation theory when he said, a situation is invariable comic when it belongs simultaneously to two altogether independent series of events and is capable of being interpreted in two entirely different meanings at the same time. This theory will develop by Guthrie, Willman and Baisilic.

c.   Relief of tension humor

The function of humor in this theory is to release people from inhibition, unpleasant and even suffer. This theory is also group into surprise theory, which will stated by Spencer Kline in Pradopo (1987) states that people is tension sometimes out of control.[46]

Which is caused by a high emotion and usually handled by the sense of humor? We can see in our daily life a person with anger or a hard stress already releases (Soebardi: 1997). This theory was developed by Spencer Kline

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[45] Voltaire *Theory of Humor,* (**Enclopedia Americana, 1995).p.16**
[46] **Spencer Kline in Pradopo** *function of humor theory* (1987).p.54.

According to the theory learning humor story in drew on over that humor story to get people interested and impressive because usually on the important or famous and based on further from the truth so that a reader capable of and listener can entertained.

N. Function of Humor

Sudjoko in Hamka (2001) humor can function to do all intention and all goals in every facet, humor can make someone to see problem in any different sides, humor can entertain, humor can swift mind, humor can increase someone smartness, humor can make someone tolerate something and humor also can help someone to comprehend any complex matters. Actually our society have realize some functions of humor, as policy function or refreshing tool to make people able to concentrate their attention for long time. In the advance country, employees sometimes make humor as long as it helps to facility their work or function to reach their goal. Another important function of humor is recreation in this case; the role of humor is to vanish the saturation in people routine activities such as working or studying. Besides as an entertainment, humor also function as tool to convey critic, which is usually indirect. Recently, this kind of humor grows greatly as our society become more critical and they already able to see any betrayal in our surroundings.

Humor also functions to explain something in an attraction way, if they find any hard matter; they will seek humor that is relevant to the matter. This method also used in explaining sexual problems to the young generations.

Of all the theories, those of superiority of degradation seem the most limited. They are excellent in dealing with satisfaction, incentive, sarcasm and laughter at misfortune but are of little help in dealing with whimsy nonsense, puns, incongruities and ardency.

Humour certainly is multifaceted, it can be aggressive it can deal with nonsense or incongruous, it can be sympathetic and understanding, it can develop intellectual squint as it attempt to see all sides of a question, it can be playful or intelligent. It can even be serious as satire and the rises of black humours indicate, but it cannot be false. Humour, even at its most malicious, even at its most exaggerated, cannot dessert truth toilet, the King's answer is the only pooper one and you lay Sirrah, well have you whipped.

 Makes and evoke laughter make audience entertained describe the character with short, remembrance wail a brief story about memories.

O.   Kinds of Humor

Setiawan in Hamka (2001) categorize humor according to its expression form states the kinds of humor as in the following:

1.   Performing comedy. Such as jest, pantomime, etc, graphic humor such as caricature funny picture etc

2.   Literature humor such as funny story humor stories, anecdote etc. Categorized humor into two classes, according to its performance and according to its goal.[47]

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[47] Setiawan Hamka *categorize of humor expression.*(**London: New york, 2001**)

Koesler in Hamka (2001) Humor in the view of performance can be divided into three as in the following:

a)   Spoken humor

b)   Written humor

c)   Body movement humor

P.   The Features of Humor

There are some features of humor (anecdote) as follows:

1. It is short and simple story

2. It usually relates one incident

3. It begins close to the control idea

4. Includes important concrete detail

5. It often contains several quakes

6. It close quickly after the climax

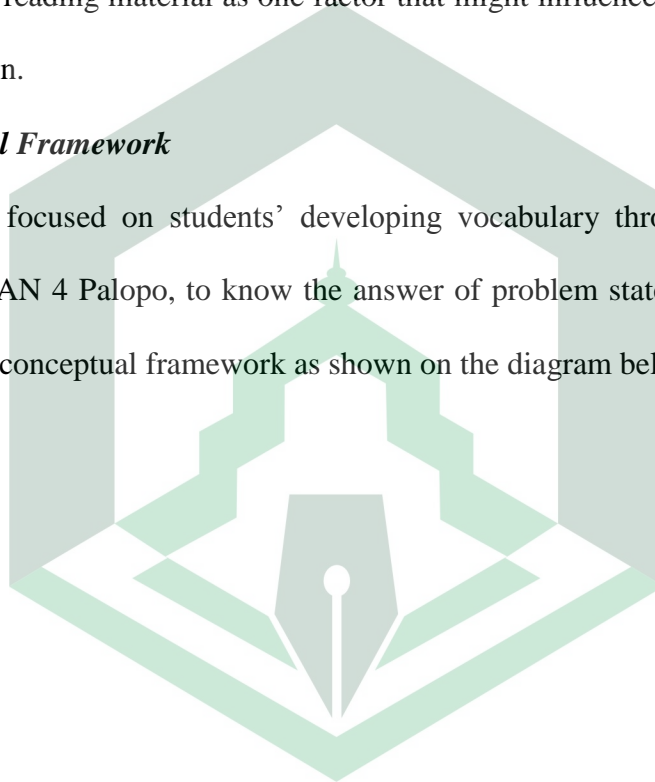7. Requires punctual for the punch line

(Manen Mc. Gil, 2000)

In teaching reading, English teacher should introduce the humor stories as an alternative way to give variation to the students in teaching and learning process. Humor stories can make someone to see problem many different sides, humor can entertain, humor can swift mind, humor can increase. Someone smartness, humor can

also can help someone to comprehend any complex matters. The students can understand the implicit meaning and stages of theoretic development in written text in the form of narrative procedure, descriptive, anecdote, report, recount and new items.
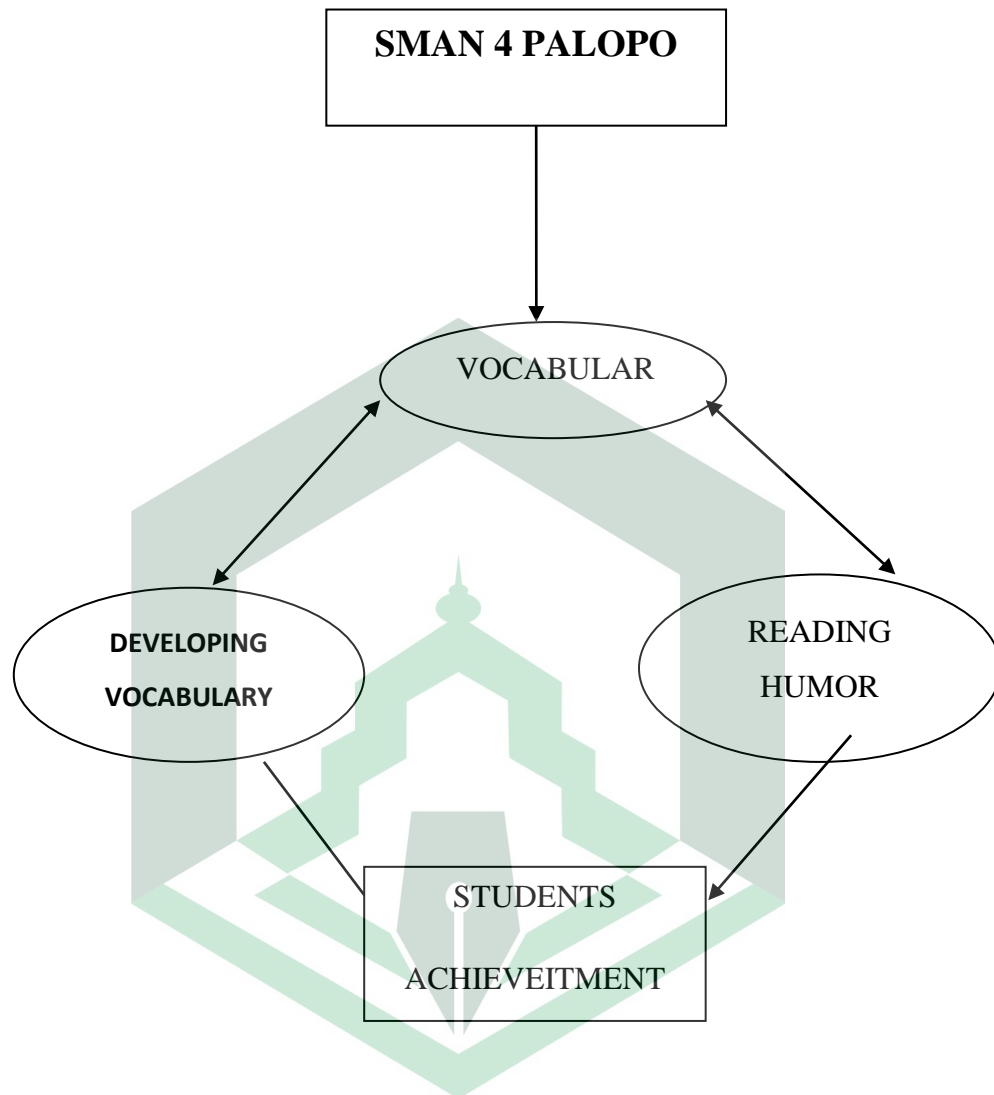
Reading material as one element in English language teaching has the important role. Because reading material as one factor that might influence the students reading comprehension.

A. Conceptual Framework

The study focused on students' developing vocabulary through reading humor stories at SMAN 4 Palopo, to know the answer of problem statement the researcher described the conceptual framework as shown on the diagram below:

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                    ┌─────────────────────┐
                    │   SMAN 4 PALOPO      │
                    └─────────────────────┘
                               │
                               ▼
                        ╭─────────────╮
                        │  VOCABULAR  │
                        ╰─────────────╯
                    ↗                   ↘
        ╭──────────────╮           ╭──────────────╮
        │  DEVELOPING  │           │   READING     │
        │  VOCABULARY  │           │   HUMOR       │
        ╰──────────────╯           ╰──────────────╯
                    ↘                   ↙
                  ┌─────────────────────┐
                  │      STUDENTS        │
                  │   ACHIEVEITMENT      │
                  └─────────────────────┘
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The researcher conducted her research at SMAN 4 Palopo, it focused on developing students 'vocabulary through reading humor stories. In fact, there are four kinds of reading humor stories technique such as: reading humor stories before reading to confirm expectation, reading humor stories before reading to extract

specific information, reading humor stories before reading for general vocabulary, before reading for detailed information.

B. Hypothesis

Based on the previous related literature and the problem statement above, the researcher tried to put hypothesis as follows:

1. Null hypothesis (H_0) there is no difference significantly before and after giving the students vocabulary reading humor stories at SMAN 4 Palopo.

2. Alternative hypothesis (H_1) there is difference significantly before and after giving the students vocabulary through reading humor stories at SMAN 4 Palopo[48]

C. Criteria of Hypothesis Acceptability

In addition, to know whether the pre-test and post-test were significantly difference and also to know accept ability of hypothesis, the writer used the criteria of hypothesis acceptability, which is

1. If $t_{obs} \geq t_t$, accepted H_0
2. If $t_{obs} \leq t_t$, rejected H_1

[48] Boediono and Wayan Koster, *Teori dan Aplikasi Statistika dan Probabilitas*, (Remaja Rosda Karya: 2001), p.435.

CHAPTER VI

FINDINGS AND DISCUSSION

This chapter dealt with the description of findings and discussion of the research. The findings of the research dealt with the result of the data analysis from the field and the discussion section dealt with argument and further explanation of the findings.

E. Findings

The findings of this research dealt with the rate percentage of students score in pre-test and post-test, the mean score and standard deviation of students' pre-test and post-test. The data from students' pre-test and post-test collected in this research as the main instrument. The pre-test was administered before the treatment was given, while post-test administered after treatment given.

1. The analysis students' reading test score in pre-test and post test

a. Students score in pre-test

In this section, the researcher shows the complete score of the students' vocabulary through reading humor stories in pre-test. The researcher would present them in the tables and calculate the score by using SPSS20. It tabulated by following table:

Table 4.1

The score students' reading skill in pretest

Respondent	Correct Answer	Score
R1	11	75
R2	5	35
R3	5	35
R4	11	75
R5	9	60
R6	5	45
R7	11	70
R8	9	50
R9	7	50
R10	5	35
R11	8	55
R12	9	70
R13	11	75
R14	5	65
R15	10	70
R16	5	35
R17	5	40
R18	10	65

R19	5	40
R20	9	50
R21	9	35
R22	6	30
R23	7	50
R24	5	65
R25	5	50
R26	4	70
R27	6	65
R28	6	65
R29	4	30
R30	5	75
N= 30		$\sum$x= 1630

The table above shows that there were 4 students got score (3,5) there were 2 students got score (40) there were 1 student got score (45) and there were 2 student got score (45) there students 2 students got score (50) and there were 1 student got score (55) and there 1 student got score (60) and there 2 students got score (65) and there 3 students got score (70) and there 3 students got score (75).

Table 4.2

Classification of the score students' reading skill in the pretest

NO	Classification	Score	Frequency	Percentage
1	Excellent	96-100	-	-
2	Very Good	86-95	-	-
3	Good	76-85	3	15%
4	Fair Good	66-75	3	15%
5	Fair	56-65	3	15%
6	Poor	36-55	11	55%
7	Very Poor	0-35	-	-
	Total		20	100%

The table 4.2 shows of the students of PMDS putra Palopo in answering vocabulary reading humor stories, there were 3 students (15%) had got good category, and there were 3 students (15%) had, fairly good category, and there were 3 students (15%) had fairly category, and there was 11 students (11%) had poor category it means the students score in pre-test was low.

a. Post-test

The score of student were observed based on their test result. The data can be seen in the following table:

Table 4.3

Score of the students' reading skill in the posttest.

Respondent	Correct Answer	Score
R1	45	95
R2	40	85
R3	35	75
R4	45	82
R5	40	80
R6	35	70
R7	40	85
R8	45	95
R9	45	90
R10	40	82
R11	35	75
R12	40	80
R13	35	70
R14	35	70
R15	40	80

R16	40	80
R17	45	85
R18	35	67
R19	40	84
R20	45	80
R21	45	80
R22	45	70
R23	50	75
R24	55	60
R25	75	70
R26	60	75
R27	65	60
R28	70	75
R29	75	60
R30	40	85
N=30		∑x= 2535

It can be seen from table 4.4 that there were 20 students' score of reading humor stories in post test. The highest score was 95, and the lowest was 67. There were 2 students who got (95), there were 1 students who got (90), there were 3 students who got (85), 2 students who got (82), 1 students who got (84), 5 students

who got (80), 2 students who got (75), 3 students who got (70), there was 1 student who got (67). So we can conclude that there was improvement of the student to upgrade the student's vocabulary through reading humor stories.

Table 4.4

Classification of the score students reading skill in the post-test.

NO	Classification	Score	Frequency	Percentage
1	Excellent	96-100	-	-
2	Very Good	86-95	3	15%
3	Good	76-85	6	30%
4	Fair Good	66-75	10	50%
5	Fair	56-65	1	5%
6	Poor	36-55	-	-
7	Very Poor	0-35	-	-
	Total		20	100%

The table 4.4 shows students scores of pre-test in percentage. There were 3 students (15%) had very good category and 6 students (30%) had good category, and 10 students got (50%) had fair good category and 1 student (5%) had fair category, it means that the students score in post-test improved

Table 4.5

Score of the student's vocabulary in pretest-and posttest.

Respondent	Variable X (Pre-test)	Variable Y (Pos-test)	D=(X-Y)	$D^2 = (X-Y)^2$
R1	75	95	-20	400
R2	35	85	-50	2500
R3	35	75	-40	1600
R4	75	82	-7	49
R5	60	80	-20	400
R6	45	70	-25	625
R7	70	85	-15	225
R8	50	95	-45	2025
R9	50	90	-40	1600
R10	35	82	-47	2209
R11	55	75	-20	400
R12	70	80	-10	100
R13	75	70	5	25
R14	65	70	-5	25
R15	70	80	-10	100
R16	35	80	-45	2025
R17	40	85	-45	2025

R18	65	67	-2	4
R19	40	84	-44	1936
R20	50	80	-45	900
R21	35	80	-45	2025
R22	30	70	-40	1600
R23	50	75	-25	625
R24	65	60	5	25
R25	50	70	-20	400
R26	70	75	-5	25
R27	65	60	5	25
R28	65	75	-10	100
R29	30	60	-30	900
R30	75	85	-10	100
N=20	$\sum x_1 = 1630$	$\sum y_1 = 2320$	$\sum D = -423$	$\sum D^2 = 24998$

The table 4.5 can be seen that $\sum D = -423$ and $\sum D^2 = 24998$ the next looking for different of deviation between variable x (pre-test) and variable y (post-test) as follows:

Analysis the hypothesis of Acceptability

To know whether the pre-test and post-test are significantly different and also to know the acceptability, the writer used t-test and calculated by using SPSS 20. The result can be seen below:

Paired Samples Statistics of pre-test and post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	80.5000	20	7.82372	1.74944
	Posttest	54.7500	20	15.08528	3.37317

The table paired samples statistics of pre-test and post-test indicates that value of standard deviation in pre-test was 7.82372 and 15.08528 in post-test. Besides, the standard deviation error in pre-test was 1.74944 and in post-test was 3.37317. It could be concluded that students' score increase from 80.5000 to 54.7500.

Table 4.7

The paired sample of pre-test and post-tes

Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Test - Post Test	-25.75000	17.63930	3.94427	17.49456	34.00544	6.528	19	.000

From the table samples test 4.7, the researcher got the data that t_0 (t_{count}) = 6.528 and df (degree of freedom) = 19. According to the gay the value of t_t =2.093. It was the standard of signification 0.00 with degree of freedom (df) = 19. Based on the result, the writer concluded that t_0 (t_{count}) was higher than t_t (t_{table}), $t_0 > t_t$.

Related to the result that $(t_0 > t_t)$ the c_{ount} was higher than t_{able}, it means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It can be concluded that there was a significant difference in developing reading before and after through reading circle Therefore, the use reading circle as the strategy in reading skill improvement at PMDS putra palopo

F. Discussion

PMDS Putra Palopo is a formal education institution that is hoped can produce students who have capability in English. Education institution has put English curriculum as a compulsory subject in every level of education such as elementary, etc. if students want to develop their knowledge they should learn English because most of scientific books are reading in English.

Mastering reading skill is an important thing for who want understands test in English reading skill mastery is one of dominant factor in language learning. Vocabulary plays an important role in learning any language especially in second language of foreign language. In this case, the teacher should choose appropriate method and technique to make teaching atmosphere are fresh and interesting in order to motivate students to learn. One of strategy the use of reading circle.

Based on the data of reading skill in pre-test it can be seen that there were none students got "excellent" category, there were none students got "good" category, there were none students "fairly" category, there were 3 (3,0%) students got "good"

category there were 3 (4,5%) students got "fair good" here were 3 (3,90%) students got "very poor" 11 (7,70%)

The data of vocabulary in post-test it can be seen that there were 3 (19,6) students got "very good "category, there were 6 (10,6%) students got " good" category, there were 1 (1,52%) "Fairly good category, there were 1 (1,3%) students fairly category.

Looking at the result of data analysis, the research present the discussion of data given to the students. The students are lack of reading skill in English with mean score 80.5000 based on the pre-test. After they were through reading skill the students achievement increase with mean score 54.7500 based on the result of post-test. It means that the total score between the results of pre-test are significance different. This different is proved by calculating the difference of both test by using t-test analysis were the value .6.528 is grater that t-table value 2, 093 for a 0, 05 level significance.

The result of the data analysis above shows that reading humor stories has effect in developing reading skill it means that after giving treatment through reading humor stories, the students ability in mastering reading skill   is better that before giving treatment where after the treatment, the highest score that students got was 9,5 and lowest score was 6,7 this is indicate that reading circle give positive aim to

English teacher to teach their students especially into upgrade students ability in mattering reading skill

After giving pre-test, the researcher gave the treatment during six meetings. In this case, the students were expected to understand the narrative text and have a good willingness to read a text and answer the questions. In process of reading skill, firstly, the students must know the meaning of reading skill that used in narrative text. All of these activities were applied through reading circle of the strategy. Then, teacher explains the goal of the study, after that the students divided into 4 group, there are 5 students in each group, next the teacher asks the students about the narrative text they already known, then the teacher gives a passage about narrative text, the teacher then explains what is the narrative text. But, before the students read the whole text, the teacher gives questions, then the teacher gets the students to discuss the contents or the structure of the text finally, together the students discuss the answer of the questions provided.

After conducting 10 treatments, the researcher gave post-test to know the students' achievements in vocabulary skill. In post-test, there was also words traslate vocabulary of reading test. It was found that some of students could answer all of the questions.

There were some factors caused the use reading circle as the strategy at PMDS Putra Palopo, such as:

1. Students got easy to understand the meaning to each sentences in the text through reading skill

2. Students become more active when they are given a question, it also make them curios and interest in reading skill

3. Students were motivated because the learning process was enjoyable.

Based on analysis of the table of classification and percentage rate of the students in post-test and the students' mean score, it was found that the students' reading skill was higher than before they got the treatment. Related to the students' mean score in pre-test and post-test, it showed that students' developing vocabulary was strategy of reading circle

The result of the study made clear the fact of applying developing vocabulary can lead the better performance. The result of the study can be supported following a number reason. From the result of the research, the researcher agreed with Brown that the most important key to creating an interactive language classroom is the initiation of interaction by the teacher.

Students can explore their own knowledge according the text provided by the teacher. So the students can make their best creative answer. Are some questions which are raised by teachers before the students read the whole text and aims to build the students' interest and motivation as well as their cognitive factors. Reading skill is

very useful to activate the schemata, because the students are assisted to predict what will be faced by them in the reading text.[49]

The result of this research also was consisted with the some of previous researcher findings, Mr.Hodgson (1960) read that is the one conducted by readers to get the message, to be told of writers with an intermediary media words or language wrote .When message express and implied can be understood, the process of reading that would be a fulfillment of a good[50]

The result of this research also was consisted with the some of previous researcher findings, Mr. Fredrick Mc Donald (1996) definition read of a series of aeries of some response, complete, namely includes response attitude, cognitive, and manipulative, definition read can be split into sub skills, covering sensory, perception, sequence, experience, think read can happen if some of sub that skill done together at a total integrated each other.[51]

The result of this research also was consistent with the some of previous researches findings, Ajideh (2003) stated that the students reading skill improved using schema theory pre-reading task[52], Alemi (2010) concluded that pre-reading activities might become a useful tool for teacher to facilitate the learner's reading

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[49] *Ibid.*

[50] Mr. Hodgson, *prose's membaca, (1960). P.44-49*

[51] Mr. Fredick Mc donald, *keterampilan membaca*, (1996). P.8

[52] Parviz Ajideh, *op., cit.p. 1.*

comprehension ability[53], Mihara (2016) concluded that the use pre-reading strategy is successful in activating the students' schemata.[54].

[53]Minoo Alemi, *op., cit. p. 574.*

[54]Kei Mihara, *op., p. 60.*

CHAPTER V

A. Conclusion

Based on result of data analysis and discussion of the result in previous chapter, the reading found out that, the use reding circle as the strategy in reading skill improvement at PMDS Putra Palopo. It can be proven by the stydents result in pre-testand post-test with mean score 3,5 in the pre-test and 9,5 in the post test.

Having implemented the treatments vocabulary through reading humor stories, the data have been analyzed by using (t_t) standard of significant 5% with degree of freedom (df)= 19 got $t_t = 2,093$ and standard of significant 0.05, the result of t_0 (t count) was 8,77 from this result the researcher gave interpretation that t_0 (t count) was higher than t_t (t table) $6,258 > 2,093$ it meant that there was improvement between student's scores before and after giving treatment reading circle as the strategy On that account, it was accepted H_1 where, if $t_0 \geq t_{table}$ it meant that the Alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It meant that there was effect reading circle of the strategy. It could be concluded that reading circle as the strategy was effective in developing reading skill at PMDS Putra Palopo

B. Suggestion

Based on the result of the data analysis and conclusion, the researcher gives

some suggestion as follows:

1. The students should be encouraged enough to memorize and use their their reading in their real life particularly, through reading circle as the strategy.

2. The teacher should give priority to the use reding circle as the strategy in reading skill improvement.

3. The teacher should always activate the students to use reading circle

Finally, the researcher realized that this thesis is still far from perfect. However the writer really hopes that this thesis can be meaningful for contribution for English teacher as well as students.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SEKOLAH : SMAN 4 Palopo

KELAS/SEMESTER :X (Ganjil)

MATA PELAJARAN : Bahasa Inggris

A. Standar Kompetensi

Memahami kosa kata berdasarkan teks bacaan fungsional pendek dan esai

sederhana berbentuk Narrative dalam konteks kehidupan sehari –hari

untuk mengakses ilmu pengetahuan.

A. Kompetensi Dasar

Memahami kosa kata berdasarkan teks bacaan dan merespon makna dan

langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara

akurat, lancar dan berterima dalam konteks kehidupan sehari – hari dan

mengakses ilmu pengetahuan

B. Indikator

- Memahami kosa kata berdasarkan teks bacaan.

- Mengidentifikasi makna kata dalam teks yang di baca.

- Membahas kata-kata sulit dalam teks

C. Tujuan Pembelajaran

- Siswa dapat menambah/ memperbanyak kosa kata khususnya membaca cerita lucu.

- Mengidentifikasi makna kata dalam teks yangbdi baca.

- Mengidentifikasi kejadian dalam teks yang di baca.

- Membahas kata-kata sulit dalam teks.

- **Materi pembelajaran**

Reading humor stories

- **Metode pembelajaran**

Diskusi, tanya jawab, presentase

D. Langkah-Langkah Pembelajaran

1. Kegiatan Awal (20 menit)

- Berdoa menurut agama dan kepercayaan masing-masing

- Peneliti mengabsen kehadiran siswa

- Peneliti menjelaskan tujuan pembelajaran dan kompetensi dasar yang akan di capai.

2. Kegiatan inti (60 menit)

- Guru Membagikan teks bacaaan kepada siswa

- Memberikan waktu 10- 20 menit kepada masing- masing kelompok untuk membaca teks

- Siswa mengerjakan soal-soal yang di berikan

- Setiap kelompok bergilir untuk menjawab soal yang ada di dalam teks cerita lucu.

- Guru mengartikan kata-kata yang sulit untuk menambah vocabulary

3. Kegiatan akhir

- Memberikan feedbaack atas jawaban siswa. Memberikan koreksi yang menjawab salah.

- Menayakan kesulitan siswa selama proses pembelajaran.

- Menyimpulkan materi pembelajaran

- Mereview kembali soal-soal yang di berikan.

- Menutup pelajaran.

E. Sumber Belajar

➢ Buku Oxford University press

➢ Kamus bahasa inggris-indonesia

➢ Buku dasar penguasaan bahasa inggris

F. Penilain

Instrument : 1) **Read the following test the topic is about**

Complying The Commands Mother

Budi immediately went to the shop. After waiting for a long time, his mother was worried because Budi did not come after nearly a half an hour. Soon afterward, she left her house to see Budi. She was worried that Budi was in danger.

After arriving near the shop, she was surprised to see the Budi stood motionless on the roadside. "Why are you so long?" asked her mother. "I cannot cross this street mom" she was wonder and asked "why does it so? The street was very quiet, right? ""That is right, I want to cross the street but there is no car which

passing by" Budi replied. "How can be like that?" her mother getting surprised. "You told me that don't cross the street before the car pass first and now I am waiting for the car to pass first. Therefore I cannot cross this street "replied Budi. His mother could only be silent

a. Teknik: tes membaca tes tulis

b. Bentuk: menjawab pertanyaan berdasarkan bacaan

c. Pedoman penilain:

 1. Setiap jawaban benar skor 10

 2. Setiap jawaban salah di beri skor 0

 3. Jumlah skor minimal 100

 4. Nilai peserta didik $= skore = \dfrac{total\ correct\ answer}{total\ test\ items} x\ 100$

IAIN PALOPO

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SEKOLAH : SMAN 4 Palopo

KELAS/SEMESTER :X (Ganjil)

MATA PELAJARAN : Bahasa Inggris

G. Standar Kompetensi

Memahami kosa kata berdasarkan teks bacaan fungsional pendek dan esai

sederhana berbentuk Narrative dalam konteks kehidupan sehari –hari

untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

Memahami kosa kata berdasarkan teks bacaan dan merespon makna dan

langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara

akurat, lancar dan berterima dalam konteks kehidupan sehari – hari dan

mengakses ilmu pengetahuan

H. Indikator

- Memahami kosa kata berdasarkan teks bacaan.

- Mengidentifikasi makna kata dalam teks yang di baca.

- Membahas kata-kata sulit dalam teks

I. Tujuan Pembelajaran

- Siswa dapat menambah/ memperbanyak kosa kata khususnya membaca cerita lucu.

- Mengidentifikasi makna kata dalam teks yangbdi baca.

- Mengidentifikasi kejadian dalam teks yang di baca.

- Membahas kata-kata sulit dalam teks.

- **Materi pembelajaran**

Reading humor stories

- **Metode pembelajaran**

Diskusi, tanya jawab, presentase

J. Langkah-Langkah Pembelajaran

4. Kegiatan Awal (20 menit)

- Berdoa menurut agama dan kepercayaan masing-masing

- Peneliti mengabsen kehadiran siswa

- Peneliti menjelaskan tujuan pembelajaran dan kompetensi dasar yang akan di capai.

5. Kegiatan inti (60 menit)

- Guru Membagikan teks bacaaan kepada siswa
- Memberikan waktu 10- 20 menit kepada masing- masing kelompok untuk membaca teks
- Siswa mengerjakan soal-soal yang di berikan
- Setiap kelompok bergilir untuk menjawab soal yang ada di dalam teks cerita lucu.
- Guru mengartikan kata-kata yang sulit untuk menambah vocabulary

6. Kegiatan akhir

- Memberikan feedbaack atas jawaban siswa. Memberikan koreksi yang menjawab salah.
- Menayakan kesulitan siswa selama proses pembelajaran.
- Menyimpulkan materi pembelajaran
- Mereview kembali soal-soal yang di berikan.
- Menutup pelajaran.

K. Sumber Belajar

➤ Buku Oxford University press

➤ Kamus bahasa inggris-indonesia

➤ Buku dasar penguasaan bahasa inggris

L. Penilain

Instrument : 1) **Read the following test the topic is about Taxi Driver**

Taxi Driver

There is a taxi driver who first worked in a taxi. He was verysurprised when the first passenger step on his shoulder to the gas on deeper. But the finally got the hang of it and stop the roadside. The driver told the passengers that he was a bit annoyed. " please do not yet patting my shoulder like that since ; first became a taxi driver!" then the passenger said. "l'm sorry sir, l do now if my dad was so surprised when l pat your shoulder." With exasperationthe taxi driver replied. It was my first

time driving here, and you are my first passenger. Because l am ex the driver of the

hearse!"

d. Teknik: tes membaca tes tulis

e. Bentuk: menjawab pertanyaan berdasarkan bacaan

f. Pedoman penilain:

5. Setiap jawaban benar skor 10

6. Setiap jawaban salah di beri skor 0

7. Jumlah skor minimal 100

8. Nilai peserta didik $= skore = \dfrac{total\ correct\ answer}{total\ test\ items} x\ 100$

IAIN PALOPO

RENCANA PELAKSANAAN PEMBELAJAR

(RPP)

SEKOLAH : SMAN 4 Palopo

KELAS/SEMESTER :X (Ganjil)

MATA PELAJARAN : Bahasa Inggris

M. Standar Kompetensi

Memahami kosa kata berdasarkan teks bacaan fungsional pendek dan esai

sederhana berbentuk Narrative dalam konteks kehidupan sehari –hari

untuk mengakses ilmu pengetahuan.

N. Kompetensi Dasar

Memahami kosa kata berdasarkan teks bacaan dan merespon makna dan

langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara

akurat, lancar dan berterima dalam konteks kehidupan sehari – hari dan

mengakses ilmu pengetahuan

O. Indikator

- Memahami kosa kata berdasarkan teks bacaan.

- Mengidentifikasi makna kata dalam teks yang di baca.

- Membahas kata-kata sulit dalam teks

P. Tujuan Pembelajaran

- Siswa dapat menambah/ memperbanyak kosa kata khususnya membaca cerita lucu.

- Mengidentifikasi makna kata dalam teks yangbdi baca.

- Mengidentifikasi kejadian dalam teks yang di baca.

- Membahas kata-kata sulit dalam teks.

Q. Materi pembelajaran

Reading humor stories

R. Metode pembelajaran

Diskusi, tanya jawab, presentase

S. Langkah-Langkah Pembelajaran

7. Kegiatan Awal (20 menit)

- Berdoa menurut agama dan kepercayaan masing-masing

- Peneliti mengabsen kehadiran siswa

- Peneliti menjelaskan tujuan pembelajaran dan kompetensi dasar yang akan di capai.

8. Kegiatan inti (60 menit)

- Guru Membagikan teks bacaaan kepada siswa

- Guru Memberikan waktu 10- 20 menit kepada masing- masing kelompok untuk membaca teks

- Siswa mengerjakan soal.

- Setiap kelompok bergilir untuk menjawab soal yang ada di dalam teks cerita lucu.

- Setiap kelompok membuat grup untuk mempresentasekan makna kata yang sulit dalam teks

9. Kegiatan akhir

- Memberikan feedbaack atas jawaban siswa. Memberikan koreksi yang menjawab salah.

- Menayakan kesulitan siswa selama proses pembelajaran.

- Menyimpulkan materi pembelajaran

- Mereview kembali soal-soal yang di berikan.

- Menutup pelajaran.

T. **Sumber Belajar**

> ➤ Buku Oxford University press

> ➤ Kamus bahasa inggris-indonesia

> ➤ Buku dasar penguasaan bahasa inggris

U. Penilain

a. Instrument : 1**) Read the following test the topic is about Two Vampire Bats**

Two Vampire Bats

Two vampire bats wake up in the middle of the night, thirsty for blood. One says," Let's fly out of the cave and get some blood." We are new here," says the second one. "It's dark out, and we don't know where to look. We'd better wait until the other bats go with us." The first bat replies, " who needs the? l can find some blood somewhere

"He flies out of the cave. When he returns, he is covred with blood. The second but says excitedly, where did you get the blood.? The first but takes his buddy to the mounth of the cave. Pointing into the night, he asks " see that black building over there?

"yes." The other bat answer. Will " says the first bat. I didn't."

b. Teknik: tes membaca tes tulis

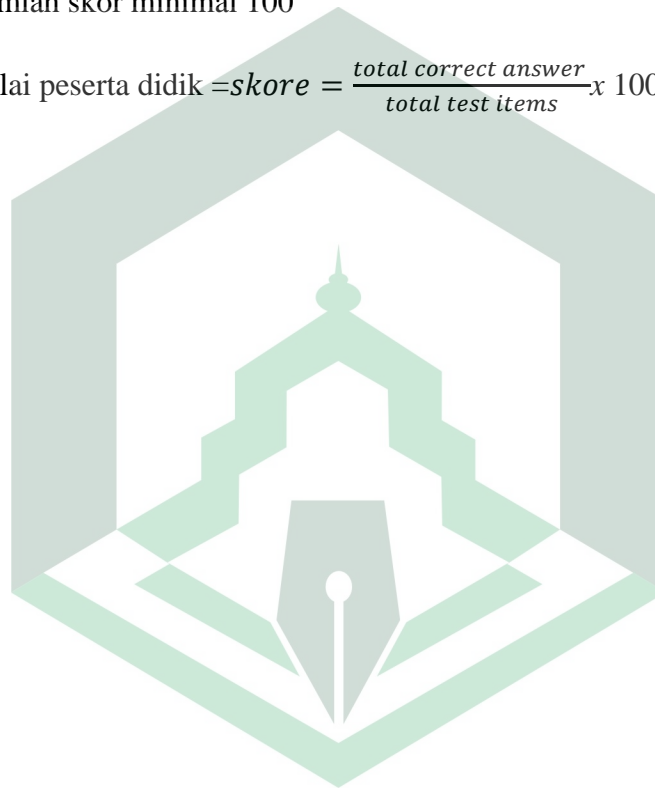c. Bentuk: menjawab pertanyaan berdasarkan bacaan

d. Pedoman penilain:

   9. Setiap jawaban benar skor 10

   10. Setiap jawaban salah di beri skor 0

   11. Jumlah skor minimal 100

   12. Nilai peserta didik $= skore = \dfrac{total\ correct\ answer}{total\ test\ items} x\ 100$

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SEKOLAH	: SMA Negeri 4 Palopo
KELAS/SEMESTER	:Vll/1(Ganjil)
MATA PELAJARAN	: Bahasa Inggris

V. Standar Kompetensi

Memahami kosa kata berdasarkan teks bacaan

W. Kompetensi Dasar

Memahami kosa kata berdasarkan teks bacaan

X. Indikator

Memahami kosa kata berdasarkan teks bacaan.

Y. Tujuan Pembelajaran

Siswa dapat menambah/ memperbanyak kosa kata khususnya membaca cerita lucu.

Z. Materi pembelajaran

Vocabulary Reading humor stories

AA.   Metode pembelajaran

Diskusi, tanya jawab, presentase

BB.   Langkah-Langkah Pembelajaran

10. Kegiatan Awal (20 menit)

- Berdoa menurut agama dan kepercayaan masing-masing
- Peneliti mengabsen kehadiran siswa

- Peneliti menjelaskan tujuan pembelajaran dan kompetensi dasar yang akan di capai.

11. Kegiatan inti (60 menit)
- Membagikan teks cerita dengan soal cerita.
- Memberikan waktu 10 menit kepada masing- masing kelompok untuk mengerjakan soal dalam teks cerita lucu.
- Setiap kelompok bergilir untuk menjawab soal yang ada di dalam teks cerita lucu.

12. Kegiatan akhir
- Memberikan feedback atas jawaban siswa. Memberikan koreksi yang menjawab salah.
- Memberikan latihan cara pengucapan kata dalam daftar dan menayakan kepada siswa tentang arti kata- kata tersebut.
- Menutup pelajaran.

CC.   **Evaluasi**
1. Jenis teks : membaca
2. Bentuk teks : narrative teks
3. Alat penilaian : soal dan teks bacaan.

DD.   **Instrument**

Read the following test the topic is about Help The Lonely Child

F. Pedoman Penilaian

1.   Setiap 1 jawaban scor 10

2.   Nilai Maksimal 100

IAIN PALOPO

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SEKOLAH   : SMP Negeri 8 Palopo

KELAS/SEMESTER   :Vll/1(Ganjil

MATA PELAJARAN   : Bahasa Inggris

STANDAR KOMPETENSI   :3 Speaking

Mengungkapkan makna dalam percakapan

transaksional dan interpersonal sangan

sederhana untuk berinteraksi dengan

lingkungan terdekat

KOMPETENSI DASAR   : 3.2 Melakukan interaksi dengan lingkungan
terdekat

Untuk melibatkan tindak tutur Meminta dan

Memberi informasi,mengucapkan terimakasi

Meminta maaf dan mengucapkan kesantunan ALOKASI WAKTU   : 4X 40 Menit

A. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat bertanya dan menjawab berbagai hal:

- Meminta dan memberi informasi
- Mengucapakan terimakasih
- Meminta maaf
- Mengungkapkan kesantunan.

B.Materi pembelajaran

Expression of politeness:	Asking for information
- Excuse me,…. - please	- Excuse me,what is your name? - Can you tell me where my book is? - Where is my pen?

	- What is that? - Whose pen is this? - Etc
Expression of gratitude: - Thanks - Thanks a lot - Thank you - Thank you so much - Thank you very much	Expression of Apology: - I'm sorry. - I'm very sorry - Oops, sorry - Please pardon me. - I beg your pardon

C. Metode Pembelajaran:

-Tanya Jawab

- Diskusi

- presentase

D. Langkah-Langkah Pembelajaran

Pertemuan 1

1. **Pendahuluan (± 10 menit)**
➢ Guru mempersiapkan ruangan kelas (Apersepsi)
➢ Guru mengucapkan salam untuk memulai kelas
➢ Absensi siswa
➢ Guru mereview tentang materi pembelajaran yang lalu
2. **Kegiatan inti (± 60 menit)**
➢ Mendengarkan kalimat-kalimat yang di ucapkan guru sesuai dengan materi
➢ Menirukan kalimat-kalimat yang di ucapkan guru
➢ Mendengarkan contoh percakapan tentang meminta/memberi informasi
➢ Berdialog berpasangan di depan kelas tentang cara berterimakasih

Elaborasi

➢ Guru membagikan teks dialog kepada setiap kelompok.
➢ Siswa dalam kelompok mengamati teks dan menentukan/menulis yang termasuk ungkapan kesantunan dan meminta/memberi informas.
➢ Masing perwakilan kelompok menyampaikan/membaca ungkapan tersebut kepada kelompok lain.
➢ Kelompok yang lainnya menanggapi hasil kerja kelompok yang menyampaikan.
➢ Guru membimbing kelompok bekerja
➢ Siswa mengikuti guru membaca teks dialog tentang ungkapan kesantunan dan meminta/memberi informasi.
➢ Secara berpasangan siswa berdialog tentang ungkapan kesantunan dan meminta/memberi informasi.

Konfirmasi

➢ Guru memberi umpan balik positif dan penguatan tentang ungkapan kesantunan dan meminta/memberi informasi.
➢ Memberi konfirmasi terhadap hasil eksplorasi dan elaborasi tentang ungkapan kesantunan dan meminta/memberi informasi.
➢ Guru bertanya jawab tentang hal-hal yang belum di ketahui siswa

3.Penutup (± 10 menit)

➢ Menayakan kesulitan siswa selama PMB
➢ Menyimpulkan materi pembelajaran
➢ Menugaskan siswa untuk menggunakan ungkapan-ungkapan yang di pelajari dalam situasi yang sesungguhnya.

Pertemuan II

1. **Pendahuluan (± 10 menit)**
➢ Guru mempersiapkan ruangan kelas (Apersepsi)
➢ Guru mengucapkan salam untuk memulai kelas

- Absensi siswa
- Guru mereview tentang materi pembelajaran yang lalu
2. **Kegiatan inti (± 60 menit)**
- Mendengarkan kalimat-kalimat yang di ucapkan guru tentang kesantunan
- Menirukan kalimat-kalimat yang di ucapkan guru
- Mendengarkan contoh percakapan tentang meminta maaf
- Berdialog berpasangan di depan kelas tentang meminta maaf

Eksplorasi

- Dengan tanya jawab, guru mengingatkan kembali tentang ungkapan terimakasih dan memohon maaf.
- Guru meminta kepada salah seorang siswa untuk menyebutkan ungkapan terimakasih dan memohon maaf.
- Guru dan siswa membentuk kelompok yang anggotanya 4 orang secara heterogen.

Elaborasi

- Guru membagikan teks dialog kepada setiap kelompok.
- Siswa dalam kelompok mengamati teks dan menentukan/menulis yang termasuk ungkapan kesantunan dan meminta/memberi informas.
- Masing perwakilan kelompok menyampaikan/membaca ungkapan tersebut kepada kelompok lain.
- Kelompok yang lainnya menanggapi hasil kerja kelompok yang menyampaikan.
- Guru membimbing kelompok bekerja
- Siswa mengikuti guru membaca teks dialog tentang ungkapan kesantunan dan meminta/memberi informasi.
- Secara berpasangan siswa berdialog tentang ungkapan kesantunan dan meminta/memberi informasi

Konfirmasi

- Guru memberi umpan balik positif dan penguatan tentang ungkapan terimakasih dan memohon maaf.

- Memberi konfirmasi terhadap hasil eksplorasi dan elaborasi tentang ungkapan terimakasih dan memohon maaf
- Guru bertanya jawab tentang hal-hal yang belum di ketahui siswa

3. Penutup (± 10 menit)

- Menayakan kesulitan siswa selama PMB
- Menyimpulkan materi pembelajaran
- Menugaskan siswa untuk menggunakan ungkapan-ungkapan yang di pelajari dalam situasi yang sesungguhnya.

E. Sumber Belajar

- Kamus
- Siswa
- Buku teks yang relevan, English on sky

F. Penilian

Indikator	Teknik	Bentuk instrumen	soal
Bertanya dan menjawab Tentang: 1.Mengungkapkan dan merespons kesantunan 2.Meminta dan memberi informasi	Unjuk kerja	Tanya jawab	In pairs, perform a dialogue ab expressions of politeness and asking information by your own wo according to situation giv
3.Meminta maaf 4. Mengucapkan terimakasih	Unjuk kerja	Tanya jawab	

			In pairs,perform a dialogue ab
			expression of appology and gratitude
			your own words according to situat
			gi

Instrument:

1. In pairs, creat a dialogue about expressions of politeness of politeness and asking for information by using the questions word below according to situation given.

   -What

   -where

   -whose

Example:
A.   :Excuse me, what is this/that?
B.   : it is a pen

2. In pairs,Perform a dialogue about expression of appology and gratitude by your own words

Come late	Disturb you	Broke the glass

Example:

A: I'm sorry, I come late

B: No.problem.

A: Thank you

B: you're welcome

Key answer:

1. a: **Excuce me, what is that?**

   b: it is a ruler

   a: wher is the ruler

   b: it is on the table

   a: whose ruler is that?

   b: it is Arman's

   2.

A: I'm sorry I come late	A: Sorry,I disturb you	A: I'm sorry, mom.l broke the glass
B:no,problem	B: Never mind	B: No,problem
A: Thank you	A: thanks a lot	A: thank you.mom
B: You'r welcome	B: don't mention it	B: forget it

Rubrik Penilaian

NO	Uraian	skor
1-2	Jawaban benar,pengucapan tepat,lancar	4
	Jawaban benar,pengucapan tepat,kurang lancar	3
	Jawaban benar pengucapan kurang tepat, dan kurang	2
	lancar	1
	Jawaban salah,pengucapan salah,dan tidak lancar	0
	Tidak praktik	

Pedoman penilaian

1.jumlah skor maksimal: l. 6 x 4= 24

ll. 3x 4 =12

IAIN PALOPO

IAIN PALOPO

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SEKOLAH : SMAN 4 Palopo

KELAS/SEMESTER :X (Ganjil)

MATA PELAJARAN : Bahasa Inggris

EE. **Standar Kompetensi**

Memahami kosa kata berdasarkan teks bacaan fungsional pendek dan esai

sederhana berbentuk Narrative dalam konteks kehidupan sehari –hari

untuk mengakses ilmu pengetahuan.

FF. Kompetensi Dasar

Memahami kosa kata berdasarkan teks bacaan dan merespon makna dan

langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara

akurat, lancar dan berterima dalam konteks kehidupan sehari – hari dan

mengakses ilmu pengetahuan

GG. **Indikator**

- Memahami kosa kata berdasarkan teks bacaan.

- Mengidentifikasi makna kata dalam teks yang di baca.

- Membahas kata-kata sulit dalam teks

HH. **Tujuan Pembelajaran**

- Siswa dapat menambah/ memperbanyak kosa kata khususnya membaca cerita lucu.

- Mengidentifikasi makna kata dalam teks yangbdi baca.

- Mengidentifikasi kejadian dalam teks yang di baca.

- Membahas kata-kata sulit dalam teks.

II. Materi pembelajaran

Reading humor stories

JJ. Metode pembelajaran

Diskusi, tanya jawab, presentase

KK. Langkah-Langkah Pembelajaran

13. Kegiatan Awal (20 menit)

- Berdoa menurut agama dan kepercayaan masing-masing

- Peneliti mengabsen kehadiran siswa

- Peneliti menjelaskan tujuan pembelajaran dan kompetensi dasar yang akan di capai.

14. Kegiatan inti (60 menit)

- Guru Membagikan teks bacaaan kepada siswa

- Guru Memberikan waktu 10- 20 menit kepada masing- masing kelompok untuk membaca teks

- Siswa mengerjakan soal.

- Setiap kelompok bergilir untuk menjawab soal yang ada di dalam teks cerita lucu.

- Setiap kelompok membuat grup untuk mempresentasekan makna kata yang sulit dalam teks

15. Kegiatan akhir

- Memberikan feedbaack atas jawaban siswa. Memberikan koreksi yang menjawab salah.

- Menayakan kesulitan siswa selama proses pembelajaran.

- Menyimpulkan materi pembelajaran

- Mereview kembali soal-soal yang di berikan.

- Menutup pelajaran.

LL.**Sumber Belajar**

➢ Buku Oxford University press

➢ Kamus bahasa inggris-indonesia

➢ Buku dasar penguasaan bahasa inggris

MM. **Penilain**

e. Instrument : 1**) Read the following test the topic is about Wrong Email Address**

Wrong Email Address

A couple going in vacation but his wife was on a business trip so he went to the destination firs and his wife would meet him the next day. When he reached his hotel, he decided to send hus wife a quick email.

Unfortunately, when typing her address, he mistyped a letter and his note was directedinstead to an aderly preacher's wife whose husband had passed away only the day look at the monitor, let out a piercing scream.

A couple going in vacation but his wife was on a business trip so he went to the destination first and his wife would meet him the next day. When he reached his hotel, he decided to send his wife a quick email. Unfortunately, when typing her address, he mistyped a letter and his note was directed instead to an aderly preacher's wife whose husband had passed away only the day look at the monitor, let out a piercing scream

f. Teknik: tes membaca tes tulis

g. Bentuk: menjawab pertanyaan berdasarkan bacaan

h. Pedoman penilain:

13. Setiap jawaban benar skor 10

14. Setiap jawaban salah di beri skor 0

15. Jumlah skor minimal 100

16. Nilai peserta didik $=skore = \dfrac{total\ correct\ answer}{total\ test\ items} x\ 100$

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SEKOLAH : SMA Negeri 4 Palopo

KELAS/SEMESTER :Vll/1(Ganjil)

MATA PELAJARAN : Bahasa Inggris

NN. **Standar Kompetensi**

Memahami kosa kata berdasarkan teks bacaan

OO. **Kompetensi Dasar**

Memahami kosa kata berdasarkan teks bacaan

PP.Indikator

Memahami kosa kata berdasarkan teks bacaan.

QQ. **Tujuan Pembelajaran**

Siswa dapat menambah/ memperbanyak kosa kata khususnya membaca cerita lucu.

RR. **Materi pembelajaran**

Vocabulary Reading humor stories

SS. Metode pembelajaran

Diskusi, tanya jawab, presentase

TT. Langkah-Langkah Pembelajaran

16. Kegiatan Awal (20 menit)

- Berdoa menurut agama dan kepercayaan masing-masing
- Peneliti mengabsen kehadiran siswa
- Peneliti menjelaskan tujuan pembelajaran dan kompetensi dasar yang akan di capai.

17. Kegiatan inti (60 menit)
- Membagikan teks cerita dengan soal cerita.
- Memberikan waktu 10 menit kepada masing- masing kelompok untuk mengerjakan soal dalam teks cerita lucu.
- Setiap kelompok bergilir untuk menjawab soal yang ada di dalam teks cerita lucu.

18. Kegiatan akhir
- Memberikan feedback atas jawaban siswa. Memberikan koreksi yang menjawab salah.
- Memberikan latihan cara pengucapan kata dalam daftar dan menayakan kepada siswa tentang arti kata- kata tersebut.
- Menutup pelajaran.

UU. Evaluasi

4. Jenis teks : membaca
5. Bentuk teks : narrative teks
6. Alat penilaian : soal dan teks bacaan.

VV.Instrument

Read the following test the topic is about Help The Lonely Child

F. Pedoman Penilaian

1. Setiap 1 jawaban scor 10

2. Nilai Maksimal 100

IAIN PALOPO

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SEKOLAH   : SMP Negeri 8 Palopo

KELAS/SEMESTER   :Vll/1(Ganjil

MATA PELAJARAN   : Bahasa Inggris

STANDAR KOMPETENSI   :3 Speaking

Mengungkapkan makna dalam percakapan

transaksional dan interpersonal sangan

sederhana untuk berinteraksi dengan

lingkungan terdekat

KOMPETENSI DASAR   : 3.2 Melakukan interaksi dengan lingkungan
terdekat

dan

Untuk melibatkan tindak tutur Meminta

Memberi informasi,mengucapkan

terimakasi

Meminta maaf dan mengucapkan

kesantunan ALOKASI WAKTU   : 4X 40 Menit

B. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat bertanya dan menjawab berbagai hal:

- Meminta dan memberi informasi
- Mengucapakan terimakasih
- Meminta maaf
- Mengungkapkan kesantunan.

B.Materi pembelajaran

Expression of politeness:	Asking for information
- Excuse me,…. - please	- Excuse me,what is your name? - Can you tell me where my book is? - Where is my pen? - What is that? - Whose pen is this? - Etc
Expression of gratitude:	Expression of Apology:
- Thanks - Thanks a lot - Thank you - Thank you so much - Thank you very much	- I'm sorry. - I'm very sorry - Oops, sorry - Please pardon me. - I beg your pardon

C. Metode Pembelajaran:

-Tanya Jawab

- Diskusi

- presentase

D. Langkah-Langkah Pembelajaran

Pertemuan 1

3. **Pendahuluan (± 10 menit)**
- ➢ Guru mempersiapkan ruangan kelas (Apersepsi)
- ➢ Guru mengucapkan salam untuk memulai kelas
- ➢ Absensi siswa
- ➢ Guru mereview tentang materi pembelajaran yang lalu

4. **Kegiatan inti (± 60 menit)**
- ➢ Mendengarkan kalimat-kalimat yang di ucapkan guru sesuai dengan materi
- ➢ Menirukan kalimat-kalimat yang di ucapkan guru
- ➢ Mendengarkan contoh percakapan tentang meminta/memberi informasi
- ➢ Berdialog berpasangan di depan kelas tentang cara berterimakasih

Elaborasi

- ➢ Guru membagikan teks dialog kepada setiap kelompok.
- ➢ Siswa dalam kelompok mengamati teks dan menentukan/menulis yang termasuk ungkapan kesantunan dan meminta/memberi informas.
- ➢ Masing perwakilan kelompok menyampaikan/membaca ungkapan tersebut kepada kelompok lain.
- ➢ Kelompok yang lainnya menanggapi hasil kerja kelompok yang menyampaikan.
- ➢ Guru membimbing kelompok bekerja
- ➢ Siswa mengikuti guru membaca teks dialog tentang ungkapan kesantunan dan meminta/memberi informasi.
- ➢ Secara berpasangan siswa berdialog tentang ungkapan kesantunan dan meminta/memberi informasi.

Konfirmasi

- ➢ Guru memberi umpan balik positif dan penguatan tentang ungkapan kesantunan dan meminta/memberi informasi.
- ➢ Memberi konfirmasi terhadap hasil eksplorasi dan elaborasi tentang ungkapan kesantunan dan meminta/memberi informasi.
- ➢ Guru bertanya jawab tentang hal-hal yang belum di ketahui siswa

3.Penutup (± 10 menit)

➢ Menayakan kesulitan siswa selama PMB
➢ Menyimpulkan materi pembelajaran
➢ Menugaskan siswa untuk menggunakan ungkapan-ungkapan yang di pelajari dalam situasi yang sesungguhnya.

Pertemuan II

3. Pendahuluan (± 10 menit)
➢ Guru mempersiapkan ruangan kelas (Apersepsi)
➢ Guru mengucapkan salam untuk memulai kelas
➢ Absensi siswa
➢ Guru mereview tentang materi pembelajaran yang lalu
4. Kegiatan inti (± 60 menit)
➢ Mendengarkan kalimat-kalimat yang di ucapkan guru tentang kesantunan
➢ Menirukan kalimat-kalimat yang di ucapkan guru
➢ Mendengarkan contoh percakapan tentang meminta maaf
➢ Berdialog berpasangan di depan kelas tentang meminta maaf

Eksplorasi

➢ Dengan tanya jawab, guru mengingatkan kembali tentang ungkapan terimakasih dan memohon maaf.
➢ Guru meminta kepada salah seorang siswa untuk menyebutkan ungkapan terimakasih dan memohon maaf.
➢ Guru dan siswa membentuk kelompok yang anggotanya 4 orang secara heterogen.

Elaborasi

➢ Guru membagikan teks dialog kepada setiap kelompok.
➢ Siswa dalam kelompok mengamati teks dan menentukan/menulis yang termasuk ungkapan kesantunan dan meminta/memberi informas.
➢ Masing perwakilan kelompok menyampaikan/membaca ungkapan tersebut kepada kelompok lain.

- Kelompok yang lainnya menanggapi hasil kerja kelompok yang menyampaikan.
- Guru membimbing kelompok bekerja
- Siswa mengikuti guru membaca teks dialog tentang ungkapan kesantunan dan meminta/memberi informasi.
- Secara berpasangan siswa berdialog tentang ungkapan kesantunan dan meminta/memberi informasi

Konfirmasi

- Guru memberi umpan balik positif dan penguatan tentang ungkapan terimakasih dan memohon maaf.
- Memberi konfirmasi terhadap hasil eksplorasi dan elaborasi tentang ungkapan terimakasih dan memohon maaf
- Guru bertanya jawab tentang hal-hal yang belum di ketahui siswa

3. Penutup (± 10 menit)

- Menayakan kesulitan siswa selama PMB
- Menyimpulkan materi pembelajaran
- Menugaskan siswa untuk menggunakan ungkapan-ungkapan yang di pelajari dalam situasi yang sesungguhnya.

E. Sumber Belajar

- Kamus
- Siswa
- Buku teks yang relevan, English on sky

F. Penilian

Indikator	Teknik	Bentuk	soal

		instrumen	
Bertanya dan menjawab Tentang: 1.Mengungkapkan dan merespons kesantunan 2.Meminta dan memberi informasi	Unjuk kerja	Tanya jawab	In pairs, perform a dialogue ab... expressions of politeness and asking... information by your own wo... according to situation giv...
3.Meminta maaf 4. Mengucapkan terimakasih	Unjuk kerja	Tanya jawab	In pairs,perform a dialogue ab... expression of appology and gratitude... your own words according to situat... gi...

Instrument:

3. In pairs, creat a dialogue about expressions of politeness of politeness and asking for information by using the questions word below according to situation given.
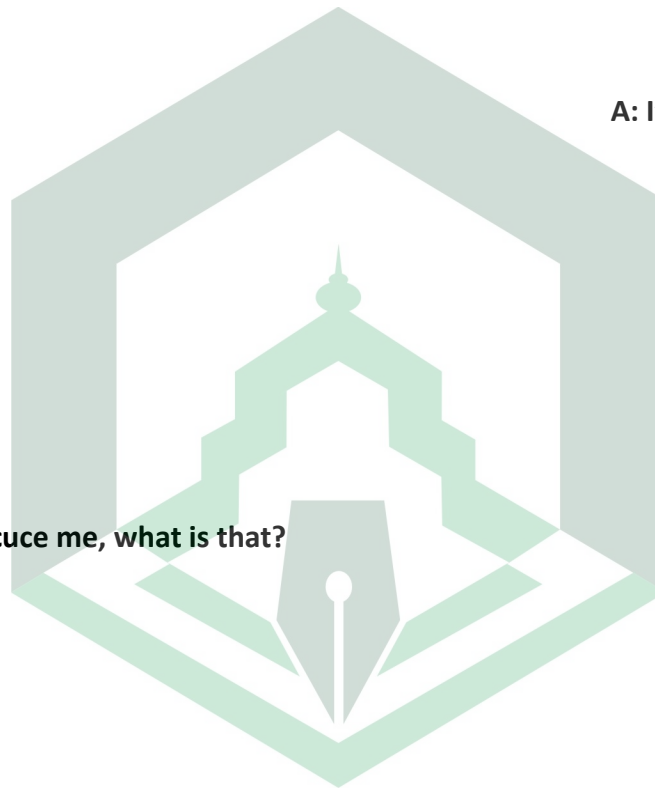
    -What

   -where

      -whose

> Example:
> C.   :Excuse me, what is this/that?
> D.   : it is a pen

4. In pairs,Perform a dialogue about expression of appology and gratitude by your own words

Come late	Disturb you	Broke the glass

Example:

A: I'm sorry, I come late

B: No.problem.

A: Thank you

B: you're welcome

Key answer:

2. a: **Excuce me, what is that?**

b: it is a ruler

a: wher is the ruler

b: it is on the table

a: whose ruler is that?

b: it is Arman's

2.

A: I'm sorry I come late B: no,problem A: Thank you B: You'r welcome	A: Sorry,I disturb you B: Never mind A: thanks a lot B: don't mention it	A: I'm sorry, mom.l broke the glass B: No,problem A: thank you.mom B: forget it

Rubrik Penilaian

NO	Uraian	skor
1-2	Jawaban benar,pengucapan tepat,lancar	4
	Jawaban benar,pengucapan tepat,kurang lancar	3
	Jawaban benar pengucapan kurang tepat, dan kurang	2
	lancar	1
	Jawaban salah,pengucapan salah,dan tidak lancar	0
	Tidak praktik	

Pedoman penilaian

1.jumlah skor maksimal: l. 6 x 4= 24

ll. 3x 4 =12

IAIN PALOPO

IAIN PALOPO

```
T-TEST PAIRS=VAR00002 WITH VAR00001 (PAIRED)
                    /CRITERIA=CI(.9500)
                    /MISSING=ANALYSIS.
```

T-Test

Notes

	Output Created	20-OCT-2016 17:04:03
	Comments	
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	20
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
	Syntax	T-TEST PAIRS=VAR00002 WITH VAR00001 (PAIRED) /CRITERIA=CI(.9500) /MISSING=ANALYSIS.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.13

[DataSet0]

Paired Samples Statistics of pre-test and post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	80.5000	20	7.82372	1.74944
	posttest	54.7500	20	15.08528	3.37317

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	20	-.095	.691

Paired Samples Test

	Paired Differences					t	df	S
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	25.75000	17.63930	3.94427	17.49456	34.00544	6.528	19	

IAIN PALOPO

Taxi Driver

There is a taxi driver who first worked in a taxi. He was verysurprised when the first passenger step on his shoulder to the gas on deeper. But the finally got the hang of it and stop the roadside. The driver told the passengers that he was a bit annoyed. " please do not yet patting my shoulder like that since ; first became a taxi driver!" then the passenger said. "l'm sorry sir, l do now if my dad was so surprised when l pat your shoulder." With exasperationthe taxi driver replied. It was my first time driving here, and you are my first passenger. Because l am ex the driver of the hearse!"

Translate the words below the answers are available on the divine wisdom word above!

(Terjemahkan kata-kata di bawah ini. Jawaban tersedia pada divine wisdom word di atas)

NOUN		ADJECTIVE		VERB	
WORDS	TRANSLATION	WORDS	TRANSLATION	WORDS	TRANSLATION

Taxi	exasperation	Worked
Dad	finally	Shoulder
My	Annoyed	become
Passenger	Stop	Hearse

Stop

Complying The Commands Mother

Budi immediately went to the shop. After waiting for a long time, his mother was worried because Budi did not come after nearly a half an hour. Soon afterward, she left her house to see Budi. She was worried that Budi was in danger.

After arriving near the shop, she was surprised to see the Budi stood motionless on the roadside. "Why are you so long?" asked her mother. "I cannot cross this street mom" she was wonder and asked "why does it so? The street was very quiet, right? ""That is right, I want to cross the street but there is no car which passing by" Budi replied. "How can be like that?" her mother getting surprised. "You told me that don't cross the street before the car pass first and now I am waiting for the car to pass first. Therefore I cannot cross this street "replied Budi. His mother could only be silent

	NOUN		VERB		ADJECTIVE	
Words	Translation	Words	Translation	Words	Translation	
	House		Waiting		Afte...	
	Shop		Come		I...	
	Mother		Stood		C...	
	Street		Roadside			
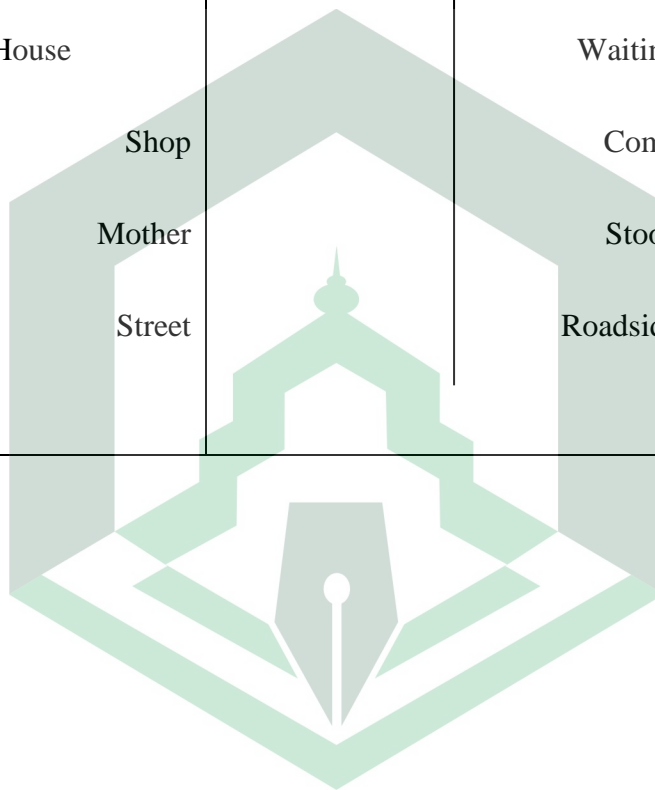
IAIN PALOPO

Two Vampire Bats

Two vampire bats wake up in the middle of the night, thirsty for blood. One says," Let's fly out of the cave and get some blood." We are new here," says the second one. "It's dark out, and we don't know where to look. We'd better wait until the other bats go with us." The first bat replies, " who needs the? l can find some blood somewhere

"He flies out of the cave. When he returns, he is covred with blood. The second but says excitedly, where did you get the blood.? The first but takes his buddy to the mounth of the cave. Pointing into the night, he asks " see that black building over there?

"yes." The other bat answer. Will " says the first bat. I didn't."

Look for the indonesia of these words below!

- **Wake up**   :
- **Buiding**   :
- **Over**   :
- **Know**   :
- **Cave**   :

- **Middle** :
- **Night** :
- **Wait** :
- **Until** :
- **Bats** :
- **Somewhere** :
- **Blood** :
- **Pointing** :
- **Excitedly** :
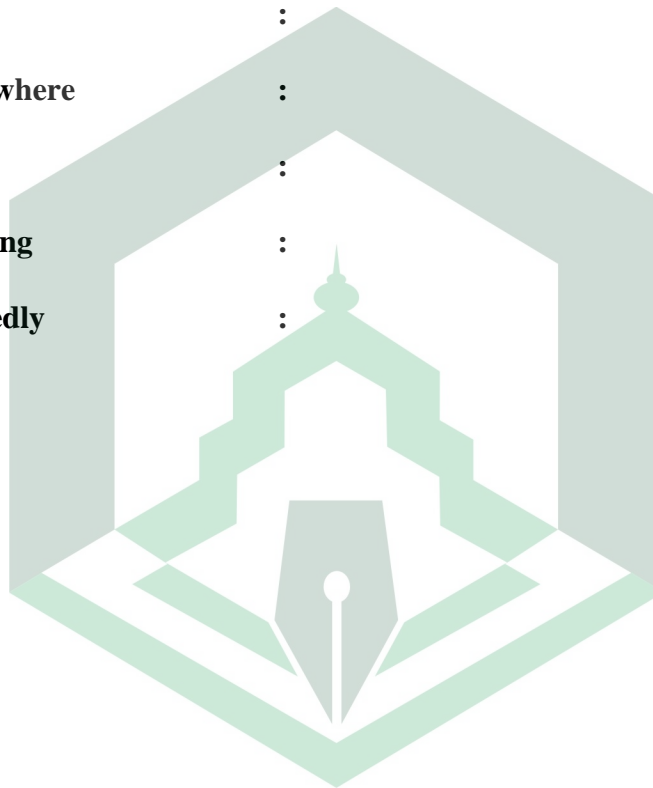
IAIN PALOPO

The Frog And The Cute Girl

A frog telephone the love fortune-teller Hotline and is told. " you are going to meet a cute young girl who will want to know everything about you."

The frog says, 'this is great! Will l meet her at a party, or what?

"Not" says the fortune-teller." Next semester in her biology class."

Look the indonesia of these words below!

(Carilah Terjemahan Indonesia di bawah ini!)

- **Frog**   :
- **Cute**   :
- **Girl**   :
- **Everything**   :
- **Going**   :
- **Meet**   :
- **Party**   :
- **Class**   :

- **Want** :

- **About** :

- **Hotline** :

- **Young** :

- **Love** :

IAIN PALOPO

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SEKOLAH : SMP Negeri 8 Palopo

KELAS/SEMESTER :Vll/1(Ganjil

MATA PELAJARAN : Bahasa Inggris

WW. **Standar Kompetensi**

Memahami kosa kata berdasarkan teks bacaan

XX. **Kompetensi Dasar**

Memahami kosa kata berdasarkan teks bacaan

YY. **Indikator**

Memahami kosa kata berdasarkan teks bacaan.

ZZ. **Tujuan Pembelajaran**

Siswa dapat menambah/ memperbanyak kosa kata khususnya membaca cerita lucu.

AAA. **Materi pembelajaran**

Reading humor stories

BBB. **Metode pembelajaran**

Diskusi, tanya jawab, presentase

CCC. **Langkah-Langkah Pembelajaran**

19. Kegiatan Awal (20 menit)

- Berdoa menurut agama dan kepercayaan masing-masing
- Peneliti mengabsen kehadiran siswa
- Peneliti menjelaskan tujuan pembelajaran dan kompetensi dasar yang akan di capai.

20. Kegiatan inti (60 menit)
- Membagikan daftar kata dengan gamabr yang berwarna.
- Memberikan waktu 10 menit kepada masing- masing kelompok untuk mengerjakan soal dalam teks cerita lucu.
- Setiap kelompok bergilir untuk menjawab soal yang ada di dalam teks cerita lucu.

21. Kegiatan akhir

- Memberikan feedbaack atas jawaban siswa. Memberikan koreksi yang menjawab salah.
- Memberitahukan kepada siswa tentang arti kata – kata tersebut.
- Menutup pelajaran.

DDD. **Evaluasi**

7. Jenis teks : membaca
8. Bentuk teks : narrative teks
9. Alat penilaian :soal dan teks bacaan.

EEE. **Instrument**

Read the following test the topic is about Two Vampire bats

Two Vampire Bats

Two vampire bats wake up in the middle of the night, thirsty for blood. One says," Let's fly out of the cave and get some blood." We are new here," says the second one. "It's dark out, and we don't know where to look. We'd better wait until the other bats go with us." The first bat replies, " who needs the? l can find some blood somewhere "He flies out of the cave. When he returns, he is covred with blood. The second but says excitedly, where did you get the blood.? The first but takes his buddy to the mounth of the cave. Pointing into the night, he asks " see that black building over there?

"yes." The other bat answer. Will " says the first bat. I didn't."

F. **Pedoman Penilaian**

1. Setiap 1 jawaban scor 10

2. Nilai Maksimal

B.Materi pembelajaran

Expression of politeness:	Asking for information
- Excuse me,…. - Please	- Excuse me,what is your name? - Can you tell me where my book is? - Where is my pen? - What is that? - Whose pen is this? - Etc
Expression of gratitude:	Expression of Apology:
- Thanks - Thanks a lot - Thank you - Thank you so much - Thank you very much	- I'm sorry. - I'm very sorry - Oops, sorry - Please pardon me. - l beg your pardon

C. Metode Pembelajaran:

-Tanya Jawab

- Diskusi

- presentase

D. **Langkah-Langkah Pembelajaran**

Pertemuan 1

1.Pendahuluan (± 10 menit)

➢ Guru mempersiapkan ruangan kelas (Apersepsi)
➢ Guru mengucapkan salam untuk memulai kelas
➢ Absensi siswa
➢ Guru mereview tentang materi pembelajaran yang lalu

2. Kegiatan inti (± 60 menit)

- Mendengarkan kalimat-kalimat yang di ucapkan guru sesuai dengan materi
- Menirukan kalimat-kalimat yang di ucapkan guru
- Mendengarkan contoh percakapan tentang meminta/memberi informasi
- Berdialog berpasangan di depan kelas tentang cara berterimakasih

Elaborasi

- Guru membagikan teks dialog kepada setiap kelompok.
- Siswa dalam kelompok mengamati teks dan menentukan/menulis yang termasuk ungkapan kesantunan dan meminta/memberi informas.
- Masing perwakilan kelompok menyampaikan/membaca ungkapan tersebut kepada kelompok lain.
- Kelompok yang lainnya menanggapi hasil kerja kelompok yang menyampaikan.
- Guru membimbing kelompok bekerja
- Siswa mengikuti guru membaca teks dialog tentang ungkapan kesantunan dan meminta/memberi informasi.
- Secara berpasangan siswa berdialog tentang ungkapan kesantunan dan meminta/memberi informasi.

Konfirmasi

- Guru memberi umpan balik positif dan penguatan tentang ungkapan kesantunan dan meminta/memberi informasi.
- Memberi konfirmasi terhadap hasil eksplorasi dan elaborasi tentang ungkapan kesantunan dan meminta/memberi informasi.
- Guru bertanya jawab tentang hal-hal yang belum di ketahui siswa

3.Penutup (± 10 menit)

- Menayakan kesulitan siswa selama PMB
- Menyimpulkan materi pembelajaran
- Menugaskan siswa untuk menggunakan ungkapan-ungkapan yang di pelajari dalam situasi yang sesungguhnya.

Pertemuan II

1.Pendahuluan (± 10 menit)

- ➢ Guru mempersiapkan ruangan kelas (Apersepsi)
- ➢ Guru mengucapkan salam untuk memulai kelas
- ➢ Absensi siswa
- ➢ Guru mereview tentang materi pembelajaran yang lalu

2. Kegiatan inti (± 60 menit)

- ➢ Mendengarkan kalimat-kalimat yang di ucapkan guru tentang kesantunan
- ➢ Menirukan kalimat-kalimat yang di ucapkan guru
- ➢ Mendengarkan contoh percakapan tentang meminta maaf
- ➢ Berdialog berpasangan di depan kelas tentang meminta maaf

Eksplorasi
- ➢ Dengan tanya jawab, guru mengingatkan kembali tentang ungkapan terimakasih dan memohon maaf.
- ➢ Guru meminta kepada salah seorang siswa untuk menyebutkan ungkapan terimakasih dan memohon maaf.
- ➢ Guru dan siswa membentuk kelompok yang anggotanya 4 orang secara heterogen.

Elaborasi

- ➢ Guru membagikan teks dialog kepada setiap kelompok.
- ➢ Siswa dalam kelompok mengamati teks dan menentukan/menulis yang termasuk ungkapan kesantunan dan meminta/memberi informas.
- ➢ Masing perwakilan kelompok menyampaikan/membaca ungkapan tersebut kepada kelompok lain.
- ➢ Kelompok yang lainnya menanggapi hasil kerja kelompok yang menyampaikan.
- ➢ Guru membimbing kelompok bekerja
- ➢ Siswa mengikuti guru membaca teks dialog tentang ungkapan kesantunan dan meminta/memberi informasi.
- ➢ Secara berpasangan siswa berdialog tentang ungkapan kesantunan dan meminta/memberi informasi

Konfirmasi

- Guru memberi umpan balik positif dan penguatan tentang ungkapan terimakasih dan memohon maaf.
- Memberi konfirmasi terhadap hasil eksplorasi dan elaborasi tentang ungkapan terimakasih dan memohon maaf
- Guru bertanya jawab tentang hal-hal yang belum di ketahui siswa

3. Penutup (± 10 menit)

- Menayakan kesulitan siswa selama PMB
- Menyimpulkan materi pembelajaran
- Menugaskan siswa untuk menggunakan ungkapan-ungkapan yang di pelajari dalam situasi yang sesungguhnya.

E. Sumber Belajar

- Kamus
- Siswa
- Buku teks yang relevan, English on sky

F. Penilian

Indikator	Teknik	Bentuk instrumen	soal
Bertanya dan menjawab Tentang: 1.Mengungkapkan dan merespons kesantunan 2.Meminta dan memberi informasi	Unjuk kerja	Tanya jawab	In pairs, perform a dialogue about expres of politeness and asking for informati your own words according to situation g
3.Meminta maaf 4. Mengucapkan terimakasih	Unjuk kerja	Tanya jawab	In pairs,perform a dialogue about expressi appology and gratitude by your own v

			according to situation

1. In pairs, creat a dialogue about expressions of politeness of politeness and asking for information by using the questions word below according to situation given.

    -What

    -where

    -whose

> Example:
>
> E.   :Excuse me, what is this/that?
>
> F.   : it is a pen

2 In pairs,Perform a dialogue about expression of appology and gratitude by your own

words

Come late	Disturb you	Broke the glass

Example:

A: I'm sorry, I come late

B: No.problem.

A: Thank you

B: you're welcome

Key answer:

1. a: **Excuce me, what is that?**

   b: **it is a ruler**

   a: **wher is the ruler**

   b: **it is on the table**

   a: **whose ruler is that?**

   b: **it is Arman's**

   2

A: I'm sorry I come late	A: Sorry,I disturb you	A: l'm sorry, mom.l broke the glass
B: no,problem	B: Never mind	B: No,problem
A: Thank you	A: thanks a lot	A: thank you.mom
B: You'r welcome	B: don't mention it	B: forget it

Rubrik Penilaian

NO	Uraian	skor

1-2	Jawaban benar,pengucapan tepat,lancar	4
	Jawaban benar,pengucapan tepat,kurang lancar	3
	Jawaban benar pengucapan kurang tepat, dan kurang lancar	2
	Jawaban salah,pengucapan salah,dan tidak lancar	1
	Tidak praktik	0

Pedoman penilaian

1.jumlah skor maksimal: l. 6 x 4= 24

ll. 3x 4 =12

IAIN PALOPO

IAIN PALOPO