

APPENDIX

APPENDIX I

The Table of Reading Score Based on Brown (2001:307)

KRITERIA	INDIKATOR	SKOR
COHERENCY	BAIK SEKALI Transisi antar kalimat sangat baik, kalimat deskripsi sesuai dengan objek yang dideskripsikan.	5
	BAIK Transisi antar kalimat baik, kalimat deskripsi sesuai dengan objek yang dideskripsikan.	4
	CUKUP Transisi antar kalimat cukup baik, kalimat deskripsi sesuai dengan objek yang dideskripsikan.	3
	KURANG Transisi antar kalimat kurang baik, kalimat deskripsi kurang sesuai dengan objek yang dideskripsikan.	2
	KURANG SEKALI/TIDAK BISA DITERIMA Transisi antar kalimat kurang baik, kalimat deskripsi tidak sesuai dengan objek yang dideskripsikan.	1

GRAMMAR	<p>BAIK SEKALI</p> <p>Penggunaan kalimat verbal & nominal simple present tense tertata dengan baik dan teratur, tidak ada kesalahan to be dan verb.</p>	5
	<p>BAIK</p> <p>Penggunaan kalimat verbal & nominal simple present tense tertata dengan baik dan teratur, kesalahan penggunaan to be dan verb tidak lebih dari 25%</p>	4
	<p>CUKUP</p> <p>Penggunaan kalimat verbal & nominal simple present tense cukup tertata dengan baik dan teratur, kesalahan penggunaan to be dan verb tidak lebih dari 50%</p>	3
	<p>KURANG</p> <p>Penggunaan kalimat verbal & nominal simple present tense kurang tertata dengan baik dan teratur, kesalahan penggunaan to be dan verb tidak lebih dari 75%</p>	2
	<p>KURANG SEKALI/TIDAK BISA DITERIMA</p> <p>Penggunaan kalimat verbal &</p>	1

	nominal simple present tense tidak tertata dengan baik dan teratur, kesalahan penggunaan to be dan verb tidak lebih dari 75%	
VOCABULARY	BAIK SEKALI Kosa kata (adjective) yang digunakan sangat variatif dan tepat.	5
	BAIK Kosa kata (adjective) yang digunakan variatif dan tepat.	4
	CUKUP Kosa kata (adjective) yang digunakan cukup variatif dan tepat.	3
	KURANG Kosa kata (adjective) yang digunakan kurang variatif dan tepat.	2
	KURANG SEKALI/TIDAK BISA DITERIMA Kosa kata (adjective) yang digunakan tidak variatif dan tidak tepat.	1
	SANGAT BAIK Bentuk, ejaan, tanda baca, penggunaan huruf besar, kerapian sangat memengaruhi aturan teks.	5

PUNCTUATION	BAIK Bentuk, ejaan, kesesuaian, tanda baca, huruf besar, dan kerapian umumnya memenuhi atura-aturan teks.	4
	CUKUP Bentuk, ejaan, kesesuaian, tanda baca, huruf besar, dan kerapian sebagian memenuhi atura-aturan teks.	3
	KURANG Bentuk, ejaan, kesesuaian, tanda baca, huruf besar, dan kerapian umumnya tidak memenuhi atura-aturan teks.	2
	KURANG SEKALI/TIDAK BISA DITERIMA Bentuk, ejaan, kesesuaian, tanda baca, huruf besar, dan kerapian tidak memenuhi atura-aturan teks.	1

APPENDIX II
LESSON PLAN

INFORMASI UMUM	
A. IDENTITAS SEKOLAH	
Nama Penyusun	Alda Asriyani
Institut	SMPN 9 Madiun
Tahun Pelajaran	2024
Jenjang Sekolah	Sekolah Menengah Pertama (SMP)
Kelas	VII
Fase	D
Elemen	Descriptive Text
Capaian Pembelajaran	Pada akhir fase D, siswa dapat mengkomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam menggunakan kosa kata spesifik dan struktur kalimat sederhana.
Tujuan Pembelajaran	Para peserta didik dapat memproduksi teks deskriptif tulis dan juga memahami beberapa contoh teks deskriptif yang disajikan untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal.

Alokasi Waktu	3 x 40 menit (3JP) = 120 menit (2x pertemuan)
B. KOMPETENSI AWAL	
<ol style="list-style-type: none"> 1. Definition of descriptive text. 2. Purpose of descriptive text. 3. Generic structure of descriptive text. 4. Language of descriptive text. 	
C. PROFIL PELAJAR PANCASILA	
1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia	Berdoa dan refleksi diri sebelum pembelajaran dimulai.
2. Kreatif	Membuat, menyimpulkan dan menanyakan kembali hal yang belum dipahami tentang hal-hal yang telah dipelajari terkait <i>descriptive text</i> .
3. Kebhinekaan Global	Menumbuhkan pemikiran yang terbuka dalam <i>mengembangkan pengetahuan descriptive text</i> .
4. Gotong Royong	Membentuk beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan <i>saling bertukar informasi terkait descriptive text</i> .
5. Bernalar kritis	Memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami berkaitan dengan

	materi <i>descriptive text</i> .
6. Mandiri	Membentuk karakter bertanggung jawab atas proses dan hasil belajar materi <i>descriptive text</i> .
D. SARANA DAN PRASARANA	
Media	Lembar kerja peserta didik, laptop, HandPhone, LCD, proyektor, dan Matching Card.
Sumber Belajar	YouTube, e-book, buku bacaan.
E. TARGET PESERTA DIDIK	
<ul style="list-style-type: none"> • Peserta didik regular : umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar. 	
F. MODEL PEMBELAJARAN	
Cooperative Learning	
KOMPONEN INTI	
A. TUJUAN PEMBELAJARAN	
1. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan serta mengidentifikasi tentang <i>descriptive text</i> .	
2. Menentukan makna kata/frasa/kalimat yang terdapat dalam konteks <i>descriptive text</i> .	
3. Menyusun kata dan menjadikan sebuah kalimat <i>descriptive text</i> .	
B. PEMAHAMAN BERMAKNA	
Pemahaman bermakna dalam teks deskriptif dalam Bahasa Inggris adalah kemampuan seseorang untuk memahami, mengidentifikasi,	

menginterpretasikan, dan merespons teks deskripsi yang disajikan. Dalam pemahaman bermakna mengaitkan detail-detail dalam teks dengan gambaran keseluruhan dalam deskripsi. Pemahaman bermakna dalam teks deskripsi membantu pembaca meresapi makna yang lebih mendalam dari deskripsi tersebut, sehingga menciptakan pengalaman membaca yang lebih baik.

C. PERTANYAAN PEMANTIK

- Teks apa yang kalian gunakan untuk mendeskripsikan sesuatu berupa benda/orang/hewan/tempat?
- Pernahkah kalian menulis kalimat untuk memberi penjelasan secara rinci misal tentang hewan peliharaanmu?

D. PERSIAPAN PEMBELAJARAN

- Guru menyusun LKPD.
- Guru menyusun instrument asesmen yang digunakan.

E. KEGIATAN PEMBELAJARAN

PERTEMUAN KE-1

Pendahuluan
(10 menit)

1. Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan doa.
2. Guru menanyakan kabar dan mengecek kehadiran siswa.
3. Guru memberikan apersepsi dan motivasi.
4. Guru mengajukan pertanyaan pemantik yang ada kaitannya dengan pembelajaran yang akan disampaikan.
5. Guru menyampaikan tujuan pembelajaran yang ingin dicapai.

<p>Inti (60 menit)</p>	<ol style="list-style-type: none">1. Guru menjelaskan materi descriptive text (Definition of descriptive text, Purpose of descriptive text, Generic structure of descriptive text and Language of descriptive text).2. Peserta didik dan guru menganalisis teks yang ada di PPT.3. Guru memberikan penjelasan tentang media matching card yang digunakan dalam pembelajaran.4. Guru mengacak kartu dan mulai mencari gambar pasangan yang sesuai sebagai contoh untuk mendeskripsikan salah satu hewan yang ada di matching card.5. Peserta didik diberikan pertanyaan mudah terkait apa yang diketahui dari teks yang telah disampaikan.6. Peserta didik mampu menyampaikan definisi teks deskriptif yang telah disampaikan dan menyampaikan contoh apa saja yang bisa dideskripsikan.
<p>Penutup (10 menit)</p>	<ol style="list-style-type: none">1. Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran yang telah dilakukan.2. Guru menyampaikan materi pembelajaran berikutnya.3. Guru menutup kegiatan pembelajaran dengan

	doa dan mengucapkan salam.
PERTEMUAN KE-2	
Pendahuluan (10 menit)	<ol style="list-style-type: none"> 1. Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan doa. 2. Guru menanyakan kabar dan mengecek kehadiran siswa. 3. Guru memberikan apersepsi dan motivasi. 4. Guru mengajukan pertanyaan pemantik yang ada kaitannya dengan pembelajaran yang akan disampaikan. 5. Guru menyampaikan tujuan pembelajaran yang ingin dicapai.
Inti (60 menit)	<ol style="list-style-type: none"> 1. Guru memberikan penjelasan ulang tentang matching card. 2. Guru mengacak kartu dan mulai mencari gambar pasangan yang sesuai sebagai contoh untuk mendeskripsikan salah satu hewan yang ada di matching card. 3. Guru mengambil paper yang berisi salah satu nama hewan beserta deskripsinya yang ada pada matching card. 4. Dengan bimbingan dan arahan guru, siswa mendengarkan contoh teks deskripsi sederhana yang disampaikan oleh guru dengan media matching card. 5. Guru mempersilakan siswa untuk membentuk kelompok sendiri yang terdiri dari 4-5 jumlah

	<p>siswa, kemudian menjelaskan peraturan permainan matching card yang dimana setiap anggota memiliki tugas penting (mencari pasangan card yang sesuai ; membaca teks deskriptif yang ada pada paper ; mencatat kosa kata baru ; membuat teks deskriptif singkat dan mempresentasikan hasil kesimpulan diskusi kelompok).</p> <ol style="list-style-type: none">6. Peserta didik menuliskan hasil kegiatan dalam bentuk lembar kerja yang diberikan guru.7. Bila kesulitan, guru dapat membantu siswa.8. Kelompok membacakan hasil diskusi teks deskriptif di depan kelas.9. Peserta didik menyimpulkan poin-poin penting yang muncul selama pembelajaran berlangsung.
Penutup (10 menit)	<ol style="list-style-type: none">1. Guru dan siswa menyampaikan kesimpulan dan refleksi terhadap pembelajaran yang telah dilakukan.2. Guru memberikan penugasan kepada siswa.3. Guru menyampaikan materi pembelajaran berikutnya.4. Guru dan peserta didik melakukan refleksi dengan mengisi kuesioner yang disediakan guru.5. Guru menutup kegiatan pembelajaran dengan doa dan mengucapkan salam.

F. ASESMEN

Asesmen kognitif	1. Mengerjakan LKPD (Lembar Kerja Peserta Didik)
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G. PENGAYAAN DAN REMEDIAL

Pengayaan	Peserta didik yang menguasai materi dengan baik akan diberikan tingkatan materi yang lebih tinggi dengan membuat teks deskripsi tentang benda yang berbeda.
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Remedial	Peserta didik yang belum menguasai materi dengan baik akan ada pengulangan materi dasar dan materi spesifik yang kurang dikuasai.
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H. REFLEKSI PESERTA DIDIK DAN GURU

REFLEKSI PESERTA DIDIK

1. Apakah menyukai pembelajaran dengan menggunakan media matching card?
2. Apa manfaat yang didapat selama mengikuti pembelajaran menggunakan media matching card?
3. Apakah ada kesulitan yang kamu hadapi selama mengikuti pembelajaran menggunakan media matching card?
4. Apakah kamu mau mengikuti kegiatan pembelajaran seperti ini lagi dengan guru kamu untuk pertemuan yang akan datang?

REFLEKSI GURU

1. Bagaimana penerapan pembelajaran menggunakan media matching card?

2. Apakah penerapan pembelajaran menggunakan media matching card dapat menumbuhkan minat peserta didik dalam keterampilan membaca?
3. Apa kelebihan dari pembelajaran menggunakan media matching card?
4. Apa kekurangan dari pembelajaran menggunakan media matching card?
5. Apa saran yang diberikan untuk meningkatkan pembelajaran menggunakan media matching card?

LAMPIRAN

A. LEMBAR KERJA PESERTA DIDIK

Terlampir

B. BAHAN BACAAN GURU DAN PESERTA DIDIK

- Lembar kerja peserta didik

C. GLOSARIUM

Descriptive text	is text that describes a particular person, animal, place or thing.
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D. DAFTAR PUSTAKA

<https://www.ef.co.id/englishfirst/kids/blog/descriptive-text-dalam-bahasa-inggris/>

https://docplayer.info/214224176-Modul-ajar-bahasa-inggris.html#google_vignette

► **Materi Ajar**

1. Definiton of Descriptive Text

Descriptive text is text that describes a particular person, animal, place or thing. Descriptive text provides a detailed explanation so that the reader understands the object of information being sought.

Descriptive text is used to describe what the object or living thing that is described looks like, both in appearance, smell, sound, texture, quantity, and the characteristics of the object or living thing. Descriptive text describes what we see, hear, and feel in something that is described.

2. Purpose of Descriptive Text

To describe, represent or express a person or an object easily understood because descriptive text uses simple and short language.

3. Generic Structure of Descriptive Text

1) Identification (introduction to general information)

Contains about the introduction of a person, place, animal, or object will be described.

2) Description (detail information of the object)

Contains description of something such as animal, things, place, or person by describing its features, forms, colors, or anything related to what the writer described.

4. Language Features of Descriptive Text

- 1) Using simple present tense.

To explain a fact or truth contained in a thing or person.

- 2) Using verb be (is, am, are).

As a liaison between the subject and the explanation

- 3) Using adjective

To explain the properties of objects, humans, or animals.

- 4) Using action verb

Verbs that show an activity or an activity that can be seen (for example : run, walk, dance).

- 5) Using figurative language/focus on one object.

Using language to describe something, usually using metaphors to provide illustrations to the reader (for example : My love for you is as big as the ocean).

► Materi Ajar



My Hamster

I have a pet hamster. His name is Chiko. He is only five months old and his body is small. Its fur is white. He has beautiful deep black eyes. His fur is very soft and I often play with him. He likes to eat carrots. He has a long tail and he has very tiny fingers and toes. He likes to play in his cage because I give him various kinds of toys. I really love my pets.

- **Question for Students**

1. What is the name of the hamster?
2. What are the color hamsters eyes?
3. Where do hamster usually play?
4. What is the favorite food of a hamster?
5. What are the characteristics of a hamster?

► LEMBAR PENILAIAN

KRITERIA	INDIKATOR	SKOR
COHERENCY	BAIK SEKALI Transisi antar kalimat sangat baik, kalimat deskripsi sesuai dengan objek yang dideskripsikan.	5
	BAIK Transisi antar kalimat baik, kalimat deskripsi sesuai dengan objek yang dideskripsikan.	4
	CUKUP Transisi antar kalimat cukup baik, kalimat deskripsi sesuai dengan objek yang dideskripsikan.	3
	KURANG Transisi antar kalimat kurang baik, kalimat deskripsi kurang sesuai dengan objek yang dideskripsikan.	2
	KURANG SEKALI/TIDAK BISA	

	<p>DITERIMA</p> <p>Transisi antar kalimat kurang baik, kalimat deskripsi tidak sesuai dengan objek yang dideskripsikan.</p>	1
GRAMMAR	<p>BAIK SEKALI</p> <p>Penggunaan kalimat verbal & nominal simple present tense tertata dengan baik dan teratur, tidak ada kesalahan to be dan verb.</p>	5
	<p>BAIK</p> <p>Penggunaan kalimat verbal & nominal simple present tense tertata dengan baik dan teratur, kesalahan penggunaan to be dan verb tidak lebih dari 25%</p>	4
	<p>CUKUP</p> <p>Penggunaan kalimat verbal & nominal simple present tense cukup tertata dengan baik dan teratur, kesalahan penggunaan to be dan verb tidak lebih dari 50%</p>	3
	<p>KURANG</p> <p>Penggunaan kalimat verbal & nominal simple present tense kurang tertata dengan baik dan teratur, kesalahan penggunaan to be</p>	2

	dan verb tidak lebih dari 75%	
	KURANG SEKALI/TIDAK BISA DITERIMA Penggunaan kalimat verbal & nominal simple present tense tidak tertata dengan baik dan teratur, kesalahan penggunaan to be dan verb tidak lebih dari 75%	1
VOCABULARY	BAIK SEKALI Kosa kata (adjective) yang digunakan sangat variatif dan tepat.	5
	BAIK Kosa kata (adjective) yang digunakan variatif dan tepat.	4
	CUKUP Kosa kata (adjective) yang digunakan cukup variatif dan tepat.	3
	KURANG Kosa kata (adjective) yang digunakan kurang variatif dan tepat.	2
	KURANG SEKALI/TIDAK BISA DITERIMA Kosa kata (adjective) yang	1

	digunakan tidak variatif dan tidak tepat.	
PUNCTUATION	SANGAT BAIK Bentuk, ejaan, tanda baca, penggunaan huruf besar, kerapian sangat memengaruhi aturan teks.	5
	BAIK Bentuk, ejaan, kesesuaian, tanda baca, huruf besar, dan kerapian umumnya memenuhi atura-aturan teks.	4
	CUKUP Bentuk, ejaan, kesesuaian, tanda baca, huruf besar, dan kerapian sebagian memenuhi atura-aturan teks.	3
	KURANG Bentuk, ejaan, kesesuaian, tanda baca, huruf besar, dan kerapian umumnya tidak memenuhi atura-aturan teks.	2
	KURANG SEKALI/TIDAK BISA DITERIMA Bentuk, ejaan, kesesuaian, tanda baca, huruf besar, dan kerapian tidak memenuhi atura-aturan teks.	1

Pedoman Penskoran

$$\text{SKORING} = \frac{\text{Jumlah skor diperoleh}}{2 \times 10} \\ \text{Jumlah Siswa}$$

Mengetahui,

Guru Mata Pelajaran



Sri Rahayu Dwi Utari S.Pd

NIP. 197209102005012010

Madiun, July 12th 2024



Alda Asriyani

NIM. 2002109026

Lembar Kerja Peserta Didik (LKPD)

Descriptive Text

MY CAT

I have a pet cat. It's name is Leona. She is only a year old. My cat fur is white. It has lovely green eyes and a long tail. It is downy and furry. She eats fish and drinks milk. It plays with me when I come back from school. It loves me and shows it's love by spoiling me when I come back from school. At the afternoon, when the sunset, she like to play in back yards. She will be running, rolling, and the climbing the tree. It sleeps in a small basket near my bed. I love my pet so much.

Question :

1. What is the teks about?
2. What is the name of the cat?
3. What are the color eye of a cat?
4. Where do cats usually play?
5. What is the favorite food of the cat?

MY COW

I have a pet cow. He is huge, weighing 600kg. Every day I go to his cage to feed and bathe him. I gave him the name Belang, because he has two colors on his body, black and white. Every week I squeeze the milk it produces and I drink it.

Question :

1. What the gender of a cow?
2. How the heavy of a cow?

3. What I am doing of my cow?
4. What are the color of my cow?
5. Why he called Belang is?

MY FISH

When I took a walk with my mother to the market, I was interested in bought a fish. I saw a very beautiful fish, it was a type of ornamental fish. The color of the body is white and pretty. I called it the name Indah, because the fins and tail are very beautiful. Her body is small and very petite. I put it in the aquarium near my study table. With Indah, I feel like I have a friend because she reduces my feeling of loneliness.

Question :

1. Where to buy the fish?
2. What the species of the fish?
3. What the name of the fish?
4. What the color of the fish?
5. Where do I put the aquarium?

MY BIRD

Today I bought a bird from petshop. The bird is very beautiful. He is a canary. I give the name Canna. The body color is orange combined with yellow, green and red. They have two legs, two wings, and have a feather in their body. His favorite food is carterpillar. He has cute shaped lips, the top of his lips pointing downwards. Canna's chirping is also very loud. I'm very happy to have it.

Question :

1. Where I bought the bird?
2. What the species of my bird?
3. What the name of my bird?
4. What the color of my bird?
5. What the favorite of the bird?

MY TURTLE

Yesterday my father bought me a turtle from shop pets. I call it Donatello, Donatello is so green because it come from genus Emydidae. Donatello and me have same favorite food, we like banana and carrot. I hope we can life together for a long time.

Question :

1. Where my father bought a turtle?
2. What is the name my turtle?
3. What is the colour my turtle?
4. What the species of my turtle?
5. What the favorite food of my turtle?

MY CHICKEN

My grandfather had a hobby of keeping roosters. Grandpa's

rooster was very big and agile, every morning the rooster crowed loudly. The rooster's favorite food is earthworms. The rooster once fought with a crow that would disturb his child. The rooster had 6 chicks. After my grandfather died, I continued to care for the rooster and his family.

Question :

1. What is my grandfather hobby?
2. What does the rooster do every morning?
3. What favorite food of the rooster?
4. What did the rooster and the crow do?
5. How many chicks did the rooster have?

MY DUCK

When I came to my grandmother's village, I saw that my grandmother had a lot of ducks, around 3 of them. I named the duck dodo dudu dada, the dodo was white the dudu is black and the dada is black and white striped. The ducks really like playing in Grandma's swamp and rice fields, but a few months later the dodo got sick and died, I was very sad to hear that.

Question :

1. How much duck my grandmother have?
2. What is my grandmother name?
3. What the colour of dudu?

4. Where is the duck's favorite place to play?
5. What is the name of the duck that died?

MY RABBIT

On Sunday my father and I went to the zoo and I saw a pair of very cute rabbits. The rabbits are eating carrots, the rabbits are brown and white. The rabbit has big and long ears. then I asked my father to hold the brown rabbit and my father the white one and we took a photo together.

Question :

1. Where did I see the rabbit?
2. What did the rabbit do?
3. What color are the rabbits?
4. What do rabbit ears look like?
5. What color rabbit am I holding?

MY BUTTERFLY

I played in the park with my cousin. From a distance, I saw two butterfly that on the single flowers. The one have a orange wings, and the other have blue wings. The butterfly is orange I and has a polka dot pattern at the end of its body. They was sucking flowers and then I catch them and gave to my cousin.

Question :

1. Where I found the butterfly?
2. How much the butterfly in the park?
3. What the color a butterfly?
4. What the butterfly doing?
5. What the color of the my butterfly?

MY DOG

When I came home I saw a dog who was in pain because his leg was injured. Then I took him home to look after him. The dog is a corgi species and female, just like me. Its fur is orange and white so it looks very beautiful and cute. After the dog recovered I took him to the park and we played together.

Question :

1. Why I should bring the dog to my house?
2. What the species from the dog?
3. What sex of the dog?
4. What the colour of the dog?
5. What the place I go when the dog has recovered?

APPENDIX III
STUDENTS ATTENDANCE

Kelas : VII E

Wali Kelas : Sri Rahayu Dwi Utari S.Pd

No.	Nama Siswa	Jenis Kelamin	Kehadiran
1.	ARS	Laki-laki	√
2.	AAS	Laki-laki	√
3.	APP	Laki-laki	S
4.	ASW	Laki-laki	√
5.	AZA	Perempuan	√
6.	BHP	Perempuan	√
7.	BPN	Laki-laki	S
8.	CAR	Laki-laki	√
9.	DRS	Laki-laki	√
10.	KC	Laki-Laki	√
11	KANF	Perempuan	√
12.	MTH	Laki-laki	√

13.	MAZ	Perempuan	√
14.	MDIPK	Laki-laki	√
15.	NCMP	Perempuan	S
16.	PASA	Perempuan	√
17.	RRA	Laki-laki	√
18.	RMAA	Laki-laki	√
19.	RAS	Laki-laki	√
20.	RVF	Laki-laki	√
21.	RJHP	Perempuan	√
22.	SRJP	Laki-laki	√
23.	TRY	Perempuan	√
24.	TRH	Perempuan	√
25.	VWR	Laki-laki	√

APPENDIX IV

STUDENTS SCORE

No.	Nama Siswa	Skor				Total Skor
		Coherency	Grammar	Vocabulary	Punctuation	
Kelompok 1						
1.	RJHP	2	4	1	1	40
2.	BHP	2	4	1	1	40
3.	TRY	2	4	2	2	50
4.	MAZ	2	4	2	2	50
Kelompok 2						
1.	MTH	2	4	2	2	50
2.	AAS	2	4	2	2	50
3.	RAS	1	3	1	1	30
4.	RMAA	1	3	1	1	30
5.	RRA	1	3	1	1	30
Kelompok 3						
1.	KANF	2	4	3	3	60
2.	TRH	2	4	3	3	60
3.	NCMP	3	4	2	2	55
4.	PASA	3	4	2	2	55
Kelompok 4						
1.	VWR	1	3	1	1	30

2.	SRJP	1	3	1	1	30
3.	APP	3	4	2	3	60
4.	KC	3	4	2	3	60
5.	RVF	3	4	2	3	60
Kelompok 5						
1.	CAR	3	3	3	2	55
2.	RDRS	3	3	3	2	55
3.	ARS	4	5	4	4	85
4.	MDIPK	4	5	4	4	85

Pedoman Penskoran

$$\text{SCORING} = \frac{\text{Summary} / 2 \times 10}{\text{Amount of student}}$$

APPENDIX V
OBSERVATION CHECKLIST

Kegiatan Awal / Kegiatan Pembuka			
No.	Kegiatan Pembelajaran	Ya	Tidak
1.	Guru mengucapkan salam kepada siswa	√	
2.	Guru memberikan perintah kepada siswa untuk berdo'a	√	
3.	Guru memeriksa kehadiran siswa dengan daftar hadir	√	
4.	Guru memberikan beberapa pertanyaan dan motivasi untuk meningkatkan minat siswa dalam kegiatan pembelajaran kali ini	√	
5.	Guru memberikan tujuan dari pembelajaran kepada siswa	√	

Kegiatan Inti / Kegiatan Pengajaran			
No.	Kegiatan Pembelajaran	Ya	Tidak
1.	Guru menjelaskan materi descriptive text dapat digunakan dalam kehidupan sehari-hari	√	
2.	Guru memberikan penjelasan mengenai materi yang akan dipelajari	√	
3.	Guru dan peserta didik menganalisis teks deskripsi pada	√	

	matching card		
4.	Peserta didik diberikan pertanyaan terkait teks yang telah disampaikan	√	
5.	Peserta didik menjawab pertanyaan yang diberikan oleh guru	√	
6.	Guru memulai dan menjelaskan aturan permainan matching card	√	
7.	Guru memerintahkan siswa untuk membentuk kelompok dalam permainan matching card	√	
8.	Guru membacakan aturan permainan matching card	√	
9.	Peserta didik memulai permainan matching card dan mengerjakan tugas yang diberikan oleh guru	√	
10.	Guru menyampaikan apabila ada yang belum dipahami dapat bertanya kepada guru	√	
11.	Peserta didik membacakan hasil kerja kelompok	√	
12.	Guru membenarkan hasil kerja kelompok	√	
13.	Peserta didik menyimpulkan poin-poin penting	√	

Kegiatan Penutup / Kegiatan Akhir

No.	Kegiatan Pembelajaran	Ya	Tidak
1.	Guru dan siswa membuat rangkuman mengenai materi yang telah dipelajari	√	

	pembelajaran selanjutnya		
4.	Guru memberikan refleksi yang telah disediakan	√	
5.	Guru menutup kegiatan pembelajaran dan siswa merespon dengan salam	√	

Mengetahui,
Madiun, July 12th 2024



Alda Asriyani

NIM. 2002109026

APPENDIX VI
INTERVIEW GUIDELINE

Pertanyaan untuk Guru :

1. Bagaimana penerapan pembelajaran menggunakan Matching Card Media?
2. Apakah penerapan pembelajaran ini menumbuhkan minat terhadap keterampilan membaca siswa?
3. Apa keuntungan menggunakan Matching Card Media dalam kegiatan pembelajaran?
4. Apa kerugian penggunaan Matching Card Media dalam kegiatan pembelajaran?
5. Saran apa yang Anda miliki untuk meningkatkan pembelajaran siswa menggunakan Matching Card Media untuk meningkatkan hasil?

Pertanyaan untuk Siswa :

1. Apakah Anda menikmati pembelajaran yang dilengkapi media pembelajaran Matching Card Media?
2. Apa manfaat yang Anda rasakan dengan mengikuti kegiatan pembelajaran hari ini?
3. Kesulitan apa yang Anda temui pada pembelajaran hari ini?
4. Apakah Anda ingin berpartisipasi dalam kegiatan pembelajaran serupa dengan guru Anda di pertemuan selanjutnya?

APPENDIX VII

THE RESULT OF TEACHER INTERVIEW GUIDELINE

Responden : Sri Rahayu Dwi Utari S.Pd

Hari/Tanggal : Selasa, 30 April 2024

Tempat : Ruang Guru SMP 9 Madiun

Waktu : 11.00

No.	Pertanyaan	Jawaban
1.	"Bagaimana penerapan pembelajaran menggunakan Matching Card Media?"	Dengan menggunakan media Matching Card sudah sangat bagus untuk siswa untuk memancing dalam aspirasi mereka dalam menemukan jawaban-jawaban dari pertanyaan yang sudah disiapkan.
2.	"Apakah penerapan pembelajaran ini menumbuhkan minat terhadap keterampilan membaca siswa?"	Siswa sangat antusias untuk mempelajari materi teks deskriptif karena gambar-gambar pada Matching Card Media yang telah disiapkan sangat menarik.
3.	"Apa keuntungan menggunakan Matching Card Media dalam kegiatan pembelajaran?"	Membantu minat siswa dengan merangsang karena adanya gambar-gambar yang diberikan sesuai dengan teks yang telah disediakan dan menumbuhkan kreativitas siswa dan

		membangkitkan semangat sehingga siswa sangat terbantu dengan adanya Matching Card Media.
4.	“Apa kerugian penggunaan Matching Card Media dalam kegiatan pembelajaran?”	Untuk kerugian tidak ada, justru sangat membantu.
5.	“Saran apa yang Anda miliki untuk meningkatkan pembelajaran siswa menggunakan Matching Card Media untuk meningkatkan hasil?”	Untuk Matching Card Media dibuat lebih menarik dan bervariasi lagi untuk siswa, terutama untuk siswa SMP karena untuk rangsangan bagi anak-anak dalam pembelajaran yang lebih baik lagi.

APPENDIX VIII

THE RESULT OF STUDENTS INTERVIEW GUIDELINE

Hari/Tanggal : Selasa, 30 April 2024

Tempat : Kelas VII E SMP 9 MADIUN

Waktu : 10.30

Pertanyaan pertama : Apakah Anda menikmati pembelajaran yang dilengkapi media pembelajaran Matching Card?

No.	Responden	Respon
1.	APP	Iya, karena saya bisa meningkatkan literasi membaca saya, terutama pada pelajaran bahasa Inggris.
2.	PAS	Ya, cukup menikmatinya.
3.	BHR	Iya, sangat menikmatinya karena pembelajarannya seru dengan bermain.
4.	NCM	Ya, cukup menikmatinya.
5.	AZA	Iya, sangat menikmati karena belajar sambil bermain.

Pertanyaan kedua : Apa manfaat yang Anda rasakan dengan mengikuti kegiatan pembelajaran hari ini?

No.	Responden	Respon
1.	APP	Seru sekali, karena saya belum pernah menjumpai strategi pembelajaran menggunakan media kartu cocok, jadi ini merupakan sesuatu yang baru bagi saya.
2.	PAS	Mendapat pengalaman dan pembelajaran baru tentang descriptive text dengan Matching Card Media.
3.	BHR	Dapat menambah ilmu dan wawasan.
4.	NCM	Dapat menambah ilmu dan wawasan.
5.	AZA	Saya mendapat pengalaman baru dengan bermain game secara berkelompok.

Pertanyaan ketiga : Kesulitan apa yang Anda temui pada pembelajaran hari ini?

No.	Responden	Respon
1.	APP	Tidak ada kesulitan bagi saya untuk mengikuti pembelajaran hari ini.
2.	PAS	Tidak ada, Bu.
3.	BHR	Tidak ada, Bu.

4.	NCM	Tidak ada, Bu.
5.	AZA	Tidak ada, Bu.



Pertanyaan keempat : Apakah Anda ingin berpartisipasi dalam kegiatan pembelajaran serupa dengan guru Anda di pertemuan selanjutnya?






No.	Responden	Respon
1.	APP	Ya, saya berharap dapat menemukan pembelajaran dengan menggunakan Matching Card Media seperti yang baru saja saya dapatkan.
2.	PAS	Tentu saja.
3.	BHR	Tentu saja.
4.	NCM	Tentu saja.
5.	AZA	Tentu saja.

APPENDIX IX






TRANSCRIPT DATA VALIDATION OF RESEARCH RESULT

Table of data Triangulation methods or techniques for the using Cooperative Learning and Matching Card application to teach reading skill for the seventh grade student of SMP 9 Madiun.

Problem Statement	Observation	Interview	Documentation	Conclusion
How is the application of using Matching Card to teach reading skill for seventh grade students of SMP 9 Madiun academic year of 2024/2025?	The observation s were in class VII E , which consisted of 25 students. The teacher uses several stages in teaching and learning activities. The stages are divided into three, consist of Pre-activity,	The researcher conducted interviews with 25 students of class VII E. The researcher gave some questions to the students and English teacher of SMP 9 Madiun. (Appendix	 <p style="text-align: center;">(Lesson Plan)</p>  <p style="text-align: center;">(Materials)</p>	The application of using Cooperative Learning and Matching Card to teach reading skill for seventh grade student of SMP 9 Madiun. The stages are divided into three : a. Pre-activity At this stage, The

	Main Activity, and Post-Activity.	3)	     <p data-bbox="904 1381 1029 1472">(Learning Process)</p>	<p data-bbox="1135 275 1301 1094">teacher begins the learning process starting with the teacher greeting the students, taking attendance, and providing motivation to the students.</p> <p data-bbox="1094 1142 1241 1226">b. Main Activity</p> <p data-bbox="1135 1274 1301 1778">At this stage, the teacher provided a detailed explanation of descriptive text to the students.</p> <p data-bbox="1094 1827 1211 1856">c. Post-</p>
--	-----------------------------------	----	--	--

				<p>Activity</p> <p>At this stage, the teacher and students engaged in summarizing the learning activities of the day.</p>																																	
<p>What are the advantages of using Matching Card to teach reading skill for seventh grade students of SMP 9 Madiun academic</p>	<p>In this study, the advantages are found main activity process.</p>	<p>Transcripts of teacher and students interview data in the (Appendix 8 and 9)</p>	<p>A. Teacher Interview</p> <table border="1" data-bbox="870 932 1059 1184"> <thead> <tr> <th>No.</th> <th>Interview Questions</th> <th>Answer</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>"How do you describe of learning reading skill in your class?"</td> <td></td> </tr> <tr> <td>2.</td> <td>"How do you describe of the learning experience that you receive in a class learning skill?"</td> <td></td> </tr> <tr> <td>3.</td> <td>"What are the advantages of using learning cards in reading skill learning activities?"</td> <td></td> </tr> <tr> <td>4.</td> <td>"How do you describe of using learning cards in reading and writing activities?"</td> <td></td> </tr> <tr> <td>5.</td> <td>"What suggestions do you have to other teachers in using learning cards in reading activities?"</td> <td></td> </tr> </tbody> </table> <p>(The transcript of interview with English teacher of SMP 9 Madiun)</p> <p>B. Student Interview</p> <table border="1" data-bbox="870 1682 1059 1871"> <thead> <tr> <th>No.</th> <th>Interview Questions</th> <th>Answer</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>"How do you describe of learning reading skill in your class?"</td> <td></td> </tr> <tr> <td>2.</td> <td>"How do you describe of the learning experience that you receive in a class learning reading skill in your class?"</td> <td></td> </tr> <tr> <td>3.</td> <td>"What are the advantages of using learning cards in reading activities?"</td> <td></td> </tr> <tr> <td>4.</td> <td>"How do you describe of using learning cards in reading and writing activities?"</td> <td></td> </tr> </tbody> </table>	No.	Interview Questions	Answer	1.	"How do you describe of learning reading skill in your class?"		2.	"How do you describe of the learning experience that you receive in a class learning skill?"		3.	"What are the advantages of using learning cards in reading skill learning activities?"		4.	"How do you describe of using learning cards in reading and writing activities?"		5.	"What suggestions do you have to other teachers in using learning cards in reading activities?"		No.	Interview Questions	Answer	1.	"How do you describe of learning reading skill in your class?"		2.	"How do you describe of the learning experience that you receive in a class learning reading skill in your class?"		3.	"What are the advantages of using learning cards in reading activities?"		4.	"How do you describe of using learning cards in reading and writing activities?"		<p>There are several advantages are found in using Matching Card to teach reading skill for seventh grade students of SMP 9 Madiun :</p> <p>a. Increases the creativity and spirit of</p>
No.	Interview Questions	Answer																																			
1.	"How do you describe of learning reading skill in your class?"																																				
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4.	"How do you describe of using learning cards in reading and writing activities?"																																				

<p>year of 2024/2025?</p>			<p>(The transcript of interview with students class VII E of SMP 9 Madiun)</p>    <p>(Learning Process)</p>	<p>students</p> <p>b. Helps attract students interest in game media</p> <p>c. Make students not tired of receiving learning</p>
<p>What are the disadvantages of using Matching Card to teach reading skill</p>	<p>In this study, the disadvantages are found main activity process.</p>	<p>In this study, researcher are looking for disadvantages of using Matching Card to</p>	  <p>(Learning Process)</p>	<p>There are several disadvantages are found in using Matching Card to teach reading skill for seventh grade students</p>

for seventh grade students of SMP 9 Madiun academic year of 2024/2025?		teach reading skill for seventh grade students of SMP 9 Madiun		of SMP 9 Madiun : a. Difficulty understanding and assembling vocabulary b. Non conducive class condition
--	--	--	--	--

APPENDIX X
DOCUMENTATION





MATCHING CARD MEDIA



APPENDIX XI

STUDENTS PAPERWORK

Right
Dua
Ayo-
Dia

MY CAT

I have a pet cat. It's name is Leona. She is only a year old. My cat fur is white. It has lovely green eyes and a long tail. It is downy and furry. She eats fish and drinks milk. It plays with me when I come back from school. It loves me and shows it's love by spoiling me when I come back from school. At the afternoon, when the sunset, she like to play in back yards. She will be running, rolling, and the climbing the tree. It sleeps in a small basket near my bed. I love my pet so much.

Question :

1. What is the trka about?
2. What is the name of the cat?
3. What are the color eye of a cat?
4. Where do cats usually play?
5. What is the favorite food of the cat?

1. The trka about is My cat
2. Leona
3. Lovely & green eyes
4. Back yards
5. the cats fish and drinks milk

nama keCempok: I
nama banyolan: Meeji
: Aiz
: Rujya
: Robko
: Rops

MY COW

I have a pet cow. He is huge, weighing 600kg. Every day I go to his cage to feed and bathe him. I gave him the name Belang, because he has two colors on his body, black and white. Every week I squeeze the milk it produces and I drink it.

Question :

1. What the gender of a cow? : female
2. How the heavy of a cow? : 600kg
3. What I am doing of my cow? : Every day I go to his cage to feed and bathe him
4. What are the color of my cow? : black and white
5. Why he called Belang is? : because he has two colors on his body

nama ikan keistimewaan : - Alif
- Benzhi
- Reifan
- Satrio
- Vitada

MY FISH

When I took a walk with my mother to the market, I was interested in bought a fish. I saw a very beautiful fish, it was a type of ornamental fish. The color of the body is white and pretty. I called it the name Indah, because the fins and tail are very beautiful. Her body is small and very petite. I put it in the aquarium near my study table. With Indah, I feel like I have a friend because she reduces my feeling of loneliness.

Question :

1. Where to buy the fish?
2. What the species of the fish?
3. What the name of the fish?
4. What the color of the fish?
5. Where do I put the aquarium?

Answer :

- 1 in the market
- 2 ~~species~~ ornamental fish
- 3 Indah
- 4 white
- 5 near my study table

MY BIRD

Today I bought a bird from petshop. The bird is very beautiful. He is a canary. I give the name Canna. The body color is orange combined with yellow, green and red. They have two legs, two wings, and have a feather in their body. His favorite food is caterpillar. He has cute shaped lips, the top of his lips pointing downwards. Canna's chirping is also very loud. I'm very lappy to have it.

Question :

1. Where I bought the bird?
2. What the species of my bird?
3. What the name of my bird?
4. What the color of my bird?
5. What the favorite of the bird?

1. I bought the bird petshop

2. the species of my bird is canary

3. the name of my bird is Canna

4. the color of my bird is orange combined with yellow-green-red

5. the favorite of the bird is caterpillar

Marsha Putri (18)
Sylvia Abrianti (16)

MY TURTLE

Yesterday my father bought me a turtle from shop pets. I call it Donatello. Donatello is so green because it come from genus Emydidae. Donatello and me have same favorite food, we like banana and carrot. I hope we can life together for a long time.

Question :

1. Where my father bought a turtle? *from shop pet*
2. What is the name my turtle? *his name is Donatello*
3. What is the colour my turtle? *his colour is green*
4. What the species of my turtle? *genus Emydidae*
5. What the favorite food of my turtle? *he like banana and carrot.*

Nama :

MY CHICKEN

My grandfather had a hobby of keeping roosters. Grandpa's rooster was very big and agile, every morning the rooster crowed loudly. The rooster's favorite food is earthworms. The rooster once fought with a crow that would disturb his child. The rooster had 6 chicks. After my grandfather died, I continued to care for the rooster and his family.

Question :

1. What is my grandfather hobby?
2. What does the rooster do every morning?
3. What favorite food of the rooster?
4. What did the rooster and the crow do?
5. How many chicks did the rooster have?

Answer :

1. Keeping roosters
2. crowed loudly
3. Earth worms
4. The roosters once fought with a crow
5. The roosters had 6 chicks.

- Rewana Jay herusipuri
- Balqisya heka pradiyana
- Tania Rizki
- Mulya dan Zakiyah

MY DUCK

When I came to my grandmother's village, I saw that my grandmother had a lot of ducks, around 3 of them. I named the duck dodo dudu dada, the dodo was white the dudu is black and the dada is black and white striped. The ducks really like playing in Grandma's swamp and rice fields, but a few months later the dodo got sick and died, I was very sad to hear that.

Question :

1. How much duck my grandmother have? around 3 of them.
2. What is my grandmother name? I named the duck dodo, dudu, dada
3. What the colour of dudu? The dodo was white, the dudu is black, the dada is black and white striped.
4. Where is the duck's favorite place to play? The ducks really like playing in Grandma's swamp and rice fields
5. What is the name of the duck that died?
 But a few months later the dodo got sick and died, I was very sad to hear that.

to: Mojia
Aira
Rusya
Rafiqo
Fafu

MY RABBIT

On Sunday my father and I went to the zoo and I saw a pair of very cute rabbits. The rabbits are eating carrots, the rabbits are brown and white. The rabbit has big and long ears. then I asked my father to hold the brown rabbit and my father the white one and we took a photo together.

Question :

1. Where did I see the rabbit? at the zoo.
2. What did the rabbit do? The rabbits are eating carrots
3. What color are the rabbits? brown and white
4. What do rabbit ears look like? oval
5. What color rabbit am I holding? brown and white

MY BUTTERFLY

I played in the park with my cousin. From a distance, I saw two butterfly that on the single flowers. The one have a orange wings, and the other have blue wings. The butterfly is orange I and has a polka dot pattern at the end of its body. They was sucking flowers and then I catch them and gave to my cousin.

Question :

1. Where I found the butterfly? *that on the single flowers*
2. How much the butterfly in the park? *two*
3. What the color a butterfly? *the one have a orange and the other have blue*
4. What the butterfly doing? *they was sucking flowers and then I catch them*
5. What the color of the my butterfly? *and gave to my cousin
Orange*

(29)

MY DOG

When I came home I saw a dog who was in pain because his leg was injured. Then I took him home to look after him. The dog is a corgi species and female, just like me. Its fur is orange and white so it looks very beautiful and cute. After the dog recovered I took him to the park and we played together.

Question :

1. Why I should bring the dog to my house? Because his leg was injured.
2. What the species from the dog? Corgi and Female species, legs orange and white.
3. What sex of the dog? Female.
4. What the colour of the dog? Orange and white.
5. What the place I go when the dog has recovered? To the Park.

APPENDIX XII

VALIDASI DAFTAR PUSTAKA

Nama : Alda Asriyani

NPM : 2002109026

Program Studi : Pendidikan Bahasa Inggris

Fakultas : FKIP

Dosen Pembimbing I : Nuri Atiningsih, S.Pd., M.Pd.

Dosen Pembimbing II : Dr. Fitra Pinandhita, S.Pd., M.Pd.

Judul : Using Cooperative Learning and Matching Card Game Media to Teach Reading Skill for Seventh Grade Student of SMP 9 Madiun

No.	Sumber Pustaka	Halaman		Hasil Validasi	
		Pustaka	Skripsi	Sesuai	Tidak Sesuai
1.	Akrim. (2018). Media Learning Digital. <i>International Conference on Community Development</i> . 231 (1), 458-460.	459	9	✓	
2.	Andini, R. U., & Ratmanida, R. (2019). Teaching Reading through	33	1, 8	✓	

	“The Power of Two” Strategy for Senior High School Students. <i>Journal of English Language Teaching</i> , 8(1), 33-41.				
3.	Ariani, S., & Setianingsih, T. (2018). The Effectiveness of Using Index Card Match in Teaching Vocabulary. <i>Jo- ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP</i> , 5(2), 107- 112.	108	50	✓	
4.	Asmilawati, Sri. (2020). An Analysis of Students Problem in Reading Comprehension Through Questioning Technique. Lampung: Raden Intan State Islamic University.	26	1	✓	

5.	Damaianti, V. S., Abidin, Y., & Rahma, R. (2020). Higher order thinking skills-based reading literacy assessment instrument: An Indonesian context. <i>Indonesian Journal of Applied Linguistics</i> , 10(2), 513-525.	514	15	✓	
6.	Fan, Mengqi. (2023). The Influence of Teacher-Student Relationships on Learning Motivation of Elementary School Students. <i>Journal of Education and Educational Research</i> . 5 (3), 63-66.	64	3	✓	
7.	Gultom, Sariaman., Hutauruk, Ahmad Fakhri., Ginting, Andres M. (2020). Teaching Skills of Teacher in Increasing Student Learning Interest. <i>BIRCI Journal</i> . 3 (3), 1564-1569.	1565	2	✓	
8.	Jumainah, J., Paramansyah, A.,	1370	14	✓	

	Rohmiyati, Y., Boari, Y., & Nurnaningsih, A. (2023). The Relationship Analysis Between The Index Card Match Learning Model and Students' Activeness and Memorizing Capability. <i>Journal on Education</i> , 6(1), 1369-1374.				
9.	Khairunnisa, I., Dewi, R. S., & Anasy, Z. (2020, January). The Effect of Make a Match Strategy on Students' Reading Comprehension of Descriptive Text. In <i>ICEMS 2019: Proceedings of the 5th International Conference on Education in Muslim Society, ICEMS 2019, 30 September-01 October 2019, Jakarta, Indonesia</i> (Vol. 197). European Alliance for Innovation.	4	51	✓	
10.	Khotimah, Amalia Khusnul. (2016). Analisis	2	9	✓	

	Kemampuan Membaca Pemahaman Berdasarkan Taksonomi Barret Pada Sisswa Kelas IV SD Negeri Gugus Dwija Harapan Kecamatan Mijen. Semarang: Universitas Negeri Semarang.				
11.	Leonard., Rosita, Ita. (2021). Meningkatkan Kerja Sama Siswa Melalui Pembelajaran Kooperatif Tipe Think Pair Share. <i>Jurnal Formatif</i> . 3 (1), 1-10.	3	10	✓	
12.	Maulana, Y., & Fitrawati, F. (2017). TEACHING READING BY USING COMIC STRIPS TO IMPROVE JUNIOR HIGH SCHOOL STUDENTS' COMPREHENSION. <i>Journal of English Language Teaching</i> , 6(1), 124-131.	127	14, 15, 47	✓	
13.	Miles, M. B., Huberman, M., & Saldaña, J. (n.d.). <i>Qualitative Data Analysis :</i>	7	25, 26	✓	

	A Method Sourcebooks (3rd Editi). SAGE Publications, Inc.				
14.	Mubarok, H., & Sofiana, N. (2017). Cooperative integrated reading and composition (circ) and reading motivation: examining the effect on students' reading ability. <i>Lingua Cultura</i> , 11(2), 121-127.	121	8	✓	
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22.	Widyasari, Muthia Ninda. (2021). Teacher's Strategies. Motivating Students to Apply for Reading Skills. Semarang: Walisongo State Islamic	1	10	✓	

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Madiun, July 12th 2024

Co-Advisor



Dr. Fitra Pinandhita, S.Pd., M.Pd.

NIDN. 0703098305

APPENDIX XIII

PERMISSION LETTER

 **UNIVERSITAS PGRI MADIUN**
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Setiabudi No. 85 Madiun 63118, Telepon (0351) 462986, Fax. (0351) 459400
Website: www.unipma.ac.id Email: rektorat@unipma.ac.id
Website Fakultas: fkip.unipma.ac.id Email: fkip@unipma.ac.id

Nomor : 0228.m/N/FKIP/UNIPMA/2024 Madiun, 18 April 2024
Lampiran : -
Hal : Permohonan Izin Penelitian

Kepada Yth. Bapak/Ibu Kepala SMP 9 Madiun
di tempat

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas PGRI Madiun dengan ini mengajukan permohonan kepada Bapak/Ibu untuk memberikan izin kepada mahasiswa/i:

Nama : Alda Astriyani
NIM : 2002109026
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

dalam melakukan penelitian di sekolah yang Bapak/Ibu pimpin dengan judul:
Using Cooperative Learning and Matching Card Game Media to Teach Reading Skill for the Seventh Grade Student of SMP 9 Madiun Academic Year 2024/2025

Demikian permohonan ini disampaikan. Atas perkenannya, kami mengucapkan terima kasih.


Dekan,
Dr. Sardulo Gembong, M.Pd.
NIP. 19650922 199303 1 001

APPENDIX XIV

REPLY PERMISSION LETTER

 **PEMERINTAH KOTA MADIUN**
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA 9 MADIUN
Jl. Campur Sari No. 10 ☎ (0351) 454267MADIUN
Laman <https://smp9madiun@yahoo.com>
NPSN 20534152 

SURAT – KETERANGAN
Nomor : B00 / Pur / 401.101.4.9/2024

Yang bertanda tangan dibawah ini :

Nama : IDA SULISTYANINGSIH, S.Pd.M.Pd.
NIP. : 19770407 200604 2 006
Pangkat / Gol. : Penata Tk. I / III-d
Jabatan : Kepala Sekolah
Unit Kerja : SMP Negeri 9 Madiun

Dengan ini menerangkan dengan sesungguhnya bahwa SMP Negeri 9 Madiun tidak keberatan / memberikan ijin kepada Mahasiswa Mahasiswi dari UNIPMA Kota Madiun Tahun 2024.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya atas kerjasamanya yang baik disampaikan terima kasih.

Madiun, Juni 2024
Pdt. Kepala SMP Negeri 9 Madiun,


IDA SULISTYANINGSIH, S.Pd.M.Pd.
NIP. 19770407 200604 2 006

VITA

Alda Asriyani was born on October 17th, 2001 in Sumedang, West Java, Indonesia. She was the daughter of Mr. Asep Syarif Hidayat and Mrs. Tati Hari. She was educated at SDN 04 Madiun Lor in 2012 and she started school in SMP 5 Madiun and graduate in 2017, and studying in SMA 5 Madiun and graduate in 2020. She started continue her study in Department of English Education in Faculty of Teacher Training and Education of Universitas PGRI Madiun in 2020. Now, she finishing her thesis for fulfillment of the requirement to be an undergraduate degree.