

**IMPROVING STUDENTS' READING COMPREHENSION  
TROUGH SOLVE PAIR SHARE TECHNIQUE  
A CLASSROOM ACTION RESEARCH CONDUCTED THE EIGHT  
GRADE STUDENT OF SMP MUHAMMADIYAH 2 SURAKARTA IN  
2013/2014 ACADEMIC YEAR**



**Submitted As A Partial Requirements  
For the degree of *Sarjana* in English Education Study Program**

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**2017**

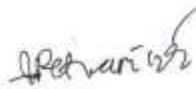
### APPROVAL

This is to certify that Sarjana's thesis of " IMPROVING STUDENTS' READING COMPREHENSION THROUGH SOLVE PAIR SHARE TECHNIQUE A CLASSROOM ACTION RESEARCH CONDUCTED THE EIGHT GRADE STUDENT OF SMP MUHAMMADIYAH 2 SURAKARTA IN 2013/2014 ACADEMIC YEAR" by Yulia Dwi Budi Aryuti has been approved by the thesis proposal advisor for futher approval by The Board of Examiners.

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*Assalamu'alaikumWr. Wb.*

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## RATIFICATION

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## **DEDICATION**

This thesis is proudly dedicated to:

1. My Beloved Father Teguh Budiharjo
2. My Beloved Mother Sukatmi
3. Her Beloved Husband Risang  
Mochamad Pattih
4. My Beloved Family
5. My Beloved Friends

## MOTTO

*Actually, after difficulties, there is an easy. So, if you have finished (from one business), then do with seriously (the other business), and only with your God you have to hope.*

*(Al-Insyiroh 6-8)*

*Anyone who has never made a mistake has never tried anything new.*

*(Albert Einstein)*

*The only time you don't fail is the last time you try anything - and it works.*

*~William Strong~*

*Always walk through life as if you have something new to learn and you will.*

*~Vernon Howard~*

## **CERTIFICATE OF ORIGINALITY**

This is to certify that

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I hereby declare that the *Thesis* above is my original work and written by myself carried out as parts of the requirements to accomplish a Undergraduate Degree in English Education Department in Islamic Education and Teacher Training Faculty, State Islamic Institute of Surakarta (IAIN Surakarta)

I also certify that any help for my research work, preparation of the thesis itself, source and literature used for the thesis have been fully and properly cited. It contains no material which has been accepted for the award for any other degree previously submitted in IAIN Surakarta or any other institution, nor it been submitted as part requirements for the degree except as fully acknowledged within the text.

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**Sincerely yours,**

Materai 6.000

Yulia Dwi Budi Aryati

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

Surakarta, February 13<sup>th</sup> 2017

The researcher

Yulia Dwi Budi Aryati

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## ABSTRACT

Yulia Dwi Budi Aryati. 2017. *Improving Students' Reading Comprehension Through Solve Pair Share Technique A Classroom Action Research Conducted The Eight Grade Student Of Smp Muhammadiyah 2 Surakarta In 2013/2014 Academic Year*. Thesis, English Education, Islamic Education and Language Faculty, IAIN Surakarta.

First advisor : Dra. Hj. Woro Retnaningsih, M.Pd

Second advisor : Kurniawan S.S, M.Hum

The key word : reading comprehension, solve pair share technique, improvement

The aims of this research are to know how is the implementation of solve pair share technique focused on recount and descriptive text and whether solve pair share technique can improve students' reading comprehension focused on recount and descriptive text on the reading class of the eighth grade students of SMP Muhammadiyah 2 Surakarta.

This is a classroom action research. The subject is the VIII B students of SMP Muhammadiyah 2 Surakarta. They are 31 students. The techniques to collect the data are used qualitative and quantitative data. The qualitative data are interview, documentation and observation, and then quantitative data is from students' reading test scores.

Based on this research, it can be concluded: (1) the using of solve pair share technique can improve the students' reading comprehension on recount and descriptive text. It can be seen from the students pretest and post test score, the mean of pretest is 64,64 and the mean of post test 2 score is 76,64. (2) There is significant improvement of students' reading comprehension focused on recount and descriptive text by using think pair share technique. (3) There is positive respond from the students when apply think pair share technique in reading class, they are more enjoyable and easier to understand the material. (4) The implementation of solve pair share technique in teaching reading can help the students to comprehend the text.

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## CHAPTER 1

### INTRODUCTION

#### **A. Background of the Study**

Every human being in society needs language to communicate each other. Language is a means of communication, transmitting information, ideas or feeling from one person to another. It means that human being will always be dealing with sound symbol in their daily life. People can enlarge their words, ideas, opinion and feelings by language.

English is one of the languages which are used in all part of the world. It is not arguable that English language becomes the first International language. It is used widely, almost all countries use it either as the first, second, and foreign language. In Indonesia, English is considered as the first foreign language. Learning the Language is a need for most Indonesian people. Because they think that by mastering English well, it will be easier for them to communicate and understand some informations. As an international language, English has become an important subject to be mastered by Indonesian students, either for communicative purposes or for academic purposes. For those reasons, Indonesian government has established that English begins to be taught in Primary School.

Good reference books are still written in English. It is also known that most of the information about science and technology which are found are written in English. If students have a good mastery in English, it will be helpful for them

to develop their field of study in which they are learning. However, in fact, not all of students can well enough comprehend the contents of those books.

To be successful learners of English, students should master four language skills. Those are reading, speaking, listening, and writing. Reading is one of the important from that. Reading instruction dominates the curriculum in most classrooms. The teaching of English in Indonesia emphasizes on reading comprehension. Heilman (1965:4) states that reading always involves the simultaneous application of a great number of mechanical skills and comprehension skills, all of which are influenced by the reader attitudes, knowledge, and past experience. Reading is complicated process. Beside that Heilman (1965:8) also says that reading is a process of getting meaning from printed word symbols. It is not merely a process of making conventionalized noises associated with these symbols. It means that reading is more than a mechanical process, even though mechanics are an essential part of the processes.

Ideally, as the government issued the Graduation Competence Standard as the guidance of implementing reading program is:

*Siswa mampu membaca nyaring secara bermakna wacana descriptive yang disediakan dengan menggunakan pengucapan dan intonasi yang tepat sehingga memudahkan pemahaman pendengarnya.*

From the SKL above, the competence that should be achieved by the students is the ability to read clearly in descriptive text given using the correct pronunciation and intonation, therefore the listener can easily comprehend the text. The students who are able to fulfill the requirements of SKL are categorized as reaching the goal.

By understanding the content of SKL, it is hoped that the SKL can be used as a reference for the English teachers in creating planning presenting the materials and selecting the appropriate approaches well. Thus, all the genres which are stated in SKL can be covered in learning process in details. On the other hand, the students have to know the variety of genres to lead them classifying the genres so that they can scope their topics which are stated in every genre. Finally, in the last destination, they can apply the genres in daily life that relates to mathematics, science and technology.

There are four skills in language learning; listening, speaking, reading, and writing. Reading is the most important skill among other skills in language learning. Reading has a big role in language achievement. We have to read in our daily life to get information to communicate with others. In second language learning, the learners have to read to improve their vocabulary. By improving the vocabulary, the learners will be able to authorize the second language achievement. From that achievement, the learners can convey their ability in speaking, listening and writing of second language that they have learned. Therefore, reading has a big capacity more than other skills in second language learning.

In Junior High School especially, the students' reading skill is very crucial thing. There are many materials that are presented in the form of many texts. The teacher is able to use the texts to teach many topics that should be discussed such as teaching grammar through text, teaching vocabulary through text, writing integrated with reading text, etc. Reading is integrated with solve pair

share technique because the activities in solve pair share technique really practice the learners to comprehend the content of text. According to Thomas, Kinney, Coladorci, Fielstra (1961:56), there are three types of secondary school organization. The first is the traditional eight-year elementary school followed by the four-year high school. This type of organization is found most often in communities where the elementary and secondary schools are under separate boards, or where the tradition of the familiar four-year high school is strong enough to resist change. The second type, a three-year junior high and a three-year senior high, is the prevalent one in city systems where the elementary and secondary schools are under the administration of a single board. The third type, a modification of the second plan, combines grades seven to twelve in a single six-year junior-senior high school. This third type of organization is found most often in areas where two or more school districts have been consolidated and unified control makes the combination possible. A survey of the over all situations reported in U.S. Office of Education bulletin, *Junior High School Facts*, points out that the separate three-year junior high school is the predominant type in the large cities. Indonesia applies the second type. Most of junior high schools in Indonesia need three years to graduate their students.

There are many student which have good quality in SMP Muhammadiyah 2 Surakarta in this study. SMP Muhammadiyah 2 Surakarta is located in Jln. Kerinci, Kadipiro, Surakarta. In education service, there are 40 teachers who can serve about 500 students. All of the teachers have had the appropriate background and competence in serving teaching and learning in the

classroom with many kinds of methodologies and approaches applied, especially contextual teaching and learning, cooperative learning and other approaches that are appropriate with the subject. Related to conducting the classroom action research, the subject of research were the students of class VIII C. They consist of 20 boys and 13 girls. The mean score of English subject in class VIII C before implementing technique of the researcher was 6, 0 and the researcher hoped to increase became 7, 0 or 8, 0.

Based on the pre-research observation in SMP Muhammadiyah 2 Surakarta, the researcher found some problems dealing with reading as follows: First, students' interest of reading was still low. Second, students had difficulties in understanding the text. They got it difficult in understanding sentences, finding the meaning of the sentences or only understood the broad outline of the text content. The students needed a lot of time in understanding the text, they did not use chance to read English text either at home or in English lesson. Finally, the students had difficulties in doing exercises. Those all made their achievement became low and caused failure in teaching and learning process.

There were some problems came from the teacher, the students, outside the teacher and the students. From the teachers' side, the teacher's way of reading teaching affected the students' reading comprehension. The teacher speaks to fast, unclear explanation and monotonous technique use by the teacher. The teacher still used ordinary way in teaching and learning process almost everyday. The monotonous process of learning made students discourage to learn, such as the

teacher just asked the students to read certain text in the English book or students' exercises book (LKS), and then he asked them to do the task following the text.

From the students' side from the result of the interview, the causes come from students' motivation, students' reading type, students' reading style, students' reading habit, and also students' reading knowledge. First, the motivation of the students was still low to read a text. Second, most of the students had almost the same reading type. They liked to read silently. They did not like to read aloud and share it to their friends. Third, almost all students also had the same style in reading activity. They said that they preferred to read alone with consideration that they could concentrate better and felt convenient. They did not try to discuss the text and has not effort to estimate their own difficulties. Fourth, the students' reading habit was so bad. The students had a short allotment of time to read English text. They did not like to read English because they had a judgment that English was difficult to learn. Many students still did not use chance to read English book at library or in English lesson itself. Fifth, from the students' knowledge, there were some causes: the limited vocabularies, sentence construction within paragraph, difficulties in finding the main idea and in making conclusion of the text.

The next cause came from the outside of the teacher and the students. It was from the technique and the atmosphere of the class. The technique was not interesting because the technique that was used by the teacher to teach the students was monotonous. It made the students feel burdened and hard to learn. Besides that, the unsupported classroom atmosphere was a negative contribution

to students' learning. In SMP Muhammadiyah 2 Surakarta also there is no program outside of the class that support the English subject, as like speaking contest, reading short story competition, or English debate.

Based on the problems stated above, the researcher wants to improve the students' reading comprehension by solve pair share technique. According to Kessler (1992:21), with solve pair share, the teacher poses a problem (a low or a high-consensus item), and students work out solution individually (a checker may be needed to ensure everyone stays on task), students explain how they solved the problem in three-Step Interview or Round Robin Structures.

Solve -pair-share is under the cooperative learning method. The researcher tries to use the solve pair share technique to teach reading. Solve-Pair-Share is structured activity which gives students always to a problem, to work solution, and to explain how they solved the problem. The procedure consists of three steps. The first step is Solve. Teacher poses a problem and asks the students to spend a minute solve problem alone about the answer. The second step is pairing. Teacher asks students to pair off and discuss what they have been solve problem about. The last step is sharing. In the final step teacher asks pair to share with the whole class what they have been talking about. The solve -pair-share technique is chosen to teach reading because it can be used to teach reading, writing, listening, and speaking. The teacher only becomes the facilitator in the class where the students will be more active. This technique makes the students as the center of the teaching learning process rather than teacher-centered. It was expected that solve-pair-share would improve students' reading comprehension,

make students more active, enjoyable, and students would not get bored during teaching learning process.

Based on the reason above, the researcher would like to do the research entitled: **“IMPROVING STUDENTS’ READING COMPREHENSION TROUGH SOLVE PAIR SHARE TECHNIQUE A CLASSROOM ACTION RESEARCH CONDUCTED THE EIGHT GRADE STUDENT OF SMP MUHAMMADIYAH 2 SURAKARTA IN 2013/2014 ACADEMIC YEAR”**

### **B. The Limitation of the Problem**

The researcher has a very limited ability to study all the problems which have been identified. Therefore the study only focuses on improving students’ reading comprehension in the eighth grade students (VIII C) of SMP Muhammadiyah 2 Surakarta in 2013/2014 academic year by using solve pair share technique in the first semester. The researcher chose this class because seeing the fact that the students’ interest and comprehension in reading were lower than other class. It could be seen from the students’ English scores, the lack enthusiasm of students in reading class, and the ability of the students in reading comprehension class. The researcher limited the use of descriptive text from the students’ book.

### **C. The Problem Formulation**

Based on the background of the study, the researcher formulates the problem on the study as follows:



1. How is the implementation of solve pair share technique at the eighth grade year at SMP Muhammadiyah 2 Surakarta to improve students' reading comprehension?
2. What are the strengths and the weaknesses of the implementation of solve pair share technique for students of Junior High School in learning English?

#### **D. The Objectives of the Study**

Based on the problem statement above, this research is aimed:

1. To know the implementation solve pair share technique at the eighth grade year at SMP Muhammadiyah 2 surakarta to improve students' reading comprehension?
2. To know the strengths and the weaknesses of implementing solve pair share technique for students of Junior High School in learning English?

#### **E. The Benefits of the Study**

The results of this study are expected to give some benefits both theoretically and practically, such as following:

1. Theoretical

The researcher hopes that through this research, it can improve the knowledge, especially in English subject. The result of the research can be used as an input in English teaching learning process especially in developing in reading comprehension. And also the result of the research can be used to reference for who want to conduct a research in teaching English.

## 2. Practical

Firstly, for the students this study can improve their reading comprehension. Secondly, for the teacher the result of the study will provide much information for the improvement of the quality of the teaching and learning process. Thirdly, for the School the new technique of teaching will enrich teaching method in this school, especially for teaching reading. Fourth, for the researcher this research of course will improve the researcher's writing. The researcher gets a valuable experience which can be used for doing a better research in the future.

## **CHAPTER II**

### **THE LITERATURE REVIEW**

#### **A. Review on Reading Comprehension**

##### **1. Definition of Reading**

Reading is important to be taught by the teacher to the students. For the students, of course reading comprehension is required in doing a test especially. Reading is one of the materials that are tested. In reading test, the questions presented are usually around understanding the meaning of the paragraphs or dialogues by finding the main idea, finding information, finding the true or false statement, finding synonym or antonym of the texts, etc.

Aebersold and Field (1997:15) say that reading is what happens when people look at a text and assign meaning to the written symbols in that text, further, the text and the reader are the two physical entities necessary for the reading process to begin. So, there is an interaction between the text and the reader that constitute actual reading.

Kennedy (1981:5) says reading is the ability of an individual to recognize a visual form, associate the form with a sound and or meaning acquired in the past and on the basis of past experience, understand and interpret its meaning. According to Wallace (1992:4), reading as interpreting means reacting to a written text as a piece of communication. Robinson (1976:10), reading also remains the most accessible skill for the

satisfaction of the varied needs of many people, through reading want ads, enjoying novels, choosing food items, studying specific subjects, or learning how to do something.

Soedarso (2001:4), membaca adalah aktivitas yang kompleks dengan mengerahkan sejumlah besar tindakan yang terpisah-pisah. Meliputi: orang harus menggunakan pengertian dan khayalan, mengamati dan mengingat-ingat, from the explanation from Soedarso above, it can be said that reading is a complex activity with integrated some acts fragmentary. Such as: people have to use illusion, observation and remembering.

From some explanations above, it can be concluded that reading is an activity as an interactive process of understanding and interpreting ideas and meaning which are symbolized by a written or printed language as a piece of communication between the reader and the writer.

## **2. Definition of Reading Comprehension**

In order to understand or to get meaning from text, reading cannot be separated from comprehension. The meaning that the reader gets from the text may not be exactly the same as the meaning the writer of the text wished to convey. Likewise, the meaning that one reader gets from a text may be different from that of other readers reading the same text. Aebersold and Field (1997: 15) argue that these variations occur because of influences on the reader by family, community, and cultural environment and because of individual differences in motivation, aptitude,

and other personal characteristics. Thus, reading comprehension differs from one reader to another.

McNeil (1984:2), reading comprehension as an interaction between reader and text by which meaning is created. It stresses the importance of helping pupils acquire the process of creating meaning and introduces schema theory, a key to newer interpretation of reading comprehension.

From the definitions stated above, it can be concluded that reading comprehension is an interactive process to understand the meanings and ideas of the written text using code, context analysis, prior knowledge, readers' background knowledge and their mastery of language skills.

### **3. Reading Strategies**

Grellet (1998:4) offers some strategies in reading comprehension as follows:

#### **a. Scanning**

Scanning is reading quickly going through a text to find a particular piece of information. Scanning occurs when a reader goes through a text very quickly in order to find a particular point of information.

#### **b. Skimming**

Skimming is reading quickly running one's eye over a text to get gist of it. The reader goes through the text extremely quickly. The

purpose of skimming is simply to see what a text is about. The reader skims in order to satisfy a very general curiosity about a text. It also helps the learners to recognize their thought and specify what information they can get from a book, so that their subsequent reading is more efficient.

c. Extensive Reading

Extensive reading is reading longer texts, usually for one's own pleasure. This is fluency activity, mainly involving global understanding. In extensive reading, students have a general understanding of the text without necessarily understanding every word. The text is always to be read for comprehension of main ideas, not of every detail word.

d. Intensive Reading

Intensive reading is reading shorter text, to extract specific information. This is more, an accuracy involving reading for detail. In intensive reading, students are expected to understand everything they read and to be able to answer detailed vocabulary and comprehension question.

#### **4. Models of Reading**

In looking for ways to describe the interaction between reader and text, expert have also created models that describe what happens when people read (Aebersold and Field, 1997:17). Barnett in Aebersold and Field (1997:17-18) provides a thorough summary of three main models of

how reading occurs. They are bottom-up model, top-down model and the interactive model.

- a. Bottom-up model argues that the reader constructs the text from the smallest unit (letter to words to phrases to sentences, etc) and that the process of constructing the text from those small units becomes automatics that readers are not aware of how it operates. It means that a reader has to understand the passage by reading word by word to reach the whole understanding.
- b. Top-down model argues that readers bring a great deal of knowledge, expectation, assumption, and question to the text and given a basic understanding of the vocabulary and check when new information appears. The reader had known about the passage so they just want to know if there is any new information in the passage.
- c. The interactive model argues that both top-down and bottom-up processes are occurring either alternately or at the same time.

## **5. Micro and Macro Skill on Reading**

These are the micro and macro skills in reading according to Brown (2004 : 187) :

- a. Micro skills:
  - 1) Discriminate among distinctive graphemes and orthographic patterns of English.
  - 2) Retain chunks of language of different lengths in short-term memory.

- 3) Process writing at an efficient rate of speed to suit the purpose.
- 4) Recognize a core of word, and interpret word order patterns and their significance.
- 5) Recognize grammatical word classes (noun, verb, etc.), system (e.g., tense, agreement, pluralization ), patterns, rules, and elliptical forms.
- 6) Recognize that a particular meaning may be expressed in different grammatical forms.
- 7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

b. Macro skills:

- 1) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- 2) Recognize the communicative functions of written texts, according to form and purpose.
- 3) Infer context that is not explicit by using background knowledge.
- 4) From described events, ideas, etc. infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 5) Distinguish between literal and implied meanings.
- 6) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.



7) Develop and use a battery of ending strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

## **6. The Factors Influencing In Reading Comprehension**

According Henry A. Bamman (1963: 220-223) state that there are five factors affecting the reading comprehension skill. They are:

### **a. Intelligence**

The number of ideas that he or she understands and the depth of his or her understanding will be largely dependent upon his or her general capacity to learn. The slow-learning or dull-normal students cannot be expected to show the same reactions nor gained the same appreciation as the bright students when they read together for pleasure or to gain information. The rate at which he or she associates what he or she reads with his or her knowledge or experience will be influenced by this thing, which we commonly call intelligence.

### **b. Experience**

Much of the teaching of comprehension skills is concerned with providing experiences for students through which they may respond the text. Students with limited experiences may have difficulty in comprehending many of the ideas and activities with other students who are familiar before they come to school.

c. Mechanic of reading

If our students have all mastered the skills of word attack and word meaning, if they have learned to handle books properly, if they have learned to read from left to right on a line of printed text, and if all these skills are performed smoothly, then comprehension should be easier for them.

d. Interest and interest span

Interest span is related to the personality factors. But, interest span in the students is almost directly related to the purposes they have for reading. At early stages of reading, the teacher will establish those purposes carefully, through discussion of student's experience, visual aids, and related to immediate needs.

e. Skills of comprehending

Another factor, which influences the depth and amount of comprehension, is the skills, which the student has developed for that purpose. Like all reading skills, the ability to comprehend what we read develops gradually from the simple to complex skills.

## **B. Teaching Reading**

Reading is one of the basic communicative skills, but is a very complex process. It is difficult to arrive at a precise definition of the reading process. Here, the more detail explanation of the nature of teaching, the nature of junior high school students, the teaching of reading to junior high school students.

## **1. The Nature of Teaching**

According to Howard (1968: 18), explained that teaching is an activity that tries to help someone to acquire, change or develop skills, attitudes, ideals, appreciations, and knowledge. The teacher attempts to bring about desirable behavioral changes or tendencies toward change in his students. It is apparent that there must be decisions made as to what learning is desirable, and how best to perform such teaching and learning.

Based on the definition above, it can be concluded that teaching is an interactive process between the teacher and the learner in which the role of the teacher are helping, guiding, and facilitating students to learn and develop their knowledge. Related to those explanations, teaching reading is an important job for the teacher. The condition of students in certain school is different from the condition of students in another school, teaching reading in school A is different from teaching reading in school B. Therefore, the teacher should know their students' condition and use the suitable technique to teach their students.

## **2. The Nature of Junior High School Students**

According to Howard (1968:17), the Junior High School, conceived and developed in response to a variety of pressures in the early 1900's, has been undergoing considerable criticism and scrutiny in the past few years. Increased emphasis upon academics, dissatisfaction, and high school type activities, coupled with the earlier maturation of children, as well as efforts to provide a better articulated program in grades 9 through

12, together with developments in staff utilization and technology have all led to interest in reorganized schools. And the eighth grade students of Junior High School estimate in ages 13 or 14.

According to Thomas, Kinney, Coladorci, Fielstra (1961:55), the Junior High School provides a transition from the elementary grades into high school, it eliminates wasteful repetition in the seventh and eighth grades, it gives pupils opportunity to begin some high-school subjects earlier or to take exploratory courses before finally choosing their major field of study; it furnishes more favorable conditions for guidance by maintaining continuous direction from the seventh through the ninth grade when the most important educational choices are made.

A teacher should apply his appropriate way in giving treatment to his students who have negative characteristics in teaching and learning process. He should know what they want and make it as a bridge through which he reaches the objective of his teaching. He has to teach them with regard to their world of thought and experience.

Besides reaching the objective, teacher also should keep students to engage in every part of lesson. In addition, he should also be able to bolster his students' self esteem, and always to be conscious of their need for identity.

### **3. The Teaching of Reading to Junior High School Students**

In English language teaching, the teaching of reading should be the main priority for teachers to be considered when the students begin

their schooling. That is why English teachers must instill in their students a real love for reading and groom them into becoming lifelong readers. From that statement, it can be assumed that teaching reading especially to read will depend on the needs and wills of the learners as specified in the syllabus.

In this study, the writer needs to consider some points dealing with what is stated in KTSP curriculum for Indonesian junior high school and MTs since she takes the eighth grade students of junior high school as the object of this study. It is stated that English is a means of communication, either in the form of spoken or written. Communication is using language in expressing and understanding information, thought, and feeling to develop science, technology, and culture. Communication competence is the competency in understanding and producing written and oral text which is realized in the four language skills; those are listening, speaking, reading, and writing. Those are that will be applied in responding and creating text in social life. Hence, English language teaching is intended to develop those skills, so that the students will have communication competence (2006).

Based on KTSP, the standard of competence of English reading at the eighth grade students of junior high school understands meaning of functional written text and simple essay in the form of descriptive text dealing with surrounding environment. Moreover, the basic competences of English reading at this grade are reading aloud and meaningfully of

functional written text and simple essay in the form of descriptive text in appropriate pronunciation, stress and intonation dealing with surrounding environment; giving response to meaning of simple short functional written text accurately dealing with surrounding environment; and giving response to meaning and to rhetorical procedure of simple essay accurately dealing with surrounding environment in the form of descriptive text.

Dealing with the standard of competence and the basic competence of English reading above, there are some indicators required to the students, namely:

Reading aloud and meaningfully of short functional text

- a. Identifying any information of short functional text
- b. Identifying social function of short functional text
- c. Identifying language characteristics of descriptive and recount text
- d. Identifying main idea of descriptive and recount text
- e. Identifying textual meaning of the descriptive and recount text
- f. Identifying rhetorical procedure of descriptive and recount text
- g. Identifying communicative purpose of descriptive and recount text

### **C. Cooperative Learning**

Cooperative learning is more than putting kids in a group. Roger, Oslen and Kagan in Kessler (1992:8) propose a definition of cooperative learning as follows:

*Cooperative learning is group learning activity organized so that learning is independent on the socially structured exchange of*

*information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.*

According to Kessler (1992:15) in cooperative learning, students work together in small groups on a structural activity. They are individually accountable for their work face-to-face and learn to work as a team. In small groups, students can share strengths and also develop their weaker skills. When cooperative groups are guided by clear objectives, students engage in numerous activities that improve their understanding of subjects explored.

In order to create an environment in which cooperative learning can be taken place, three things are necessary. First, students need not only to feel safe, but also challenged. Second, groups need to be small enough that everyone can contribute. Third, the task on which the students work together must be clearly defined. There are many benefits offered by cooperative learning. Kessler (1992:46) identifies some other benefits of cooperative learning listed below:

1. Improves comprehension of basic academic content
2. Reinforces social skills
3. Allows students' decision making
4. Creates active learning environment
5. Boosts students' self-esteem
6. Celebrates diverse learning styles
7. Promotes student responsibility
8. Focus on success for everyone
9. Promotes students learning and academic achievement

10. Increases student retention
11. Enhances student satisfaction with their learning experience
12. Helps students develop skills in oral communication
13. Helps to promote positive race relations

## **1. Kinds of Cooperative Learning**

According to Ornstein (2000: 325-326), there are two kinds of cooperative learning, namely:

### **a. Formal Cooperative Learning**

Formal cooperative learning strategies focus more on teacher-led instruction and a certain amount of student competition, usually between cooperative groups rather than between individual students.

Several examples of formal cooperative learning are:

#### **1) Students Teams-Achievement Divisions (STAD)**

STAD (Slavin, 1990) has five major components: class presentations, teams, quizzes, individual improvement scoring, and team recognition

#### **2) Teams-Games-Tournament (TGT)**

TGT rewards high achievers and may allow extra points for challenging classmates, which may explain decreased self-esteem and decreased feeling of intellectual competence found with TGT procedures.



### 3) Jigsaw

Jigsaw is a cooperative learning strategy that enables each student of a “home” group to specialize in one aspect of a topic (for example, one group studies habitats of rainforest animals, other group studies predators of rainforest animals). Students meet with members from other groups who are assigned the same aspect, and after mastering the material, they return to the “home” group and teach the material to their group members. With this strategy, each student in the “home” group serves as a piece of the topic’s puzzle and when the students work together as a whole, they create the complete jigsaw puzzle.

#### b. Informal Cooperative Learning

Informal cooperative learning occurs when teachers ask questions and then have students discuss among themselves or with the teacher a response, when teachers read stories or lecture and then periodically ask questions, and when teachers ask questions in order to encourage students to summarize and synthesize ideas. Several examples of informal cooperative learning are:

##### 1) Numbered Heads Together

Numbered heads together is cooperative learning strategy that holds each student accountable for learning the material. Students are placed in groups and each person is

given a number (from one to the maximum number in each group). The teacher poses a question and students ‘put their heads together’ to figure out the answer. The teacher calls a specific number to respond as spokesperson for the group. By having students work together in a group, this strategy ensures that each number knows the answer to problems or questions asked by the teacher. Because no one knows which number will be called, all team members must prepare.

## 2) Think-Pair-Share

Think Pair Share technique is under the cooperative learning. Cooperative learning is teaching learning process model which gives the opportunity for the students to cooperate with other students in systematic tastes (Lie in Isjoni, 2008: 16). Think-Pair-Share is structured activity which gives students more time to think, to respond, and to help each other. The procedure consists of three steps. The first step is thinking. Teacher poses a question and asks the students to spend a minute thinking alone about the answer. The second step is pairing. Teacher asks students to pair off and discuss what they have been thinking about. The last step is sharing. In the final step teacher asks pair to share with the whole class what they have been talking about.

### 3) Solve Pair Share

Solve-Pair-Share technique is under the cooperative learning. Solve-pair-share is providing structured activities that encourage students to solve the problem, teachers pose a problem, students work out individual solutions and students explain how they solved the problem in three step interview or round Robin structures (Olsen and kagan, 1997:20 ; Olsen, 1997:88). The first step is solving. Teacher poses a problem and asks the students to spend a minute solve alone about the answer. The second step is work. Teacher asks students to work out solution individually. The last step is explained. In the last step the teacher asks students to explain how they solved the problem in a three-step interview.

In this research, the researcher will use Solve pair share technique to teach reading. Solve pair share technique is under the cooperative learning. Cooperative learning is teaching learning process model which gives the opportunity for the students to cooperate with other students in systematic tastes (Lie in Isjoni, 2008: 16).

#### **D. Solve Pair Share Technique**

Share the thinking cooperative learning techniques are couples who first introduced by Frank Lyman and his team. Solve -pair-Share strategy is designed to provide students with a problem looking for a solution individually and explain

how they solved the problem in a three-step interview. There are three stages of the student's actions, with a focus on what students will be carried out at any stage.

### **1. Solve**

Students read and then place the teacher started giving problems with questions. Students then make inquiries about the matter. His pace might students only to be quiet for a few moments and think about a given issue of the teacher. They can write some solutions in response to the problems in giving the teacher

### **2. Pair**

Students PAIR up to talk about each answer that comes up with. They compare notes and identify the answers they think are the most interesting or best fit the task at hand.

### **3. Share**

Students share with one another first and then the teacher calls for pairs to SHARE their thinking with the others in the class. Go around the groups calling on each pair. In the "share" step of the strategy, students can share their ideas in several ways. One way is to have all students stand, and explain how they solved the problem. This continues until everyone is seated. Another way is to move quickly through the classroom, students seeking the source of the problem posed, one by one. Another variation is to stop after step "couples", and have students solve problems

in a three-step interview and write solutions. Teachers collect student responses and assess problems in comprehension.

#### **4. Definition of Solve-Pair-Share Technique**

There are a lot of definitions about Solve Pair Share that have been given by expert. Solve Pair Share is most useful and beneficial for students because it organizes and structures their discussion about the material. It minimizes off task behavior and has accountability built in because students must report to each other, and then out to the class.

According to David and Roger Johnson (1978:45), Solve-Pair-Share Technique is the procedure of the experiment was as follows: The students read silently the reading passages for 10 minute. During this step, individuals thought silently about a question posed by the structure. Individuals' pair up and exchange thoughts for 20 minutes. The pair's are given 30 minute to share their responses with other pairs, other teams, or entire group (David & Johnson, 1978:47).

Solve-Pair-Share technique is designed to differentiate the instruction by providing students' time and structure for solve on a given topic, enabling them to formulate individual ideas and share these ideas with a peer. This learning strategy promotes classroom participation by encouraging a high degree of pupil response, rather than using a basic recitation method in which a teacher poses a question and one student offers a response.

## **5. Principle of Solve-Pair-Share of Cooperative Learning**

There are some principles to differentiate between Think-Pair-Share technique and traditional classroom activity. The basic elements should be applied by the teacher in implementing Think-Pair-Share technique the following are the five basic elements of cooperative learning. The five essential elements are as follow; positive interdependence, promotion interaction, individual accountability, social skill, group processing (Sharon 1999:58).

### **a. Positive Interdependence**

In cooperative learning teacher create a situation in which student work together in a small group to maximize the learning of all members, sharing their resources, providing mutual support, and celebrating their join success, and to makes students feel need help each other. One learner are linked with others, it's mean the success of one learner is dependent on the success of other learners. Within every cooperative lesson, positive goal interdependence must be established. Learn the assigned material and make sure that all members of your group learn the assigned material. In order to strengthen positive interdependence by achieve the goal; join reward, divided resources, and complementary roles.

### **b. Face-To-Face Interaction**

Once teachers establish positive interdependence, they need to maximize the opportunity for students to promote each other's

success by helping, assisting, supporting, encouraging, and praising each other's efforts to learn. Face to face interaction demand the learner in group can face to face each so they can do the dialogue, not only with teacher but also with other learners. This interaction makes possibility to the learner who can be learning of resource, so learning of resource can be more variation. There are cognitive activities and interpersonal dynamics that only occur when student get involved in promoting each other's learning. These include orally explaining how to solve problems, discussing the nature of the concepts being learned, teaching one's knowledge to classmates, and connecting present with past learning. Social modeling, social support, and interpersonal rewards all increase as the face to face interaction among group members increase.

c. Individual and Group Accountability

Individual accountability exists when the performance of each individual student is assessed and the result are given back to the group and the individual. It is important that the group members know who needs more assistance, support, and encouragement in completing the assignment. it is also important that the members know that they cannot "hitchhike" on the work of others. The purpose of cooperative learning group is to make each member a stronger individual in his or her own right. Students learn together so that they can subsequently perform more highly as individuals. To ensure that

each member is strengthened, students are held individually accountable to do their share of the work.

d. Interpersonal and Small-Group Skill

Teacher must provide opportunities for group members to know each other, accept and support each other, communicate accurately and resolve differences constructively. Contributing to the success of a cooperative effort requires interpersonal and small group skills. Placing socially unskilled individuals in a group and telling them to cooperate does not guarantee that they will be able to do so effectively. Person must be taught the social skills for high-quality cooperative and be motivated to use them. Leadership, decision making, trust-building, communication and conflict-management skill have to be taught just as purposefully and precisely as academic skills.

e. Group processing

Group processing exist when group members discuss how well they are achieving their goals and maintaining affective working relationship. Groups need to describe what member action is helpful and unhelpful and make decisions about what behaviors to continue or change. Students must also be given the time and procedures for analyzing how well their learning groups are functioning and the extent to which students are employing their social skills to help all group members to achieve and to maintain effective working relationships within the group.



## **CHAPTER III**

### **THE RESEARCH METHODOLOGY**

#### **A. Research Design**

In conducting the study, the researcher uses action research method. For a starting point, it is necessary to give a definition of action research. There are some definitions of action research that are given by some experts. The first definition of the action research that is according from Nunan (1992:229) "action research is a form of self-reflective inquiry carried out by practitioners, aimed at solving problems. Improving practice or enhancing understanding". It means that action research is dealing with the improvement in solving problem by practitioners.

According to Kemmis and McTaggart in Nunnan (1992:18), available on Nunan 1992, stated action research is a piece of descriptive research carried out by the teacher in his her own classroom, without the involvement of others, which is aimed at increasing our understanding rather than changing the phenomenon under investigation. Action research is a systematic process in which the teacher is a volunteer to do reflection, documentation, and action to know more about the essence of the teaching. Action research focuses on the teaching learning process in the classroom. The general goal of this research is improvement and change. It should be any improvement and better change after action research is held.

Lewis in Christen and Johnson (2000:7) gives definition of action research is a form of applied research focused on solving local problems that practitioners face. Action research is typically conducted by teachers, administrators, counselors, and other education professional to solve their problems but action research is not limited to projects carried out by teachers in on educational setting.

According martler (2008:30) the nine step process of action research are as follows:

1. Identifying and limiting the topic

The first step in any research study is deciding exactly what to study. Since personal and professional experiences are so central to teacher-initiated action research, possible topics for investigation might be anything about which you are curious, that piques your interest, or that intrigues you in any way. Essentially, you are looking to identify some topic that you would genuinely like to examine in depth (Johnson, 2008). It is important to remember that the goal of any action research project is a desire to make things better, improve some specific practice, or correct something that is not working as well as it should (Fraenkel & Wallen, 2003). These goals must be kept in mind when initially identifying, and later narrowing the focus of, the topic.

In addition, in order to investigate a topic for action research, it must be manageable (Fraenkel & Wallen, 2003). With all due respect, large-scale complex issues and research projects are probably better left to professional researchers. Action research studies designed and conducted by classroom teachers should take into consideration such things as the time requirements (or restrictions), the data collection and analysis skill levels of the individual(s) conducting the research, and any budgetary limitations. For these reasons, action research topics are generally narrow in focus (Fraenkel & Wallen, 2003).

## 2. Gathering information

After identifying and limiting the topic, the next step is preliminary information gathering, a process that Mills (2007) refers to as reconnaissance. Information gathering can be as simple as talking with other teachers, counselors, or administrators in your school or district in order to gauge their perceptions of your proposed research problem and perhaps to query them for ideas. You may skim teacher's manuals or other types of curricular guides, again looking for ideas, suggestions, and the like that may inform your topic. More formally, doing reconnaissance involves taking time to reflect on your own beliefs and to gain a better understanding of the nature and context of your research problem (Mills, 2007).

Doing reconnaissance takes three forms: self-reflection, description, and explanation.

### 3. Reviewing the related literature

“Related literature” can be loosely defined as any existing source of information that can shed light on the topic selected for investigation. These sources of information might include professional books, research journals, complete Web sites or individual Web pages, teacher resource manuals, school or district documents, and even discussions with colleagues (Creswell, 2005; Johnson, 2008). There really is no limit to what can be used as related literature because the purpose of reviewing this information is to help the teacher-researcher make informed decisions about the research focus and plan. This related information can provide guidance for defining or limiting the problem, for developing an appropriate research design, or for selecting legitimate instruments or techniques for collecting data (Parsons & Brown, 2002). Again, this activity provides an opportunity for the action research to connect existing theory and research to actual classroom practice (Johnson, 2008).

### 4. Developing a research plan

In a traditional educational research study, the development of a research design and plan for collecting data is known as the

research methodology. Inherent in designing an action research study are several specific decisions that must be made during this step in the action research process. Once the research problem or topic has been identified and focused, it is then appropriate to state one or more research questions and possibly to develop from those questions specific hypotheses (Parsons & Brown, 2002). A research question is the fundamental question inherent in the research problem; it is the question the action researcher seeks to answer through conducting the study. The research question provides the guiding structure to the study itself. Every part of the action research study should be done so as to facilitate finding an answer to the research question.

This is largely the reason behind why it is important to specify the research question prior to making any other decisions about the methodology. It is typically best to try to keep the study as simple as possible by stating only one research question. However, in some instances, it may be appropriate to state an additional question that may be subordinate to (i.e., important but not as important as) the main question. These questions are sometimes referred to as sub questions (Mertler & Charles, 2008). If the teacher-researcher has enough previous experience with the topic at hand, it may be possible to also state the research question, as well as any sub questions, as research hypotheses. A research hypothesis is

simply a specification of the expected answer—or a prediction, of sorts—to the research question.

## 5. Implementing the plan and collecting the data

The next step in the process of conducting action research is the determination of the specific data to be collected and how to actually collect them. In other words, decisions must be made about the instruments or other data collection techniques that will be used in the study. Fraenkel and Wallen (2003) suggest three main categories of data collection techniques. First, teachers can observe participants involved in the educational process. These participants might include students, other teachers, parents, and administrators. Whenever observations are made by teachers, it is a good idea to record as much as possible of what is observed. Field notes or journals are typically used to describe in detail what is seen and heard.

Second, interviews may also be used to collect data from students or other individuals. When we think of interviews, we typically think of an oral question-and-answer exchange between two or more individuals. However, interviews can also be conducted in written form through the use of a pencil and paper medium. This type of written question-and-answer data collection is known as a questionnaire or survey. Often, data collected from observations can

lead quite nicely to additional follow-up data collected through the use of interviews or surveys (Fraenkel & Wallen, 2003).

Finally, a third category of data collection techniques involves the examination and analysis of existing documents or records. Analysis of existing records is often the least time consuming, since the data have already been collected; it is the job of the action researcher to make some sense of what is already there. A few examples of this type of data include attendance records, minutes of faculty meetings, school newspapers, lesson plans, policy manuals, seating charts, and student portfolios—the list is potentially endless.

Action research allows for the use of all types of data collected through the use of a wide variety of techniques. As both Frankel and Wallen (2003) and Johnson (2008) point out, it is important to collect multiple measures on the variables of interest in a given study. This allows—and, in fact, encourages—the teacher-researcher to triangulate the collected data. That triangulation is the process of relating or integrating multiple sources of data in order to establish their quality and accuracy. For example, by comparing one form of data to the other, student comments about group dynamics made during interviews could be used to substantiate behaviors observed when those same students were videotaped during a small-group exercise. Much more information, including examples of

various data collection instruments and techniques. Both qualitative (e.g., observations, interviews, journals) and quantitative (e.g., surveys, checklists, rating scales, tests) techniques are presented.

## 6. Analyzing the data

Analysis of data occurs primarily at two points during the process of a research study. In traditional quantitative research studies, data analysis typically occurs following the completion of all data collection. In traditional qualitative research studies, data analysis typically begins during data collection, continues throughout the remainder of the process of collecting data, and is completed following data collection. Action research combines these two approaches. Johnson (2008) suggests that “as you collect your data, analyze them by looking for themes, categories, or patterns that emerge. This analysis will influence further data collection [and analysis] by helping you to know what to look for” (p. 63). He continues by stating that there should also be a final stage of data analysis once everything has been collected.

Decisions about which type of data analysis to use are based initially on whether the data are qualitative or quantitative. Moreover, it is imperative to remember that the analysis of data must “match” the research question(s) being addressed, and hopefully answered, by the study. Most qualitative data are appropriately



analyzed by means of an inductive process, where the action researcher examines all data for patterns and similarities. Quantitative data may be analyzed through the use of either descriptive statistics or inferential statistics. In most cases, descriptive statistics will suffice for the analysis of action research data; however, inferential statistics may be required if it is necessary to compare groups or measure relationships between variables (Creswell, 2005).

## 7. Developing an action plan

Once the data have been analyzed and the results of the analysis interpreted, the next step in the action research process is the development of an action plan. This is really the ultimate goal of any action research study—it is the “action” part of action research. The important outcome from the development of an action plan is the existence of a specific and tangible approach to trying out some new ideas as a means to solve the original problem (Creswell, 2005). The action plan is essentially a proposed strategy for implementing the results of your action research project. As the action plan is implemented, its effectiveness must continually be monitored, evaluated, and revised, thus perpetuating the cyclical nature of action research.

The action plan may be proposed for an individual teacher or classroom, collaboratively among a group of teachers, or on a school wide or even a district wide basis. In some situations, it may be necessary to prepare a formal document outlining the action plan; often, clearly delineated guidelines for implementing possible solutions may suffice. There must be enough documented information about the plan for implementation; action researchers should never rely on their collective memories for future implementation of solutions

#### **8. Sharing and communicating the results**

An important part of any research study is the reporting or sharing of results with others in the educational community at large. Action research should be no different. Simply because you have undertaken this project in order to help you solve a problem that is more local and perhaps more personal in nature does not mean that no one else will be interested in the results that you have obtained. The vast majority of educators are constantly looking for ways to improve their practice—as we have discussed previously, it is the nature of their profession.

There are a variety of forms that the presentation of results can take. For example, Johnson (2008) explains that the most appreciative audience for presentations of action research results is

often your own colleagues. Results can be shared with this type of audience in an informal manner, perhaps taking the form of a brief presentation at a regularly scheduled faculty meeting or teacher in service session (Johnson, 2008). Even an individual dialogue with a colleague may be an appropriate setting to share results. Presentations which can sometimes include written summaries of results can also be made to school boards, principals, other administrators, students, and parents.

#### **9. Reflecting on the process**

Action research is primarily about critical examination of one's own practice. In order for someone to critically examine her or his practice, that person must engage in systematic reflection of that practice. Reflection, as it pertains to action research, is something that must be done at the end of a particular action cycle. It is a crucial step in the process, since this is where the teacher-researcher reviews what has been done, determines its effectiveness, and makes decisions about possible revisions for future implementations of the project (which, in all likelihood, will comprise future action research cycles). However, it is not only important to reflect at the end of a given cycle; effective teachers reflect on and critically examine their practice continuously during the process of teaching. When a teacher plans an innovative lesson, he might reflect on his planning of that lesson immediately after developing, but prior to delivering, the

lesson; again after teaching the lesson; and perhaps once again after assessing his students on the content of the lesson. This allows him to be able to make revisions during instruction.

Similarly, the teacher-researcher should engage in reflective practice throughout the entire action research project. Reflection following each step in the process permits the teacher-researcher to continuously monitor the progress of the action research project. This allows the teacher to make decisions and, more appropriately, revisions to the process throughout its implementation. By doing this, teacher-researchers are not confined to decisions made at the outset of a project; they can adapt their procedures if the situation warrants. In this manner, reflection is not really a final step but is integrated throughout the action research cycle.

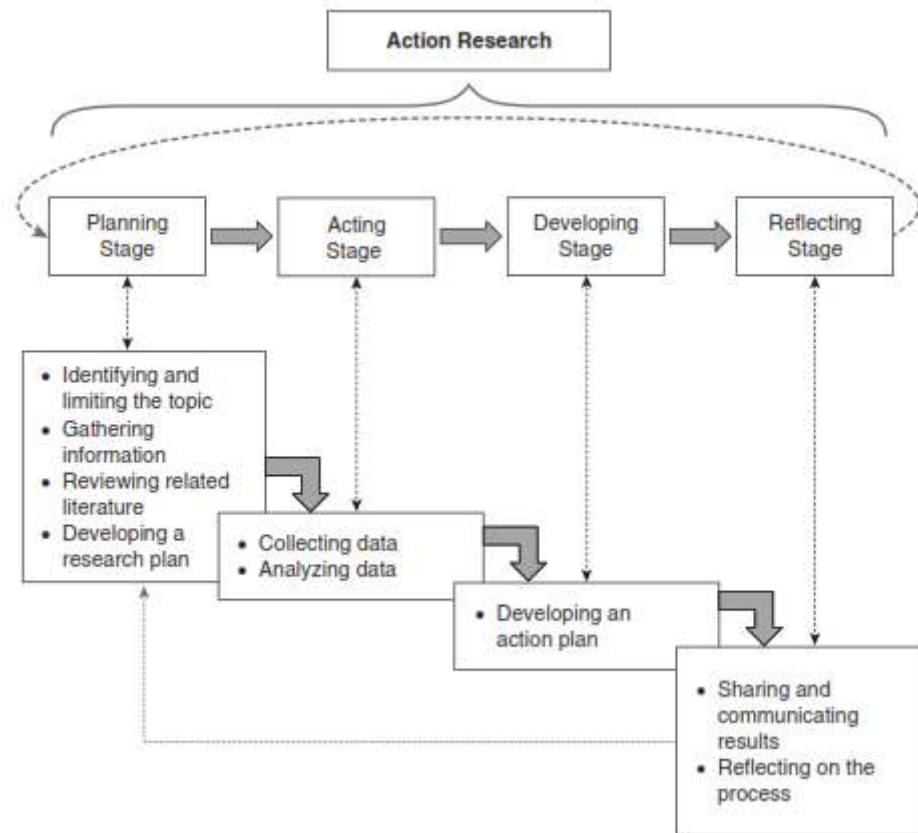


Figure 3.1. Integration of Two Organizational Schemes for the Step-by-Step Process of Action Research

The model action research in this research used in this study is based on the model developed by Kemmis and Mc.Taggart (1988) In Burns (1999:8) According to model, the implementation of the action research includes 4 steps:

1. Planning

The activities in the planning are:

- a. Preparing materials, making lesson plan and designing the steps in doing the action.
- b. Preparing list of studentss name and scoring.

- c. Preparing teaching aids.
- d. Preparing sheets for classroom observation (to know the situation of teaching-learning process when the method or technique or mode is applied).
- e. Preparing a test. (to know whether students reading comprehension improves or not)

The researcher made lesson plans about a certain topic, material, time, schedule, and instrument for observation. The topics of reading comprehension in lesson plans are based on the syllabus in curriculum. The reading material that the researcher used was recount and descriptive text by the theme “Experience and Entertainment” in cycle 1 and “Flora and Fauna” in cycle 2.

## 2. Action

In the step, the researcher implemented the activities written in the lesson plan: giving pre-test, teaching the material, team study, giving occasion to the students to ask any difficulties or problems, and giving post- test. The researcher conducted two cycles because the time is limited. Each cycle consists of two meeting; each meeting took 90 minutes.

## 3. Observation

Wallace (1998) recommends five different ways in which collaboration can take place in an action research project. A teacher can plan collaboration with “students, colleagues in the same department/school/institution, colleagues outside our school/institution,

colleagues with a different area of expertise, colleagues in other disciplines, and colleagues in other countries” (Wallace, 1998: 208). Each of these types of collaboration is explained below, based on Wallace (1998: 209). The explanation of the first alternative has been expanded in order to include sample activities Wallace offers in different sections of his book.

- a. Involving students in data collection: Teachers can plan class activities that both benefit students and generate research data.
- b. Involving colleagues in the same department/school/institution: This type of collaboration facilitates the research effort and offers the benefit of mutual encouragement.
- c. Involving colleagues from another institution: Very rewarding experiences result from this type of collaborative research due to the new windows of opportunities in different teaching settings.
- d. Involving colleagues with a different area of expertise: This type of cooperative effort can be very enriching and allows practitioners to undertake different tasks according to their skills.
- e. Involving colleagues in other countries: Technology now allows teacher-researchers to cross borders and benefit from a comparison-contrast approach in different settings, including, for example, “foreign language and mother tongue comparisons of reading and writing processes” (Wallace, 1998: 209).

This wide array of possibilities certainly enhances the nature of action research and facilitates the ultimate outcome of any action research project: the need to seek improvement of classroom and/or institutional practices and to gain understanding of this particular setting.

#### 4. Reflection

Reflection is a research finding analysis. This is to record what happens in observation. Reflection seeks to make sense of processes, problems and real issues in strategic action. Reflection belongs an evaluative aspect; it asks the writer to weight the experience, to judge whether or not the method can be problem solving to enhance students' reading comprehension. The researcher recited the result of the activities which occurred in classroom as the reflection of the action. She evaluated the process and the result of the implementation of solve pair share technique in the reading class. It was a basic consideration to make plan and to conduct the next meeting.

Based on the model, the cycle of research steps can be visually seen as follows



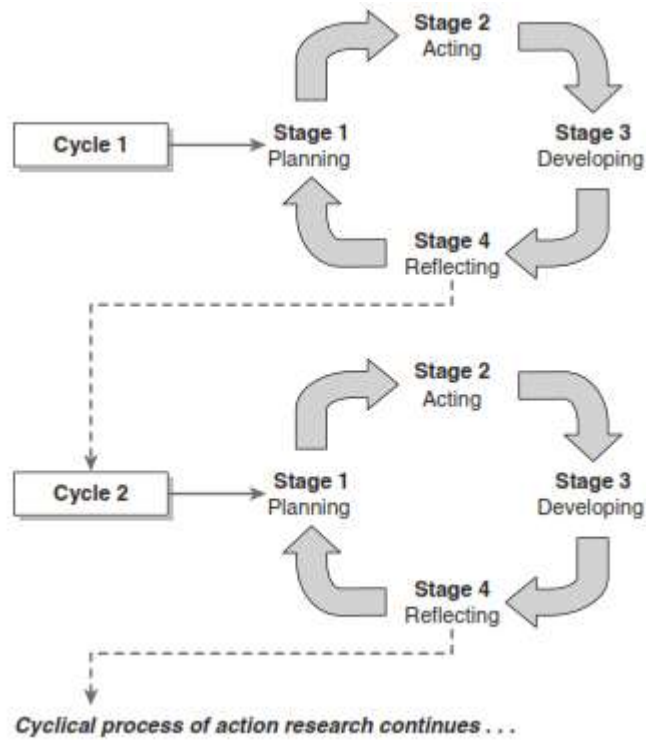


Figure 3.2. The Cycle of Research Steps

## B. Setting and Subject of the Research.

### 1. Setting Time and Place of the Research

#### a) Setting Time of the Research

The research plan will be held on September until October 2013. The detailed research schedule is in the following table:

**Table 3.1 Setting time of the research**

| No | Activity                                     | Time of the research |
|----|--|----------------------|
| 1  | Pre-research and Preparation of the pre-test | September 2013       |
| 2  | Pre-test                                     | September 2013       |

|   |                       |               |
|---|-----------------------|---------------|
| 3 | Action of the cycle 1 | October 2013  |
| 4 | Test 1 of cycle 1     | October 2013  |
| 5 | Action of the cycle 2 | October 2013  |
| 6 | Test 2 of cycle 2     | October 2013  |
| 7 | Analyzing the data    | Desember 2013 |

### **b) Setting Place of the Research**

This research can be carried out at SMP Muhammadiyah 2 Surakarta from September 2013 in the academic year of 2013/2014. This Junior High School is located on Jln. Kerinci no. 15 Sekip Rt, 04/23 Kadipiro, Banjarsari.

SMP Muhammadiyah 2 Surakarta has three levels namely class seven, eight, and nine. Each grade consists of six classes (A-D), and in each class there are 32 – 40 students. There are 40 teachers who can serve about 394 students. SMP Muhammadiyah 2 Surakarta has many facilities that support teaching and learning process. They are teacher and headmaster office, administration office, library, computer laboratory, English laboratory, mosque, canteen and garage.

The instructional process in SMP Muhammadiyah 2 Surakarta uses KTSP (*Kurikulum Tingkat Satuan Pendidikan*) in the curriculum. The instructional process is carried out from Monday to Saturday from 07.00 am to 12.50 am, except on Friday. On Friday the classes start from 07.00 am to 12.15 a.m. After the instructional process, this school still has

extracurricular activities such as music, scout, etc which start from 02.00 p.m.

## **2. Subject of the Research**

The subject of the research is the eighth grade students of SMP Muhammadiyah 2 Surakarta. The eighth grade is divided into six classes. They are class VIII A up to VIII D. The reason why the writer chooses the grade is because the teaching approach used in this research is workable for the eighth grade students of junior high school. Besides, from the result of the interview with the teacher, the researcher gets information that the students still have low reading comprehension.

The data consists of 31 students, From class VIII C. This research is conducted by classroom action research. Most of them seem eager to study because as fresh students they want to know many things. They got very enthusiastic when they encounter new things, for example when they knew that they would be taught by the researcher.

## **C. The Data Source**

This research collected the data from events, respondents and documents. This research used the implementation of teaching reading using think pair share in the eighth grade students of SMP Muhammadiyah 2 Surakarta and VIII C as the subject of the research. The source of data was:

### 1. Informant

The researcher got information about the data by interviewing the head master Mr. Drs. H Sugiyono and Ms. Sri Lestari S.S as English teacher of SMP Muhammadiyah 2 Surakarta. She also interviewed students of eight grade students in SMP Muhammadiyah 2 Surakarta. Informant was needed to get the amount of students' score in English lesson whether they are passed of the minimum score that the school had decided.

### 2. Questionnaire

Questionnaire was the list of question that was given by the researcher to the respondents, in order to get the information clearly about the subject of the research before doing the research. It could be carried out by speaking or writing. In this research, the research used written questionnaire to get the data clearly from the students of SMP Muhammadiyah 2 Surakarta. Questionnaire was needed to get qualitative data, such as students' interest and the students' comprehension toward the teaching technique that the teacher had applied in their English teaching learning process.

### 3. Events

The events referred to the process of implementation of teaching reading using solve pair share technique in the eighth grade students of SMP Muhammadiyah 2 Surakarta. The events were from four times.

Events were needed to formulate quantitative data by using test before and after the implementation.

#### 4. Respondents

Respondents in this source of data meant the researcher itself and the students of SMP Muhammadiyah 2 Surakarta. Researcher acted as the examiner of the students' reading comprehension. Respondents were needed to decide the next steps in the procedure of research.

#### 5. Documents

Document in this source of data were including standard qualified, field notes, syllabus, lesson plans, photograph, recount and descriptive texts in teaching and learning process. Those are included the data that the researcher needed to process the implementation of solve pair share technique.

### **D. The Technique of Collecting the Data**

In the process of collecting the data, it could not be separated from the writer because she took part on it directly. The techniques in collecting data that were used in this thesis were:

#### 1. Observation

The researcher observed and made researcher's diary while the observer made field notes of all activities done in the process of teaching and learning reading comprehension through solve pair share technique. The researcher observed the English teacher when they were in reading

class. The researcher examined it to make a planning. This observation collaborating with English teacher of SMP Muhammadiyah 2 Surakarta namely: Ms. Sri Lestari S.S. and the student of SMP Muhammadiyah 2 Surakarta. The result of this process was field notes. The result of the observation shows there is no method that used by the teacher in teaching learning process.

## 2. Interview

The data taken from interview with the English teacher of SMP Muhammadiyah 2 Surakarta namely: Ms. Sri Lestari S.S. This technique was held at the beginning and the end of the research to know the students' reading comprehension of the teaching learning process, especially in the teaching reading. The interview was about how the English learning process especially in reading skill, the method, the barriers in teaching English, the standard minimum score, the aspect to give scores, the way to reach the better scores for the students. The result of this interview was a written dialogue between the English teacher and the researcher.

## 3. Test

According to Arikunto (1992: 139), test are sequence questions used to measure or evaluate how far is ability, knowledge, intelligence or attitude either individual or collective. The writer used two tests namely pre-test and post-test. The researcher inserted reading comprehension tests. There were pre-test and posttest which were used to collect the data. Each test contained 25 items. The test consisted of text (objective test) and

questions which were related to the text that had been taught to the students. The texts were about recount and descriptive texts.

Example of test:

### **ELEPHENT**

An elephant is the largest and strongest of all animals. It is a strange looking animal which it has thick legs, huge sides and backs, large hanging ears, a small tail, little eyes, long white tusks and above all, elephant has a long nose, the trunk. An elephant is commonly seen in a zoo, it has hard found in it natural habitat.

The trunk is the elephant's peculiar feature. This trunk has various usages. The elephant draws up water by its trunk and can squirt the water all over its body like a shower bath. The elephant's trunk also lift leaves and put them into its mouth. In fact, the trunk serves the elephant as long arm and hand. An elephant looks very clumsy and heavy and yet an elephant can move very quickly.

The elephant is very intelligent animal. Its intelligence combined with its great strength makes an elephant a very useful servant to man. Elephant can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight. An elephant is really a smart animal.

Questions :

1. What the does the text tell about?
2. The paragraph 1 belongs to?
3. Which paragraph identifies is elephants?

## **E. The Data Analysis**

The data in this research were analyzed by using descriptive qualitative method. The researcher used an interview model of analysis involving collecting the data, reducing the data, and presenting the data and also drawing conclusion. After the researcher collected the data, she reduced and presented the data. In reducing the data, the researcher rejected meaningless data, so that she got the important points of finding. It was followed by presenting the data. Thus, the researcher presented the data systematically and logically, so the meaning of every event is clear. In the end of collecting the data, the researcher tried to verify the data based on reduction and data presentation (Moleong, 2007: 93).

Implementation the descriptive qualitative method in the classroom action research, the researcher analyzes the qualitative data from the result of interview, observation, questionnaire, filed notes, and photograph is data teaching reading by using solve pair share technique. The first component is data reduction. It covers selecting, focusing, simplification, and data abstraction from the field note and photograph. The second component is data displays, where the data are displayed in the form of narration and description. The last component is conclusion and verification. The researcher takes conclusion of her investigation based on the data displays.

According to Burns (1999: 156-160) there are five steps in analyzing the data. They are:



1. Assembling the data

The first step is to bring together the data that researcher have collected over the period of the research: field notes, journal entries, questionnaires and so on. The initial questions that began the research provide a starting point for rereading the data, which can be scanned first of all in a general way. It is useful to note down thoughts, ideas or impressions as they occur to you during this initial examination. At this stage, broad patterns should begin to show up which can be compared and contrasted to see what fits together.

2. Coding the data

Coding is a process of attempting to reduce the large amount of data that maybe collected to more manageable categories of concept, themes, or types. There has been some overall examination of the data, categories or codes can be developed to identify patterns more specifically. With closed or ranked data (surveys, questionnaires, etc.), responses or behaviors may be assigned to a code relatively easily. In open-ended or unstructured data (diary entries, classroom recordings, open-ended survey questions, etc.), researchers must scan through the responses and develop categories that seem to be repeated in the data.

3. Comparing the data

The data have been categorized in some way, comparisons can be made to see whether themes or patterns are repeated or developed across different data gathering techniques. You may notice hierarchies or

sequences of data or identify relationships and connections between different sources of data. At this stage you may also be able to map frequencies of occurrences, behaviors or responses. Tables may be created using simple descriptive techniques to note frequency counts or percentages. The main aim at this stage is to describe and display the data rather than to interpret or explain them.

In each cycle, the measure of students ability will be compare with minimum standard passing score (KKM) of English subject in about 75%. If the students can not pass the KKM, the cycle will be continued to the next cycle. Compared data is whether the research could improve the students' reading comprehension or not. It described that the research categories' in success if (1) the students' post- test mean score is improved not less than 75 and no students got the score under 75; and (2) 75% of the students test in cycle I until cycle II test go up.

#### 4. Building interpretations

This is point where the researcher moving to beyond describing, categorizing, coding and comparing to make some sense of the meaning of the data. This stage demands a certain amount of creative thinking as it is concerned with articulating underlying concepts and developing theories about why particular patterns of behaviors, interactions or attitudes have emerged. You may need to come back to the data several times to pose questions, rethink the connections and develop explanations of the bigger picture underlining the research. Discussing the data patterns and themes

with other members of your research group can be a catalyst for new discoveries or interpretations, as can noting down thoughts or insights as they occur and questioning what lies behind surface descriptions.

#### 5. Reporting the outcomes

This step involves presenting an account of research for others. The final stage involves presenting an account of the research for others. There are various ways to report the research. A major consideration is to ensure that the report sets out the major processes of the research, and that the findings and outcomes are well supported with examples from the data. What makes action research different from other reflective processes associated with teaching is that data have been systematically collected and analyzed. This systematic aspect needs to be shown in a report. This means at the very least setting out and discussing the original issue or questions that prompted the study, describing the context of the research, outlining the findings and providing data samples to support them, interesting how the findings relate to the context and suggesting how the project has been fed back into practice or could lead to other areas for research.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter will explain several points, namely: A. The Main Focus of the Action Research; B. Research Finding; C. Discussion.

#### **A. The Main Focus of the Action Research**

This chapter presents the result of the action research, as the result of solve pair share (SPS) to improve students' reading comprehension in descriptive text that was conducted in the eighth grade students of SMP Muhammadiyah 2 Surakarta, especially in the VIII C class. Research finding and discussion as the answer statements of problem stated in chapter I. The problem statements in this research are: How is implementation Solve Pair Share Technique to improve Reading Comprehension Student in Second Grade SMP Muhammadiyah 2 Surakarta in Academic Years 2013/2014? How Solve Pair Share can improve Student Reading Comprehension in Descriptive Text at Second Grade Students of SMP Muhammadiyah 2 Surakarta in Academic Year 2013/2014? Research findings found from the two cycles and the data analysis from field notes and test are discussed in this chapter. Every cycle in this research consists of series of steps, namely: planning, action, observation, and reflection.

#### **B. Research Finding**

The research finding is taken from what happened in the teaching in learning process from the beginning until the last teaching-learning process done in this research. The research consists of two cycles. It was done from September 2013 until October 2013. Each cycle consists of two meetings. After each cycle had been done, the researcher conducted post-test to know the condition of the students' reading comprehension.

The researcher identified the problem of the research. Preliminary activities of pre-research were conducted in SMP Muhammadiyah 2 Surakarta especially in VIII C class and they took place on September, 2014. The activities include observation of the teaching learning process and interview with the English teacher. In the observation the researcher interviewed the English teacher about the problem faced by the students in reading comprehension. Some of the problems was the students thought that English was a difficult lesson, it is because students had difficulties in understanding the text, understanding sentences and finding the meaning of the sentences.

The researcher also conducted a pre-test to know the condition of the students' reading comprehension. The students' comprehension of test was evaluated by the reading comprehension test. The test was conducted in class VIII C, which consisted of 31 students. The material of the test consisted of 25 questions. The researcher took those materials based on the syllabus of the school. The mean score of pre-test was 65,48. The students should answer each question. From the pre-test result, it could be concluded that the

students' reading comprehension was still low. The more detail result of pre-test could be seen from the table below;

**Table 4.1. Students' Pre-Test Score**

| <b>NO</b> | <b>Students Name</b> | <b>Students' Pre-test Score</b> |
|-----------|----------------------|---------------------------------|
| 1         | FERA S.N             | 52                              |
| 2         | SHELVIA LSN          | 60                              |
| 3         | NURUL FARIDA         | 62                              |
| 4         | DWI ALIM NUR S       | 60                              |
| 5         | ZAHRA KIRANA F       | 60                              |
| 6         | IRWAN P              | 70                              |
| 7         | SUCI DWI NINGSIH L   | 62                              |
| 8         | RESTU                | 70                              |
| 9         | NANDA                | 74                              |
| 10        | MUH OKI RIFAI        | 60                              |
| 11        | MARANTIKA            | 78                              |
| 12        | YUNAZ MAHENDRAS DEWI | 62                              |

|    |                    |    |
|----|--------------------|----|
| 13 | ARNI AMELIA PUTRI  | 68 |
| 14 | AGISTA FADILA S    | 60 |
| 15 | WIRAHAYU           | 60 |
| 16 | WIDI SETIANI       | 60 |
| 17 | ALDINO REZA        | 70 |
| 18 | HARIPRAYOGA        | 70 |
| 19 | NOVI AGIL PRAYOGA  | 40 |
| 20 | ISLAH              | 60 |
| 21 | ANDIKA RIYAN W     | 70 |
| 22 | ANDI G. U          | 64 |
| 23 | RIO MUHAMMAD FENDI | 70 |
| 24 | BAYU RAMADHAN      | 60 |
| 25 | YOGA               | 70 |
| 26 | NIKOLAS FIRDAUS Y  | 70 |
| 27 | PANJI WIYO U       | 72 |
| 28 | OKTAVIAN PERDANA S | 68 |

|                   |            |              |
|-------------------|------------|--------------|
| 29                | ARIF NU-SA | 70           |
| 30                | IMAM S     | 60           |
| 31                | MUH IMAM   | 72           |
| <b>Mean Score</b> |            | <b>64,64</b> |

### **1. The Implementation of Solve Pair Share Technique in Improving Students' Reading Comprehension**

This classroom action research was conducted in two steps: they are pre-research and implementation. The researcher did pre-research observation in September 2014. Then the action was carried out from September to October 2014. There were two cycles: each consists of 2 meetings x 80 minutes. Both of cycles, the researcher uses the text with the topic about person and flora Flora as the descriptive text.

Each cycle in this action consists of six steps. They are identifying the problems, planning the action, implementing the action, observing the action, reflecting the action and revising the plan. All of them are explained as follows:

#### **a. Cycle 1**

##### **1) Planning the Action**

The researcher made action plan on this first cycle based on the problems that were identified during the pre-research



observation. The problems were identified as follow (1) students' interest of reading was still low; (2) students had difficulties in understanding the text; (3) Students difficult in understanding sentences, finding the meaning of the sentences or only understood the broad outline of the text content. To improve the students' reading comprehension, the researcher decided to hold an action research by carrying new method in teaching reading comprehension to the students that is cooperative learning method with its technique of Solve-Pair-Share technique.

Solve-Pair-Share is structured activity which gives students more time to think, to respond, and to help each other. The procedure consists of three steps. The first step is thinking. Teacher poses a question and asks the students to spend a minute thinking alone about the answer. The second step is pairing. Teacher asks students to pair off and discuss what they have been thinking about. The last step is sharing. In the final step teacher asks pair to share with the whole class what they have been talking about. It was expected that Solve-Pair-Share technique would improve students' reading comprehension, make students more active, and students would not get bored during teaching learning process.

Before the action was implemented, the researcher prepared the materials based on the curriculum, students' worksheet consisted some tasks, lesson plan as teacher's guidance in teaching and

everything related to the action. The action plan would be implemented by the researcher.

## **2) Implementing the action**

The action plan was implemented by the researcher. In Academic Years 2013/1014, SMP Muhammadiyah 2 Surakarta still used “KTSP” curriculum. In the first cycle, researcher introduced descriptive text with theme “Person”. Researcher guided the students to learn text and how to comprehend it. There were two texts that were used this cycle. Each meeting used one text. The implementation of Solve-Pair-Share technique is described for each meeting as follows.

### **a) First meeting**

The first meeting was conducted on Wednesday, October 8<sup>th</sup>, 2014.

#### **(1) Opening**

The lesson started at 07:00 – 08:20 a.m in class VIII C. The researcher came to the class then she greeted and checked the students’ attendance first. After that, the activity done by teacher was introducing the material model of reading to the students.

#### **(2) Main Activity**

The main activities consist of three components were exploration, elaboration, and confirmation. In

exploration activity, the teacher asked the students to make small group that each group consist of five students. The members of students were selected randomly. The researcher distributed the material. The first material is about “Flora”

In exploration activity, the researcher mentioned the topic to be discussed “Flora”. Afterwards, the researcher gave some simple questions to the students about Flora. Afterwards, each group was given one text. All students read aloud and all students had to pay attention to the text while their friends read loudly.

Afterwards the researcher explained about general idea and how to guess it. They had to skim the text to find its general idea. Each group discussed to find general idea. Researcher asked each student to share the discussion result with another student in the own group. After all members of each group discussed, researcher pointed each group to share the discussion result. Researcher did not decide what the general idea of the text actually, but invited them to prove the correct answer by identify textual meaning of some words. Researcher explained how to identify textual meaning.

Next, she pointed one of groups to read aloud the discussion result. Each group was allowed to give the

opinion. After all important words could be identified; the researcher explained what they would do next. They would identify the main idea of each paragraph by skimming. Researcher asked the students to read one paragraph quickly to get the gist of it. Researcher told them that had to get the clues or important words which indicated the idea of the paragraph. Researcher did it in the first paragraph as the example. Further, for reinforcement, the researcher gave each group some questions to find information from the text. The students worked in group. Researcher pointed one group to read the result loudly.

In confirmation activity, researcher given students to asked about difficult material. Researcher and student make conclusion together. Afterward, student work out the exercise. The finally, researcher and student discusses exercise together.

(3) Closing:

In the end of the meeting, the researcher reminded the students how to guess word's meaning, identify main idea, and find detail information from the text.

**b) Second meeting**

The second meeting was conducted on Thursday, October 9<sup>th</sup>, 2014.

(1) Opening

The researcher started the lesson by greeting the students, checking whether the students had sat with their group or not yet, and followed by checking the students' attendance.

(2) Main Activity

In the second meeting, the researcher gave the different topic. The theme was about Fauna. The rule was still same with the previous lesson. Each group got one text. After all of groups received texts, the researcher asked them to read it.

After some minutes, she pointed students to read it loudly and the others listened to him. Then, the researcher gave brief explanation about the structure of the text. The next activity was answering the questions. The researcher gave objective test to the students. The researcher asked them to do the test in pair. Having finished the test, the researcher asked them to share the discussion result. The researcher pointed one of groups to report the discussion result. Each group was allowed to give opinion. The next section was explaining how to find detail information. The

researcher asked them to use scanning strategy. They should look quickly through the text and determined what its keywords. When they read each word, they should read the sentences around it to see whether they provided the information being sought.

The researcher given students to asked about difficult material. Researcher and student make conclusion together. The researcher gave example, then, each group practiced. They shared in group. The researcher, then, checked by giving questions dealing with how to find detail information.

### (3) Closing

In the end, the students reported their result in front of the class and the other students listen to it. The researcher reminded the students how to guess word's meaning, identify main idea, and find detail information from the text.

### c) **Third meeting**

The third meeting was conducted on Wednesday, October 15<sup>th</sup>, 2014. In this third meeting, the test 1 cycle 1. was conducted. It was conducted to identify the improvement after

the action of cycle 1. The improvement of the students' achievement can be seen from their mean score of the tests. Here are the detail results of the students' score in test 1 cycle 1.

**Table 4.2. Students' Final Test 1 Score**

| NO | Students Name      | Students' Test<br>1 cycle 1 |
|----|--------------------|-----------------------------|
| 1  | FERA S.N           | 72                          |
| 2  | SHELVIA LSN        | 64                          |
| 3  | NURUL FARIDA       | 66                          |
| 4  | DWI ALIM NUR S     | 72                          |
| 5  | ZAHRA KIRANA F     | 72                          |
| 6  | IRWAN P            | 78                          |
| 7  | SUCI DWI NINGSIH L | 64                          |
| 8  | RESTU              | 70                          |
| 9  | NANDA              | 76                          |
| 10 | MUH OKI RIFAI      | 74                          |
| 11 | MARANTIKA          | 78                          |

|    |                      |    |
|----|----------------------|----|
| 12 | YUNAZ MAHENDRAS DEWI | 66 |
| 13 | ARNI AMELIA PUTRI    | 68 |
| 14 | AGISTA FADILA S      | 62 |
| 15 | WIRAHAYU             | 64 |
| 16 | WIDI SETIANI         | 66 |
| 17 | ALDINO REZA          | 74 |
| 18 | HARIPRAYOGA          | 74 |
| 19 | NOVI AGIL PRAYOGA    | 74 |
| 20 | ISLAH                | 70 |
| 21 | ANDIKA RIYAN W       | 70 |
| 22 | ANDI G. U            | 74 |
| 23 | RIO MUHAMMAD FENDI   | 80 |
| 24 | BAYU RAMADHAN        | 68 |
| 25 | YOGA                 | 74 |
| 26 | NIKOLAS FIRDAUS Y    | 74 |
| 27 | PANJI WIYO U         | 72 |



|    |                    |              |
|----|--------------------|--------------|
| 28 | OKTAVIAN PERDANA S | 72           |
| 29 | ARIF NU-SA         | 70           |
| 30 | IMAM S             | 70           |
| 31 | MUH IMAM           | 74           |
|    | <b>Mean Score</b>  | <b>71,03</b> |

### 3) Observing the action

When the researcher implemented the Solve Pair Share technique in teaching reading comprehension, it had been observed and the result can be explained as follows.

#### a) The first meeting

In the first meeting, the teaching learning process runs slowly. The students were busy with their new groups and where they would sit. They seemed strange with the situation. There was a noisy for a moment. When the researcher asked them to be quiet, almost of the students was calm. When she gave explanation of the topic, they paid attention. While the researcher was giving instruction about how they would work

with their group, they were confused. They were still difficult to understand the procedures. When the students worked in group, there were just several students who really worked with their team. They had not been really shared or discussed yet. At the time for giving opinion, they were still shy to speak up.

**b) The second meeting**

In the second meeting, the teaching learning process ran better than the previous meeting. All the students had sat properly with their own group without command from the researcher. They did not seem strange with the situation. Nevertheless, there was no student, when the researcher offered them to read aloud. Finally, the researcher had to point the students to read aloud but the sound of the student who was reading was slow. Maybe she was still shy. Then, the researcher gave explanation about the topic. She instructed students to work with their group. She explained the procedures. When the students worked, there was a student complaining that the one of their teammates did not work. The researcher told them that they would get nothing if they did not work with their own team. The researcher moved around the class and checked whether the students worked well or not. After finished the task, the researcher asked the students to share their discussion result. She offered who wanted to read

their discussion result. There were some students who talked to each other and did not pay attention. In this meeting there were some students who wanted to speak up.

**Table 4.3. Students' Improvement Score of Pre-Test and Test 1 cycle 1**

| <b>NO</b> | <b>Students Name</b> | <b>Students' Pre-test Score</b> | <b>Students' Test 1 cycle 1 Score</b> | <b>Improve ment Score</b> |
|-----------|----------------------|---------------------------------|---------------------------------------|---------------------------|
| 1         | FERA S.N             | 52                              | 72                                    | 20                        |
| 2         | SHELVIA LSN          | 60                              | 64                                    | 4                         |
| 3         | NURUL FARIDA         | 62                              | 66                                    | 4                         |
| 4         | DWI ALIM NUR S       | 60                              | 72                                    | 4                         |
| 5         | ZAHRA KIRANA F       | 60                              | 72                                    | 12                        |
| 6         | IRWAN P              | 70                              | 78                                    | 8                         |
| 7         | SUCI DWI NINGSIH L   | 62                              | 64                                    | 2                         |
| 8         | RESTU                | 70                              | 70                                    | 0                         |
| 9         | NANDA                | 74                              | 76                                    | 2                         |

|    |                      |    |    |    |
|----|----------------------|----|----|----|
| 10 | MUH OKI RIFAI        | 60 | 74 | 14 |
| 11 | MARANTIKA            | 78 | 78 | 0  |
| 12 | YUNAZ MAHENDRAS DEWI | 62 | 66 | 4  |
| 13 | ARNI AMELIA PUTRI    | 68 | 68 | 0  |
| 14 | AGISTA FADILA S      | 60 | 62 | 2  |
| 15 | WIRAHAYU             | 60 | 64 | 4  |
| 16 | WIDI SETIANI         | 60 | 66 | 6  |
| 17 | ALDINO REZA          | 70 | 74 | 4  |
| 18 | HARIPRAYOGA          | 70 | 74 | 4  |
| 19 | NOVI AGIL PRAYOGA    | 40 | 74 | 34 |
| 20 | ISLAH                | 60 | 70 | 10 |
| 21 | ANDIKA RIYAN W       | 70 | 70 | 0  |
| 22 | ANDI G. U            | 64 | 74 | 10 |
| 23 | RIO MUHAMMAD FENDI   | 70 | 80 | 10 |
| 24 | BAYU RAMADHAN        | 60 | 68 | 8  |
| 25 | YOGA                 | 70 | 74 | 4  |

|    |                    |              |              |             |
|----|--------------------|--------------|--------------|-------------|
| 26 | NIKOLAS FIRDAUS Y  | 70           | 74           | 4           |
| 27 | PANJI WIYO U       | 72           | 72           | 0           |
| 28 | OKTAVIAN PERDANA S | 68           | 72           | 4           |
| 29 | ARIF NU-SA         | 70           | 70           | 0           |
| 30 | IMAM S             | 60           | 70           | 10          |
| 31 | MUH IMAM           | 72           | 74           | 2           |
|    | <b>Mean Score</b>  | <b>64,64</b> | <b>71,03</b> | <b>6,12</b> |

#### 4) Reflection the action

By observing and analyzing the result of observation, the researcher found several positive results and some weaknesses in the first cycle. They were as follows:

##### a) Strengths

- (1) There was an improvement of the students' reading comprehension skill. It was shown by the result of post-test 1 that was 71,03. It was higher than the mean score of the pre-test that was 65,48.
- (2) The improvement of students' behavior from passive to active
- (3) The improvement of class condition from boring to enjoyable, attractive, and interesting

(4) The improvement of students' responses towards teaching learning process from boring to interest, enjoy and give good responses

**b) Weaknesses**

- (1) The students who sat in the back line tended to be passive. They made noise and disturbed their other friends. They were not involved in all activities during the lesson. They were also not too serious in learning process. Actually, the seat arrangement did not support the teacher to distribute her attention to all groups evenly.
- (2) Some students were still awkward to join their members in doing activities.

Knowing the result of the reflection above, the researcher decided to make revision in some cases. It would be implemented in the action of the next cycle. It was very important to make the next action be better than before in order to get the better result at the end of the action.

**b. Cycle 2**

**1) Revising the plan**

Based on the reflection above, the researcher tried to make some revisions. To overcome the weaknesses of cycle 1, the researcher revised the plan as follows (1) to make easy the researcher in distributing her attention to all groups, the seat

arrangement was made enabling researcher to monitor all groups' activities and (2) to make all students work with their teammates, it was important to use teaching technique which involved all students take their parts.

The researcher prepared the materials, students' worksheet that consisted of some tasks, lesson plan as teacher's guidance in teaching and everything related the action. The researcher also would give a new material with different topic in the next cycle. The researcher hoped the students were not bored by giving the different material with new topic. The researcher was helped by some students who also arranged the seat in order to make her easy in monitoring group activities. The action plan would be implemented by the researcher.

## **2) Implementing the action**

The second cycle was conducted in two meetings. Each meeting took 2 x 40 minutes. The action implementations are described as follows.

### **a) First meeting**

The first meeting was conducted on Thursday, October 16<sup>th</sup>, 2014.

#### **(1) Opening**

The researcher entered the classroom at 07.00 a.m.

He started the lesson by greeting the students and checking

the students' attendance. Before starting the lesson, she checked whether the students had sat with teams or not yet.

## (2) Main activity

The researcher distributed text, each group got one text. The text entitled 'Fauna'. He asked the students to read that text. Then she pointed some students to read it aloud. After the two students had read, the researcher took turns to read it. He read clearly and slowly. The students seemed listen to her seriously. Having finished read that text, the researcher tried to remind the students how to identify main idea, guess new vocabulary's meaning, identify generic structure of the text and find detail information from the text. He pointed some students to tell the others students about them. Not all the students could answer, so they asked their teammates to help them. Sometimes their teammates spoke up to correct their answer. The researcher gave question for students in each group dealing with how to comprehend text. Every student was allowed to give comment or correct the friends' answer. After that, the researcher asked one of the students from group to share the answer in front of the class.



### (3) Closing

In the end of the lesson, she asked the students to discuss the general idea of that text. It was considered as homework. The researcher reminded the students how to guess word's meaning, identify main idea, and find detail information from the text.

## **b) Second meeting**

The second meeting was conducted on Wednesday, October 22<sup>th</sup>, 2014.

### (1) Opening

The researcher entered the class. After greeting the students, the teacher checked their attendance. He reviewed the last lesson and asked about their homework. After checking the homework, the researcher knew that almost of the students had the same and correct answer. He told the students that they would do the same activity like previous meeting, but the students themselves would give question to others groups.

### (2) Main activity

Then, the researcher distributed text entitled 'Adi's Orange'. He asked the students to read by themselves. After

some minutes, the researcher read it aloud. Next, he asked the students to make one question dealing with the content of the text.

The students could look at the examples from previous meeting. After some minutes, the researcher pointed one group to choose a group and gave a question. Even though their questions were simple, but all groups prepared it well. Nevertheless, the researcher found a boy who did not care what his group had done. He seemed enjoy with himself. The researcher had just known that a student was the only boy in that group. He seemed awkward with the three girls.

The researcher given students to asked about difficult material. Researcher and student make conclusion together. The researcher gave example, then, each group practiced. They shared in group. The researcher, then, checked by giving questions dealing with how to find detail information.

### (3) Closing

After all groups used their chances to give question, the next was the researcher's time to guide students in comprehending text. He gave question dealing with the text;

he made sure that all of the students had answered her question.

**c) Third meeting**

The third meeting was conducted on Thursday, October 23<sup>th</sup>, 2014.

In this third meeting, the test 2 cycle 2 was conducted. It was conducted to identify the improvement after the action of cycle 1 was revised. The improvement of the students' achievement can be seen from their mean score of the tests. Here is the detail results of the students' score in test 2 cycle 2 compared with test 1 cycle 1.

**Table 4.4. Students' Test 2 cycle 2 Score**

| <b>NO</b> | <b>Students Name</b> | <b>Students' Test 2 cycle 2 Score</b> |
|-----------|----------------------|---------------------------------------|
| 1         | FERA S.N             | 64                                    |
| 2         | SHELVIA LSN          | 82                                    |
| 3         | NURUL FARIDA         | 62                                    |
| 4         | DWI ALIM NUR S       | 64                                    |

|    |                      |    |
|----|----------------------|----|
| 5  | ZAHRA KIRANA F       | 64 |
| 6  | IRWAN P              | 72 |
| 7  | SUCI DWI NINGSIH L   | 84 |
| 8  | RESTU                | 80 |
| 9  | NANDA                | 80 |
| 10 | MUH OKI RIFAI        | 80 |
| 11 | MARANTIKA            | 80 |
| 12 | YUNAZ MAHENDRAS DEWI | 78 |
| 13 | ARNI AMELIA PUTRI    | 76 |
| 14 | AGISTA FADILA S      | 80 |
| 15 | WIRAHAYU             | 76 |
| 16 | WIDI SETIANI         | 78 |
| 17 | ALDINO REZA          | 76 |
| 18 | HARIPRAYOGA          | 80 |
| 19 | NOVI AGIL PRAYOGA    | 78 |
| 20 | ISLAH                | 78 |

|                       |                    |              |
|-----------------------|--------------------|--------------|
| 21                    | ANDIKA RIYAN W     | 78           |
| 22                    | ANDI G. U          | 78           |
| 23                    | RIO MUHAMMAD FENDI | 76           |
| 24                    | BAYU RAMADHAN      | 80           |
| 25                    | YOGA               | 78           |
| 26                    | NIKOLAS FIRDAUS Y  | 74           |
| 27                    | PANJI WIYO U       | 82           |
| 28                    | OKTAVIAN PERDANA S | 80           |
| 29                    | ARIF NU-SA         | 78           |
| 30                    | IMAM S             | 78           |
| 31                    | MUH IMAM           | 82           |
| <b>Mean<br/>Score</b> |                    | <b>76,64</b> |

### 3) Observing the action

From interviewing and observing the teaching learning process in the second cycle, the researcher found that the implementation of Solve Pair Share technique treatments can

motivate the students in learning English. It made the students feel enjoy during the teaching learning process. They were not reluctant to raise their hand to ask if they found difficulty in understanding the text and doing the exercise. The class situation could be controlled. Generally, the process of teaching and learning ran well. The improvement of the students' achievement can be seen from their mean score of the tests. Here are the detail results of the students' score in test 2 cycle 2 compared with test 1 cycle 1.

**Table 4.5. Students' Improvement Score of  
Test 1 cycle 1 and Test 2 cycle 2**

| <b>NO</b> | <b>Students Name</b> | <b>Students'<br/>Test 1 cycle 1<br/>Score</b> | <b>Students'<br/>Test 2 cycle 2<br/>Score</b> | <b>Improvement<br/>Score</b> |
|-----------|----------------------|---|---|------------------------------|
| 1         | FERA S.N             | 72  | 64  | -8                           |

|    |                      |    |    |    |
|----|----------------------|----|----|----|
| 2  | SHELVIA LSN          | 64 | 82 | 18 |
| 3  | NURUL FARIDA         | 66 | 62 | -4 |
| 4  | DWI ALIM NUR S       | 72 | 64 | -8 |
| 5  | ZAHRA KIRANA F       | 72 | 64 | -8 |
| 6  | IRWAN P              | 78 | 72 | -6 |
| 7  | SUCI DWI NINGSIH L   | 64 | 84 | 20 |
| 8  | RESTU                | 70 | 80 | 10 |
| 9  | NANDA                | 76 | 80 | 4  |
| 10 | MUH OKI RIFAI        | 74 | 80 | 6  |
| 11 | MARANTIKA            | 78 | 80 | 2  |
| 12 | YUNAZ MAHENDRAS DEWI | 66 | 78 | 12 |
| 13 | ARNI AMELIA PUTRI    | 68 | 76 | 8  |
| 14 | AGISTA FADILA S      | 62 | 80 | 18 |
| 15 | WIRAHAYU             | 64 | 76 | 12 |
| 16 | WIDI SETIANI         | 66 | 78 | 12 |
| 17 | ALDINO REZA          | 74 | 76 | 2  |

|                       |                    |              |              |                 |
|-----------------------|--------------------|--------------|--------------|-----------------|
| 18                    | HARIPRAYOGA        | 74           | 80           | 6               |
| 19                    | NOVI AGIL PRAYOGA  | 74           | 78           | 4               |
| 20                    | ISLAH              | 70           | 78           | 8               |
| 21                    | ANDIKA RIYAN W     | 70           | 78           | 8               |
| 22                    | ANDI G. U          | 74           | 78           | 4               |
| 23                    | RIO MUHAMMAD FENDI | 80           | 76           | -4              |
| 24                    | BAYU RAMADHAN      | 68           | 80           | 12              |
| 25                    | YOGA               | 74           | 78           | 4               |
| 26                    | NIKOLAS FIRDAUS Y  | 74           | 74           | 0               |
| 27                    | PANJI WIYO U       | 72           | 82           | 10              |
| 28                    | OKTAVIAN PERDANA S | 72           | 80           | 8               |
| 29                    | ARIF NU-SA         | 70           | 78           | 8               |
| 30                    | IMAM S             | 70           | 78           | 8               |
| 31                    | MUH IMAM           | 74           | 82           | 8               |
| <b>Mean<br/>Score</b> |                    | <b>71,03</b> | <b>76,64</b> | <b>5.612903</b> |



#### **4) Reflecting the Action**

After analyzing the observation result in cycle 2 compared with cycle 1, the researcher found some differences between the result of the action in cycle 1 and cycle 2. In cycle 2, there were some positive results that can be explained as follows;

- a) There was an improvement of the students' reading comprehension. It can be seen from the result of the test 2 cycle 2, the mean score was 76,64 . It was higher than the mean score in test 1 cycle 1 that was 71,03.
- b) The researcher could manage the class better than before. The students also had good motivation in learning English; they also seemed to be more serious during the lesson.
- c) Every student always got ready during teaching learning process.
- d) There was behavior changing of some students, that changing was from passive student who became active student.
- e) The class situation was more alive.
- f) Every student could learn from others by listening, asking, answering, and helping to each other.
- g) It was easier to understanding a text by discussing with teammates.

The test in cycle 2 showed the improvement result. The score was increased from test 1 cycle 1 to test 2 cycle 2. The mean

score in final test 1 cycle 1 was 71,03 and the mean score in test 2 cycle 2 was 76,64.

## **2. The strengths and weaknesses of the implementation of solve pair share technique**

By observing and analyzing the result of observation, the researcher found several positive results and some weaknesses in the first cycle. They were as follows:

### **a. Strengths**

- 1) There was an improvement of the students' reading comprehension skill. It was shown by the result of post-test 2 that was 76,64. It was higher than the mean score of the post-test 1 that was 71,03.
- 2) The improvement of students' behavior from passive to active
- 3) The improvement of class condition from boring to enjoyable, attractive, and interesting
- 4) The improvement of students' responses towards teaching learning process from boring to interest, enjoy and give good responses

- 5) The researcher could manage the class better than before. The students also had good motivation in learning English; they also seemed to be more serious during the lesson.
- 6) Every student always got ready during teaching learning process.
- 7) There was behavior changing of some students, that changing was from passive student who became active student.
- 8) The class situation was more alive.
- 9) Every student could learn from others by listening, asking, answering, and helping to each other.

**b. Weaknesses**

- 1) The students who sat in the back line tended to be passive. They made noise and disturbed their other friends. They were not involved in all activities during the lesson. They were also not too serious in learning process. Actually, the seat arrangement did not support the teacher to distribute her attention to all groups evenly.
- 2) Some students were still awkward to join their members in doing activities.

**C. Discussion**

After analyzing the data which was gathered from several sources such as; pre-research observation, interview, questionnaire, field notes, students' worksheet, the score of pre-test and final test, and photographs, the researcher concluded several findings that answer the problem statement of the research as stated in chapter 1. Based on the result in the two cycles, the

researcher will discuss about some points related to improving students' reading comprehension through Solve Pair Share technique.

From the implementation of applying Solve Pair Share technique in teaching learning process, it can be seen from the table of the improvement of students' reading comprehension and the improvement of the process of teaching and learning reading.

**Table 4.6. The Improvement of the Teaching and Learning Process**

| <b>No</b> | <b>Kinds of improvement</b>   | <b>Before action research</b>   | <b>After action research</b>   |
|-----------|---|---|--|
| 1         | Students' reading comprehension achievement;<br>a. The students' test score | <ul style="list-style-type: none"> <li>- Students' reading comprehension was low</li> <li>- The mean score in pre-test was 50, 34.</li> </ul> | <ul style="list-style-type: none"> <li>- Students' reading comprehension improved.</li> <li>- The mean score in test 1 cycle 1 was 71,03 and test 2 cycle 2 was 76,64.</li> </ul> The t-test result shows that the treatments during |

|                                      |   |  |  |
|--------------------------------------|---|--|--|
| r<br>o<br>m<br>t<br>h<br>e<br>f      | F<br>b. The students' understanding of the English descriptive text.<br><br>F | - The students' got difficulty to identify the detail information in the text.<br><br>- The students could not answer the questions related to the text. | the research are effective.<br><br>- The students could identify the detail information in the text well.<br><br>- The students could answer the question related to the text correctly. |
| r<br>o<br>m<br>t<br>a<br>b<br>l<br>e | 2<br>Process of teaching learning reading improvement                         | The students are passive during teaching learning process<br><br>The students often get bored in the teaching learning process                           | The students become more active during teaching and learning process<br><br>The reading activity becomes an enjoyable activity.  |

above, it can be seen that the research findings include: Solve Pair Share technique can improve the students' reading comprehension and the process of teaching learning reading. The reading comprehension's improvement in

this research included the improvement of the students' ability in identifying main ideas, the detail information and could answer the question related to the text correctly. The students become more active during teaching and learning process. The students' improvement can be seen from the improvement of the score in pre-test and test 2 cycle 2. Here are the complete results of the students' score in pre-test and test 2 cycle 2;

**Table 4.7. The Comparison Between the Pre-Test and Test 2 cycle 2 Score**

| <b>NO</b> | <b>Students Name</b> | <b>Students' Pre-test Score</b> | <b>Students' Test 2 cycle 2 Score</b> | <b>Improvement Score</b> | <b>Students' Achievement</b> |
|-----------|----------------------|---------------------------------|---------------------------------------|--------------------------|------------------------------|
| 1         | FERA S.N             | 52                              | 64                                    | 12                       | Increase                     |
| 2         | SHELVIA LSN          | 60                              | 82                                    | 22                       | Increase                     |
| 3         | NURUL FARIDA         | 62                              | 62                                    | 0                        | Same                         |

|    |                      |    |    |    |          |
|----|----------------------|----|----|----|----------|
| 4  | DWI ALIM NUR S       | 60 | 64 | 4  | Increase |
| 5  | ZAHRA KIRANA F       | 60 | 64 | 4  | Increase |
| 6  | IRWAN P              | 70 | 72 | 2  | Increase |
| 7  | SUCI DWI NINGSIH L   | 62 | 84 | 22 | Increase |
| 8  | RESTU                | 70 | 80 | 10 | Increase |
| 9  | NANDA                | 74 | 80 | 6  | Increase |
| 10 | MUH OKI RIFAI        | 60 | 80 | 20 | Increase |
| 11 | MARANTIKA            | 78 | 80 | 2  | Increase |
| 12 | YUNAZ MAHENDRAS DEWI | 62 | 78 | 16 | Increase |
| 13 | ARNI AMELIA PUTRI    | 68 | 76 | 8  | Increase |
| 14 | AGISTA FADILA S      | 60 | 80 | 20 | Increase |
| 15 | WIRAHAYU             | 60 | 76 | 16 | Increase |
| 16 | WIDI SETIANI         | 60 | 78 | 18 | Increase |
| 17 | ALDINO REZA          | 70 | 76 | 6  | Increase |
| 18 | HARIPRAYOGA          | 70 | 80 | 10 | Increase |
| 19 | NOVI AGIL PRAYOGA    | 40 | 78 | 38 | Increase |

|                   |                    |              |              |           |          |
|-------------------|--------------------|--------------|--------------|-----------|----------|
| 20                | ISLAH              | 60           | 78           | 18        | Increase |
| 21                | ANDIKA RIYAN W     | 70           | 78           | 8         | Increase |
| 22                | ANDI G. U          | 64           | 78           | 14        | Increase |
| 23                | RIO MUHAMMAD FENDI | 70           | 76           | 6         | Increase |
| 24                | BAYU RAMADHAN      | 60           | 80           | 20        | Increase |
| 25                | YOGA               | 70           | 78           | 8         | Increase |
| 26                | NIKOLAS FIRDAUS Y  | 70           | 74           | 4         | Increase |
| 27                | PANJI WIYO U       | 72           | 82           | 10        | Increase |
| 28                | OKTAVIAN PERDANA S | 68           | 80           | 12        | Increase |
| 29                | ARIF NU-SA         | 70           | 78           | 8         | Increase |
| 30                | IMAM S             | 60           | 78           | 18        | Increase |
| 31                | MUH IMAM           | 72           | 82           | 10        | Increase |
| <b>Mean Score</b> |                    | <b>64,64</b> | <b>76,64</b> | <b>12</b> |          |

The mean score had been improved from 64,64 in pre-test become 76,64 in test 2 cycle 2. The result of the final -test score was higher than the pre-test. Based on the result above, the researcher concluded that the teaching



reading comprehension by using Solve Pair Share technique could improve the students' reading comprehension.

From the result, it could be concluded that the difference was statistically significant. Therefore, based on the computation there was significant difference between teaching reading comprehension after and before using Solve Pair Share technique. The use of Solve Pair Share technique in teaching reading comprehension was effective.

In this data analysis, there were two classifications of data that would be analyzed in this chapter. There were qualitative data were collected by using some technique; observation, interview, photograph and field notes. The quantitative data were collected by using take score from final test in every cycle. Based on the students' score in the pre test until final test in the score table above, it could be compared the students' mean score from every test. The comparison was:

**Table 4.8. Students' Pre-Test, Test 1 cycle 1, Test 2 cycle 2**

| <b>NO</b> | <b>Students Name</b> | <b>Students' Pre-test Score</b> | <b>Students' Test 1 cycle 1 Score</b> | <b>Students' Test 2 cycle 2 Score</b> |
|-----------|----------------------|---------------------------------|---------------------------------------|---------------------------------------|
| 1         | FERA S.N             | 52                              | 72                                    | 64                                    |
| 2         | SHELVIA LSN          | 60                              | 64                                    | 82                                    |

|    |                      |    |    |    |
|----|----------------------|----|----|----|
| 3  | NURUL FARIDA         | 62 | 66 | 62 |
| 4  | DWI ALIM NUR S       | 60 | 72 | 64 |
| 5  | ZAHRA KIRANA F       | 60 | 72 | 64 |
| 6  | IRWAN P              | 70 | 78 | 72 |
| 7  | SUCI DWI NINGSIH L   | 62 | 64 | 84 |
| 8  | RESTU                | 70 | 70 | 80 |
| 9  | NANDA                | 74 | 76 | 80 |
| 10 | MUH OKI RIFAI        | 60 | 74 | 80 |
| 11 | MARANTIKA            | 78 | 78 | 80 |
| 12 | YUNAZ MAHENDRAS DEWI | 62 | 66 | 78 |
| 13 | ARNI AMELIA PUTRI    | 68 | 68 | 76 |
| 14 | AGISTA FADILA S      | 60 | 62 | 80 |
| 15 | WIRAHAYU             | 60 | 64 | 76 |
| 16 | WIDI SETIANI         | 60 | 66 | 78 |
| 17 | ALDINO REZA          | 70 | 74 | 76 |
| 18 | HARIPRAYOGA          | 70 | 74 | 80 |

|                       |                    |              |              |              |
|-----------------------|--------------------|--------------|--------------|--------------|
| 19                    | NOVI AGIL PRAYOGA  | 40           | 74           | 78           |
| 20                    | ISLAH              | 60           | 70           | 78           |
| 21                    | ANDIKA RIYAN W     | 70           | 70           | 78           |
| 22                    | ANDI G. U          | 64           | 74           | 78           |
| 23                    | RIO MUHAMMAD FENDI | 70           | 80           | 76           |
| 24                    | BAYU RAMADHAN      | 60           | 68           | 80           |
| 25                    | YOGA               | 70           | 74           | 78           |
| 26                    | NIKOLAS FIRDAUS Y  | 70           | 74           | 74           |
| 27                    | PANJI WIYO U       | 72           | 72           | 82           |
| 28                    | OKTAVIAN PERDANA S | 68           | 72           | 80           |
| 29                    | ARIF NU-SA         | 70           | 70           | 78           |
| 30                    | IMAM S             | 60           | 70           | 78           |
| 31                    | MUH IMAM           | 72           | 74           | 82           |
| <b>Mean<br/>Score</b> |                    | <b>64,64</b> | <b>71,03</b> | <b>76,64</b> |

Based on the students' score table above, the improvements of the students' score in every cycle can be seen on that table. The improvements

were showed from the mean score in pre test, test 1 cycle 1, test 2 cycle 2. The students mean score was 64,64 in pre test, 71,03 in test 1 cycle 1, and 76,64 in test 2 cycle 2. The scored showed the improvements of students' mean score after were given the treatments by the use Solve Pair Share technique.

## **CHAPTER V**

### **CONCLUSION, IMPLICATION, AND RECOMMENDATION**

This chapter will explain several points, namely: A. Conclusion; B. Implication and Recommendation;

#### **A. Conclusion**

In conclusion, there were several findings which were revealed from the research. This research is done due to the problem identified in SMP Muhammadiyah 2 Surakarta. The students of SMP Muhammadiyah 2 Surakarta got low achievement in reading comprehension that was caused from the teacher and the students themselves. The pre-research showed that the students did not have willing to participate during teaching learning process. The teacher was not creative. She applied the monotonous technique.

The implementation of teaching reading by using solve pair share technique can improve students' reading comprehension. The result of the test shows that the action implemented in teaching reading through solve pair share technique can improve the students' reading comprehension. The results of the test were as follow; the mean of pre-test was 64,64 ; the mean of post-test 1 was 71,03; and the mean of post test 2 was 76,64. From the computation of level of significance in the students test score, it can be concluded that the improvement of the students' reading comprehension by using solve pair share technique is significant.

The implementation of solve pair share technique in teaching learning process can improve the students' responses during learning process. The students show the good response at the learning process, the improvements of students' responses toward teaching learning process can be seen from their ability in joining learning process, from boring to interest, enjoy and give good responses.

## **B. Implication and Recommendation**

In language teaching and learning, it is important to implement an appropriate technique. It has been proved in this research that teaching learning process cannot be successful when the students are passive. Thus, every teacher should create a situation where she or he is not the only source of knowledge. Teacher cannot dominate the teaching learning process anymore. He should involve all students in experiencing learning.

Practically, solve pair share technique is an appropriate technique which has the students to be the active learners. It is considered that students learn best when they are personally involved in the learning experience. Through solve pair share technique, students personally learn from other students who also learn. When the students are active in language teaching learning process they will get good understanding in language they learn.

Having concluded the result of the research which is using solve pair share technique in teaching reading comprehension, the researcher would like

to propose some suggestions. Hopefully, her suggestions are useful for teachers, institutions, and other researchers.

### **1. To the teachers**

Teacher should be more creative in using the interesting technique of teaching. Solve pair share technique is a teaching technique that enables all students join in teaching learning process. It makes the students motivated to learn and they do not get bored during the teaching learning process. It is important to create an interesting and enjoyable situation of teaching learning process in order that the students are eager to improve their achievements. Teacher should involve all students actively participate in teaching learning offer such situations. So, teachers should consider this solve pair share's importance and regard to use this technique in teaching reading comprehension.

### **2. To the Students**

Studying English as the first foreign language is not so difficult if there is a will, because it will lead the students to be successful in studying English. Junior High Scholl students can improve their reading comprehension by a new technique from the teacher as think-pair-share technique. The students are also expected to have a good relationship with the teacher and other students especially when they work in a team or group.

### **3. To the institutions**

The institution as a formal place to have knowledge and education must inform and show to educators that there are many kinds of ways to make an educational progress. One of those ways is making the teaching learning process having good quality through qualifying the teaching learning process. Solve pair share technique should be considered as a way to qualify teaching learning process.

### **4. To other researchers**

Considering that this study still has any lack and it is just one of efforts in improving the students' reading comprehension, so the writer hopes that the findings of this study will be used as starting point of the future research on similar problems. This study discusses improving students' reading comprehension through solve pair share (TPS) Technique. It was conducted on the eighth grade students of Junior high school. The researcher hopes that this technique can be applied by other researcher in different level of students.



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## Appendix 01 : List of the Students

**TABLE LIST PF THE STUDENTS**

| <b>NO</b> | <b>Students Name</b> |
|-----------|----------------------|
| 1         | FERA S.N             |
| 2         | SHELVIA LSN          |
| 3         | NURUL FARIDA         |
| 4         | DWI ALIM NUR S       |
| 5         | ZAHRA KIRANA F       |
| 6         | IRWAN P              |
| 7         | SUCI DWI NINGSIH L   |
| 8         | RESTU                |
| 9         | NANDA                |
| 10        | MUH OKI RIFAI        |
| 11        | MARANTIKA            |
| 12        | YUNAZ MAHENDRAS DEWI |
| 13        | ARNI AMELIA PUTRI    |
| 14        | AGISTA FADILA S      |
| 15        | WIRAHAYU             |
| 16        | WIDI SETIANI         |
| 17        | ALDINO REZA          |
| 18        | HARIPRAYOGA          |
| 19        | NOVI AGIL PRAYOGA    |
| 20        | ISLAH                |
| 21        | ANDIKA RIYAN W       |

|    |                    |
|----|--------------------|
| 22 | ANDI G. U          |
| 23 | RIO MUHAMMAD FENDI |
| 24 | BAYU RAMADHAN      |
| 25 | YOGA               |
| 26 | NIKOLAS FIRDAUS Y  |
| 27 | PANJI WIYO U       |
| 28 | OKTAVIAN PERDANA S |
| 29 | ARIF NU-SA         |
| 30 | IMAM S             |
| 31 | MUH IMAM           |

## **Appendix 02 : Interview sheet**

### **INTERVIEW SHEET**

Title : Interview to teacher class

Source : Mrs. Sri lestari, S.S (English Teacher )

Place : Teacher Room of SMP Muhammadiyah 2 Surakarta

Time : October 6<sup>th</sup> 2014, 9.15 until 9.45

The researcher tries to interview before tries to observation with the teacher classroom.

*(The researcher meets the teacher in Teacher Room)*

The researcher : Selamat Pagi buk...

The teacher : Selamat Pagi juga...

The researcher : Bisakah saya meminta waktu Ibuk untuk ngobrol sebentar?

The teacher : Oh iya mbak Yulia , , , Tentang apa ya?

The researcher : Ini mengenai tindak lanjut dari rangkaian sebelum penelitian buk

The teacher : Oh yaa...

The researcher : Langsung saja ya buk? Dari sekian kelas, kelas mana ya buk yang murid – muridnya kurang dalam skill reading buk?

The teacher : Saya mengajar 4 kelas yang memiliki perbedaan – perbedaan dalam aktivitas dan memiliki karakter mbaking – mbaking misalnya saja kelas VIII D, kelas ini kata guru – guru lain kelas ini memang kelas yang paling gaduh dan bandel, tapi itu tergantung guru yang mengajar, tapi saya menemukan kelas ini kurang dari beberapa skill. Sedangkang kelas yang hanya kurang dalam reading itu saya kira kelas VIII C, mereka intinya malas buka kamus dan kurangnya vocab sehingga mereka hanya mencontek dari teman sebelahnya.

The researcher : Ooo jadi kelas yang kurang dalam reading itu kelas VIII C ya buk? Itu karena vocabnya kurang.

The teacher : Ya gak cuma vocabnya aja, biasalah mbak, mereka mbakih anak- anak gak sabar baca teks kalau soalnya berbentuk teks dan itu mengakibatkan kurangnya pemahaman siswa

The researcher : Oh jadi begitu ya buk, kalau dari segi metode yang Ibuk gunakan?

The teacher : Ya kadang saya kasih tugas, tapi malah gaduh. Jadi ya sayamenyampaikan materi lalu saya beri soal – soal.

The researcher : Bolehkah saya melakukan observasi ketika Ibuk mengajar dikelas VIII C?

The teacher : Boleh aja, tapi sampeyan mbakuk dulu saja biar tahu bagaimana kondisi kelas itu.

The researcher : Ya buk makasih banyak ya buk, bisa menyempatkan waktu Ibuk

The teacher : Ya sama sama mbak



## **INTERVIEW SHEET**

Title : Interview to the students

Source : Marantika

Place : VIII C Classroom

Time : October 6<sup>th</sup> 2014, 10.45 until 11.00

The researcher : Selamat pagi dek, dengan dik siapa?

Student : Marantika

The researcher : Bisa minta waktu sebentar?

Student : Bisa buk...

The researcher : Ini mau mewawancarai dik Marantika, tentang pelajaran Bahasa Inggris yang diajar oleh Bu Sri Lestari....

Student : Iya Buk...

The researcher : Menurut kamu pelajaran Bahasa Inggris itu bagaimana?

Student : Sulit Buk...

The researcher : Sulitnya gimana?

Student : Kosa kata baru itu banyak

The researcher : Ooo yaaa, aku tahu maksudmu! Terus masalah dik Marantika dalam pembelajaran Bahasa Inggris itu di apa? Speaking, Listening, Writing atau Reading....?

Student : Yang membaca itu lho buk....soalnya harus tahu arti kosa katanya.

The researcher : Bisa memahami bacaan nggak?

Student : Enggak... hehehe

The researcher : Punya kamus to...?? terus buka kamus nya sering?

Student : Punya,,, enggak buk bukanya... males hehehe

The researcher : Terus menurut kamu pelajaran itu lebih enak di kelompokkan atau individu saja? Terus kenapa?,

Student : Kelompok buk,,,karena lebih bisa diskusi tanya temen.

The researcher : Terus pernah di buat kelompok nggak selama bu Sri Lestari mengajar?

Student : Pernah, tapi malah ramai buk...

The researcher : Ya sudah makasih yaaa dik Marantika.

Student : Iyaaa buk...

### Appendix 03 : Questioner

#### QUESTIONNAIRE

Nama : .....

No : .....

Kelas : .....

#### **Petunjuk Pengisian**

1. Tulislah Identitasmu di tempat yang sudah disediakan.
2. Jawablah pertanyaan sesuai pendapatmu masing-masing
3. Setiap jawaban terdiri dari 2 jawaban (ya/ tidak)
4. Pilihlah salah satu jawaban dengan memberi tanda (√) pada kolom yang sesuai dengan jawabanmu.

| No | Pertanyaan  | Ya | Tidak |
|----|---|----|-------|
| 1  | Apakah kamu menyukai pelajaran bahasa Inggris?  |    |       |
| 2  | Apakah nilai bahasa Inggrismu mencapai 6?   |    |       |
| 3  | Apakah kamu belajar bahasa Inggris dengan perasaan senang?  |    |       |
| 4  | Apakah kamu suka membaca text bacaan berbahasa Inggris?   |    |       |
| 5  | Apakah kamu bosan dengan pelajaran bahasa Inggris?  |    |       |
| 6  | Jika jawaban nomor 5 adalah Ya, apakah itu dikarenakan banyaknya text bacaan yang harus dibaca sedangkan kamu sulit memahami isi dari text bacaan tersebut? |    |       |
| 7  | Apakah kamu menginginkan metode pembelajaran yang bervariasi?   |    |       |
| 8  | Apakah guru bahasa inggrismu sering menyuruh kamu membaca kemudian mengartikan dan memahami sendiri isi dalam text bacaan tersebut?                         |    |       |
| 9  | Jika point ke 8 iya, Apakah kamu paham dengan apa yang kalian baca?   |    |       |

|    |  |  |  |
|----|--|--|--|
| 10 | Apakah guru bahasa Inggrismu mengajar dengan metode yang sama di setiap pertemuan?   |  |  |
| 11 | Apakah gurumu mengajar dikelas dengan metode yang menyenangkan?  |  |  |
| 12 | apakah guru bahasa Inggrismu menggunakan metode berkelompok dalam mengajar?  |  |  |
| 13 | Apakah kelasmu pernah menggunakan metode berkelompok pada saat pelajaran bahasa inggis?  |  |  |
| 14 | Penahkah kamu praktek berkelompok kemudian sharing dengan teman – teman kalian setelah memahami teks berbahasa Inggris?                  |  |  |
| 15 | Apakah kamu tertarik mengartikan dan memahami text bacaan bahasa Inggris secara bersama-sama kemudian sharing dengan teman-teman kalian? |  |  |

**Appendix 04 : Silabus**

**SILABUS**

Sekolah : SMP Muhammadiyah 2 Surakarta  
 Kelas : VIII ( Delapan )  
 Mata Pelajaran : BAHASA INGGRIS  
 Semester : 1 (Satu)

Standar Kompetensi : **Mendengarkan**

1. Memahami makna d alam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar.

| Kompetensi Dasar  | Materi Pokok/Pembelajaran                      | Kegiatan Pembelajaran  | Indikator  | Penilaian |                       |   | Alokasi Waktu | Sumber Belajar                            |
|---|--|--|--|-----------|-----------------------|---|---------------|---|
|   |  |  |  | Teknik    | Bentuk Instrumen      | Contoh Instrumen  |               |   |
| 1.1 Merespon makna yang terdapat dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal | Percakapan singkat memuat ungkapan – ungkapan: | 1. <i>Brainstorming</i> bertanya dan menjawab tentang berbagai hal terkait tema topik yang | <ul style="list-style-type: none"> <li>Merespon ungkapan meminta, memberi, menolak jasa</li> <li>Merespon</li> </ul> | Tes lisan | Merespon secara lisan | <i>Respond the following statement</i><br><br><i>Q: Let me help you</i> | 2 x 40 menit  | 1. <i>Script</i> percakapan<br>2. Rekaman |



| Kompetensi Dasar  | Materi Pokok/Pembelajaran                     | Kegiatan Pembelajaran   | Indikator  | Penilaian  |   |  | Alokasi Waktu       | Sumber Belajar  |
|---|---|---|--|--|---|--|---------------------|---|
|   |   |   |  | Teknik   | Bentuk Instrumen                                    | Contoh Instrumen   |                     |   |
| <p><i>things done</i>) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat</p> | <p>Percakapan singkatan memuat ungkapan –</p> | <p>lisan Curah pendapat tentang hal-hal terkait topik/ungkapan yang akan dibahas</p> <p>2. Membahas kosakata dan tata bahasa terkait topik / ungkapan yang dibahas</p> <p>3. Mendengarkan percakapan memuat ungkapan terkait materi</p> <p>4. Tanya jawab tentang isi percakapan</p> <p>5. Tanya jawab tentang fungsi dan makna ungkapan dalam percakapan</p> | <ul style="list-style-type: none"><li>• Merespon ungkapan mengundang, menerima, dan menolak ajakan</li><li>• Merespon ungkapan menyetujui / tidak menyetujui</li><br/><li>• Merespon ungkapan memuji</li><li>• Merespon ungkapan memberi</li></ul> | <p>Tes lisan</p><br><br><br><br><br><p>Tes lisan</p> | <p>Pertanyaan lisan</p><br><br><br><br><p>lisan</p> | <p><i>dress</i></p> <p>A:.....</p><br><br><br><br><br><br><br><p><i>Write your response to the following</i></p> | <p>2 x 40 menit</p> | <p>1 Script percakapan<br/>2 Rekaman percakapan<br/>3 Tape recorder<br/>4 Gambar yang relevan</p> |

| Kompetensi Dasar | Materi Pokok/Pembelajaran   | Kegiatan Pembelajaran | Indikator | Penilaian |                  |   | Alokasi Waktu | Sumber Belajar         |
|------------------|---|-----------------------|-----------|-----------|------------------|---|---------------|------------------------|
|                  |   |                       |           | Teknik    | Bentuk Instrumen | Contoh Instrumen  |               |                        |
|                  | <p>ungkapan:</p> <p><i>A: Would you come to my party?</i></p> <p><i>B: I'd love to / I want to, but .....</i></p> <p><i>A; I do agree</i></p> <p><i>B; Thanks for the support.</i></p> <p><i>A; No way ....</i></p> <p><i>B: It's O.K. No problem</i></p><br><p><i>A: You have beautiful hair.</i></p> <p><i>B: Thank you.</i></p> <p><i>A: Happy birthday.</i></p> <p><i>B: Thank you.</i></p> |                       | selamat   |           |                  | <p><i>statements:</i></p> <ol style="list-style-type: none"> <li><i>1. Would you go with me to the movie?</i></li> <li><i>2. I do agree with you to join the speech contest</i></li> <li><i>3. You have beautiful hair.</i></li> <li><i>4. You passed your exams. Congratulations.</i></li> </ol> |               | Buku teks yang relevan |



| Kompetensi Dasar | Materi Pokok/Pembelajaran | Kegiatan Pembelajaran | Indikator | Penilaian |                  |                  | Alokasi Waktu | Sumber Belajar |
|------------------|---------------------------|-----------------------|-----------|-----------|------------------|------------------|---------------|----------------|
|                  |                           |                       |           | Teknik    | Bentuk Instrumen | Contoh Instrumen |               |                |
|                  |                           |                       |           |           |                  |                  |               |                |

Standar Kompetensi : **Mendengarkan**

2. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

|  | Materi | Kegiatan | Indikator | Penilaian | Alokasi | Sumber |
|--|--------|----------|-----------|-----------|---------|--------|
|  |        |          |           |           |         |        |

| Kompetensi Dasar   | Pokok/Pembelajaran   | Pembelajaran  |  | Teknik       | Bentuk Instrumen   | Contoh Instrumen   | Waktu        | Belajar  |
|--|--|---|--|--------------|--------------------|--|--------------|--|
| 2.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar. | <ul style="list-style-type: none"> <li>Teks fungsional pendek berupa : Undangan</li> </ul> <p>Contoh:</p> <p><i>Dear Rio,</i></p> <p><i>I want you to come to my house for lunch on Sunday at 12 a.m.</i></p> <p><i>Thanks.</i></p> <p style="text-align: right;"><i>Mona</i></p> <ul style="list-style-type: none"> <li>Ciri kebahasaan teks fungsional pendek</li> <li>Langkah retorika teks: <ul style="list-style-type: none"> <li><b>descriptive</b></li> </ul> </li> </ul> | <ol style="list-style-type: none"> <li>Tanya jawab tentang berbagai hal terkait topik/tema yang akan dibahas</li> <li>Membahas kosakata yang terkait tema/topik/undangan (noun phrase, verb phrase)</li> <li>membahas ungkapan-ungkapan yang sering muncul dalam undangan: <ul style="list-style-type: none"> <li><i>I want you to come to.....</i></li> <li><i>Please come to .....</i></li> <li><i>Don't forget to come to.....</i></li> </ul> </li> <li>Mendengarkan teks fungsional pendek (undangan)</li> <li>menjawab pertanyaan</li> </ol> | <ul style="list-style-type: none"> <li>Mengidentifikasi informasi yang terdapat dalam teks fungsional pendek berupa undangan.</li> <li>Mengidentifikasi ciri kebahasaan dalam teks fungsional pendek berupa Undangan.</li> </ul> | Tes tertulis | Melengkapi rumpang | <i>Complete the following sentences based on the text you hear</i> | 2 x 40 menit | <ol style="list-style-type: none"> <li><i>Script</i> teks undangan</li> <li>Rekaman undangan <ul style="list-style-type: none"> <li>cassette</li> <li>tape recorder</li> <li>CD</li> <li>CD Player</li> <li>TV</li> </ul> </li> <li>Gambar/ realia terkait tema/topik/ jenis teks</li> </ol> |

| Kompetensi Dasar   | Materi Pokok/Pembelajaran  | Kegiatan Pembelajaran  | Indikator   | Penilaian |                  |                  | Alokasi Waktu | Sumber Belajar |
|--|--|--|---|-----------|------------------|------------------|---------------|----------------|
|  |  |  |   | Teknik    | Bentuk Instrumen | Contoh Instrumen |               |                |
| 2.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i> | <i>(identification – descriptions)</i><br>- <b>recount</b> ( <i>orientation events</i> )<br>- <b>reorientation</b> | tentang berbagai informasi yang terdapat dalam teks fungsional, undangan.<br>6. Mendengarkan contoh-contoh undangan lainnya dari teman.<br>7. Mengidentifikasi ciri kebahasaan teks fungsional pendek : undangan<br>- <i>invitee</i><br>- <i>occasion</i><br>- <i>time</i><br>- <i>place</i><br>- <i>Invitor</i> | 1 <i>Eliciting</i> kosakata terkait tema/topik/ jenis teks<br>2 Membahas tata bahasa terkait jenis teks yang akan dibahas<br>3 Mendengarkan teks monolog <i>descriptive / recount</i> dengan topik tertentu<br>4 Menjawab |           |                  |                  |               |                |

| Kompetensi Dasar | Materi Pokok/Pembelajaran  | Kegiatan Pembelajaran  | Indikator  | Penilaian |                  |  | Alokasi Waktu | Sumber Belajar   |
|------------------|--|--|--|-----------|------------------|--|---------------|--|
|                  |  |  |  | Teknik    | Bentuk Instrumen | Contoh Instrumen   |               |  |
|                  | <p>Teks lisan berbentuk</p> <ul style="list-style-type: none"> <li>• <i>descriptive</i></li> <li>• <i>recount</i></li> </ul> | <p>5 pertanyaan tentang berbagai informasi terkait teks yang didengar</p> <p>Menjawab pertanyaan tentang tujuan komunikatif teks yang didengar</p> | <ul style="list-style-type: none"> <li>• Mengidentifikasi Informasi/makna</li> </ul> | Tes lisan | Pertanyaan lisan | <p><i>Answer the questions orally based on the text you listen to</i></p><br><p><i>Choose the best option based on the text you have</i></p> | 2 x 40 menit  | <p>1 Buku teks yang relevan</p> <p>2 Gambar terkait tema / topik</p> <p>Script teks:</p> |

| Kompetensi Dasar | Materi Pokok/Pembelajaran   | Kegiatan Pembelajaran | Indikator  | Penilaian |                  |                    | Alokasi Waktu | Sumber Belajar   |
|------------------|---|-----------------------|--|-----------|------------------|--------------------|---------------|--|
|                  |   |                       |  | Teknik    | Bentuk Instrumen | Contoh Instrumen   |               |  |
|                  | Langkah retorika teks : <ul style="list-style-type: none"> <li>• <i>descriptive (identification – descriptions)</i></li> <li>• <i>recount (orientation events – reorientation)</i></li> </ul> |                       | <ul style="list-style-type: none"> <li>• yang terdapat dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></li> <li>• Mengidentifikasi fungsional dan langkah retorika teks deskriptif dan <i>recount</i>.</li> </ul> | Tes tulis | PG               | <i>listened to</i> |               | <i>descriptive / recount</i><br>4 Rekaman teks<br>5 Tape recorder<br>6 OHP<br>7 Lingkungan sekitar |

Standar Kompetensi : **Berbicara**

3. Mengungkap kan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

| Kompetensi Dasar  | Materi Pokok/Pembelajaran  | Kegiatan Pembelajaran   | Indikator  | Penilaian |                  |  | Alokasi Waktu | Sumber Belajar  |
|---|--|---|--|-----------|------------------|--|---------------|---|
|   |  |   |  | Teknik    | Bentuk Instrumen | Contoh Instrumen   |               |   |
| 3.1 Mengungkapkan makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan memberi pendapat | <p>Percakapan singkat yang memuat ungkapan – ungkapan.</p> <p>A: <i>Let me help you.</i></p> <p>B: <i>Thank you so much.</i></p> <p>A: <i>Can I have a bit.</i></p> <p>B: <i>Sure. Here you are.</i></p> <p>A: <i>Did you break the glass?</i></p> <p>B: <i>Yes, I did /</i></p> | <ol style="list-style-type: none"> <li>1. <i>Review</i> kosakata dan ungkapan-ungkapan terkait materi dan tema</li> <li>2. Tanya jawab menggunakan ungkapan-ungkapan tersebut</li> <li>3. Bermain peran melakukan percakapan yang disediakan guru</li> <li>4. Bermain peran melakukan percakapan berdasarkan situasi /gambar yang disediakan</li> <li>5. Menggunakan ungkapan yang telah dipelajari dalam <i>real life situation</i></li> </ol> | <ul style="list-style-type: none"> <li>• Bertanya dan menjawab tentang meminta, memberi, menolak jasa</li> <li>• Bertanya dan menjawab tentang meminta, memberi, menolak barang</li> <li>• Bertanya dan menjawab tentang mengakui, mengingkari fakta</li> <li>• Bertanya dan memberi pendapat</li> </ul> | Tes lisan | Bermain peran    | <i>Create a dialogue based on the role cards and perform it in front of the class.</i> | 2 x 40 menit  | <ol style="list-style-type: none"> <li>1. Buku teks yang relevan</li> <li>2. Gambar-gambar terkait tema</li> <li>3. Realia Benda sekitar</li> </ol> |



| Kompetensi Dasar | Materi Pokok/Pembelajaran  | Kegiatan Pembelajaran | Indikator   | Penilaian |                  |                  | Alokasi Waktu | Sumber Belajar |
|------------------|--|-----------------------|---|-----------|------------------|------------------|---------------|----------------|
|                  |  |                       |   | Teknik    | Bentuk Instrumen | Contoh Instrumen |               |                |
|                  | <p><i>B: I'd love to / I wan't to, but .....</i></p> <p><i>A: I do agree.</i></p> <p><i>B: Thanks for the Support.</i></p> <p><i>A: No, way, ...</i></p> <p><i>B: It's O.K. I understand.</i></p> <p><i>A: You have beautiful hair.</i></p> <p><i>B: Thank you.</i></p> <p><i>A: Happy birthday.</i></p> <p><i>B; Thank you.</i></p> |                       | <ul style="list-style-type: none"> <li>Bertanya dan menjawab tentang memberi selamat</li> </ul> | Tes lisan | Bermain peran    | <i>class.</i>    |               |                |







Standar Kompetensi : **Berbicara**

4. Mengungkap kan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

| Kompetensi Dasar  | Materi Pokok/Pembelajaran                       | Kegiatan Pembelajaran  | Indikator  | Penilaian |                    |   | Alokasi Waktu | Sumber Belajar  |
|---|---|--|--|-----------|--------------------|---|---------------|---|
|   |   |  |  | Teknik    | Bentuk Instrumen   | Contoh Instrumen  |               |   |
| 4.1 .Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk | Teks fungsional pendek berupa : <i>Undangan</i> | <ol style="list-style-type: none"> <li>1. Mendengarkan teks fungsional pendek: undangan</li> <li>2. Tanya jawab tentang isi teks “undangan”</li> <li>3. Tanya jawab tentang struktur teks</li> </ol> | <ul style="list-style-type: none"> <li>• Mengungkapkan secara lisan teks fungsional pendek berbentuk undangan. Contoh:<br/><i>Dear Rio,</i></li> </ul> | Tes lisan | <i>Performance</i> | <i>Invite your friend to come to your bithday party orally!</i> | 2 x 40 menit  | <ol style="list-style-type: none"> <li>1. Buku teks yang relevan</li> <li>2. Gambar terkait tema/topik</li> <li>3. Benda-benda</li> </ol> |

| Kompetensi Dasar                       | Materi Pokok/Pembelajaran | Kegiatan Pembelajaran  | Indikator   | Penilaian |                  |                  | Alokasi Waktu | Sumber Belajar |
|--|---------------------------|--|---|-----------|------------------|------------------|---------------|----------------|
|  |                           |  |   | Teknik    | Bentuk Instrumen | Contoh Instrumen |               |                |
| berinteraksi dengan lingkungan sekitar |                           | <p>4. Membuat kalimat sederhana terkait jenis teks bentuk undangan<br/>- <i>I want to come to....</i><br/><br/>- <i>Please come to .....</i></p> <p>5. Berlatih mengundang seseorang secara lisan menggunakan gambit-gambit tertentu<br/>Contoh:<br/><br/><i>A: Hi Guys, I want you all to come to my birthday party.</i><br/><br/><i>B: We'd love to! When?</i><br/><br/><i>A: Tomorrow, at 4.00</i></p> <p>6. Secara</p> | <p><i>I want you to come to my house for lunch on Sunday at 12 a.m.</i><br/><br/><i>Thanks.</i><br/><br/><i>Mona</i></p> <p>Bertanya dan menjawab secara lisan berbagai informasi tentang teks fungsional pendek berbentuk undangan</p> |           |                  |                  |               | sekitar        |

| Kompetensi Dasar   | Materi Pokok/Pembelajaran | Kegiatan Pembelajaran   | Indikator | Penilaian |                  |                  | Alokasi Waktu | Sumber Belajar |
|--|---------------------------|---|-----------|-----------|------------------|------------------|---------------|----------------|
|  |                           |   |           | Teknik    | Bentuk Instrumen | Contoh Instrumen |               |                |
| 4.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa nista secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i> |                           | <p>berpasangan atau dalam kelompok mengungkapkan undangan berdasarkan konteks/situasi yang diberikan</p> <p>7. Secara mandiri mengungkapkan undangan lisan</p> <p>1. Tanya jawab berbagai hal terkait topik tertentu ( peristiwa, kejadian, pengalaman )</p> <p>2. Mengembangkan kosakata, tata bahasa terkait topik / jenis teks <i>recount</i></p> <p>3. Mengidentifikasi kejadian, peristiwa, pengalaman yang pernah dialami melalui tanya jawab</p> <p>4. Melakukan monolog dalam</p> |           |           |                  |                  |               |                |

| Kompetensi Dasar | Materi Pokok/Pembelajaran  | Kegiatan Pembelajaran | Indikator   | Penilaian |                    |   | Alokasi Waktu | Sumber Belajar   |
|------------------|--|-----------------------|---|-----------|--------------------|---|---------------|--|
|                  |  |                       |   | Teknik    | Bentuk Instrumen   | Contoh Instrumen  |               |  |
|                  | 1. Teks pendek berbentuk <i>recount</i><br>2. – informasi faktual<br>- informasi rinci<br>- gagasan utama<br>- gagasan pendukung dalam teks pendek berbentuk <i>recount</i><br>3. Ciri kebahasaan teks | bentuk <i>recount</i> | 1. Bertanya dan menjawab berbagai informasi secara lisan dalam teks pendek berbentuk :<br>- <i>Recount</i><br>2. Melakukan monolog pendek dalam bentuk <i>recount</i> | Tes lisan | <i>Performance</i> | <i>Think of an activity or event that happened to you yesterday and tell us about it.</i> | 4 x 40 menit  | 1. Buku teks yang relevan<br>2. Koran/majalah<br>3. Gambar peristiwa |

| Kompetensi Dasar | Materi Pokok/Pembelajaran | Kegiatan Pembelajaran | Indikator | Penilaian |                  |                  | Alokasi Waktu | Sumber Belajar |
|------------------|---------------------------|-----------------------|-----------|-----------|------------------|------------------|---------------|----------------|
|                  |                           |                       |           | Teknik    | Bentuk Instrumen | Contoh Instrumen |               |                |
|                  | <i>recount</i>            |                       |           | Tes lisan |                  |                  |               |                |

Standar Kompetensi : **Membaca**

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

| Kompetensi Dasar   | Materi Pokok/Pembelajaran   | Kegiatan Pembelajaran  | Indikator   | Penilaian |                  |   | Alokasi Waktu | Sumber Belajar   |
|--|---|--|---|-----------|------------------|---|---------------|--|
|  |   |  |   | Teknik    | Bentuk Instrumen | Contoh Instrumen                            |               |  |
| <p>5.1. Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk <i>descriptive</i> dan <i>recount</i> pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar</p> <p>5.2. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar</p> | <p>Teks fungsional pendek berupa: Undangan</p> <ul style="list-style-type: none"> <li>Makna gagasan</li> <li>Makna tekstual dalam teks <i>descriptive</i> dan <i>recount</i></li> <li>Langkah retorika teks <i>descriptive</i> dan <i>recount</i></li> <li>Tujuan komunikatif teks <i>descriptive</i> dan <i>recount</i></li> <li>Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i></li> </ul> | <ol style="list-style-type: none"> <li>Brain storming tentang berbagai hal terkait teks fungsional pendek berbentuk "undangan"</li> <li>Mendengarkan undangan yang dibacakan oleh guru/teman</li> <li>membaca nyaring teks fungsional pendek tentang undangan</li> <li>menjawab pertanyaan tentang isi teks fungsional pendek "undangan"</li> <li>Menyebutkan</li> </ol> | <ul style="list-style-type: none"> <li>Membaca dengan nyaring dan bermakna teks fungsional pendek berbentuk undangan</li> <li>Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk undangan</li> <li>Mengidentifikasi fungsi sosial teks fungsional pendek berbentuk undangan</li> <li>Mengidentifikasi ciri kebahasaan teks fungsional pendek</li> </ul> | Tes lisan | Membaca nyaring  | <i>Read the the text aloud and clearly.</i> | 2 x 40 menit  | <ol style="list-style-type: none"> <li>Buku teks yang relevan</li> <li>Gambar terkait tema/topik</li> <li>Benda-benda sekitar</li> </ol> |



| Kompetensi Dasar   | Materi Pokok/Pembelajaran | Kegiatan Pembelajaran  | Indikator   | Penilaian    |                  |  | Alokasi Waktu | Sumber Belajar  |
|--|---------------------------|--|---|--------------|------------------|--|---------------|---|
|  |                           |  |   | Teknik       | Bentuk Instrumen | Contoh Instrumen   |               |   |
| 5.3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i> |                           | <p>tujuan komunikatif teks fungsional pendek "undangan"</p> <p>6. Menjawab pertanyaan tentang ciri kebahasaan teks fungsional pendek "undangan"</p> <p>1. Tanya jawab berbagai hal terkait tema/topik bacaan</p> <p>2. Review kosakata dan tatabahasa terkait jenis teks <i>descriptive/recount</i></p> <p>3. Membaca teks <i>descriptive/recount</i></p> <p>4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks</p> <p>5. Menjawab pertanyaan tentang tujuan komunikatif tdan langkah</p> | <p>berbentuk undangan</p> <ul style="list-style-type: none"> <li>• Makna gagasan</li> <li>• Makna tekstual dalam teks <i>descriptive</i> dan <i>recount</i></li> <li>• Langkah retorika teks <i>descriptive</i> dan <i>recount</i></li> <li>• Tujuan komunikatif</li> </ul> | Tes tertulis | Uraian           | <p><i>Answer the following questions based on the text</i></p> | 4 x 40 menit  | <p>1. Buku teks yang relevan</p> <p>2. Koran/majalah</p> <p>3. Gambar peristiwa/tempat</p> <p>4. Lingkungan sekitar</p> |



| Kompetensi Dasar | Materi Pokok/Pembelajaran | Kegiatan Pembelajaran | Indikator | Penilaian |                  |                  | Alokasi Waktu | Sumber Belajar |
|------------------|---------------------------|-----------------------|-----------|-----------|------------------|------------------|---------------|----------------|
|                  |                           |                       |           | Teknik    | Bentuk Instrumen | Contoh Instrumen |               |                |
|                  |                           |                       |           | Tes lisan | Membaca nyaring  |                  |               |                |

Standar Kompetensi : **Menulis**

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

| Kompetensi Dasar  | Materi Pokok/Pembelajaran  | Kegiatan Pembelajaran   | Indikator   | Penilaian |                  |  | Alokasi Waktu | Sumber Belajar   |
|---|--|---|---|-----------|------------------|--|---------------|--|
|   |  |   |   | Teknik    | Bentuk Instrumen | Contoh Instrumen   |               |  |
| <p>6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar</p> <p>6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana</p> | <p>Teks fungsional pendek berupa :</p> <ul style="list-style-type: none"> <li>- Undangan</li> <li>- Pengumuman</li> <li>- Pesan Singkat</li> </ul> | <ol style="list-style-type: none"> <li>1. Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas</li> <li>2. Penguatan kembali kosakata dan tata bahasa terkait jenis teks fungsional</li> <li>3. Menulis kalimat sederhana terkait jenis teks</li> <li>4. Menulis teks fungsional pendek berdasarkan konteks</li> </ol> | <ul style="list-style-type: none"> <li>• Melengkapi rumpang teks fungsional pendek</li> <li>• Meyusun kata menjadi teks fungsional yang bermakna</li> <li>• Menulis teks fungsional pendek</li> </ul> | Tes tulis | Essay            | <ol style="list-style-type: none"> <li>1. <i>Write simple sentences based on the situation given.</i></li> <li>2. <i>Write an invitation/ an announcement / message based on the situation given.</i></li> </ol> | 2 x 40 menit  | <ol style="list-style-type: none"> <li>1. Buku teks yang relevan Contoh undangan, pengumuman, SMS</li> <li>2. Gambar yang relevan</li> </ol> |

| Kompetensi Dasar  | Materi Pokok/Pembelajaran  | Kegiatan Pembelajaran  | Indikator   | Penilaian |                   |  | Alokasi Waktu | Sumber Belajar   |
|---|--|--|---|-----------|-------------------|--|---------------|--|
|   |  |  |   | Teknik    | Bentuk Instrumen  | Contoh Instrumen   |               |  |
| dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i> | Teks rumpang berbentuk<br>- <i>descriptive</i><br>- <i>recount</i><br><br>Kalimat acak | <ol style="list-style-type: none"> <li>Review ungkapan-ungkapan yang mendeskripsikan benda, orang atau tempat.</li> <li>Menulis kalimat yang mendeskripsikan benda, tempat, orang atau binatang berdasarkan gambar/realia.</li> <li>Melengkapi rumpang dalam teks deskriptif dengan kata yang tepat.</li> <li>Menyusun kalimat acak menjadi teks deskriptif yang terpadu.</li> <li>Membuat draft teks deskriptif secara mandiri.</li> <li>Mengekspos teks <i>descriptive</i> yang ditulis di kelas.</li> </ol> | <ul style="list-style-type: none"> <li>Melengkapi rumpang teks esai pendek berbentuk <i>descriptive</i></li> <li>Menyusun kalimat menjadi teks yang bermakna dalam bentuk <i>descriptive</i></li> <li>Menulis teks esai dalam bentuk <i>descriptive</i>.</li> </ul> | Tes tulis | <i>Completion</i> | <ul style="list-style-type: none"> <li><i>Complete the paragraph using the suitable words.</i></li> <li><i>Rearrange the following sentences correctly.</i></li> <li><i>Write an essay describing something or a certain place.</i></li> </ul> | 4 x 40 menit  | <ol style="list-style-type: none"> <li>Buku teks yang relevan</li> <li>Gambar terkait tema/topik</li> <li>Benda-benda sekitar</li> </ol> |

| Kompetensi Dasar | Materi Pokok/Pembelajaran | Kegiatan Pembelajaran | Indikator | Penilaian |                          |                  | Alokasi Waktu | Sumber Belajar |
|------------------|---------------------------|-----------------------|-----------|-----------|--------------------------|------------------|---------------|----------------|
|                  |                           |                       |           | Teknik    | Bentuk Instrumen         | Contoh Instrumen |               |                |
|                  |                           |                       |           | Tes tulis | <i>Jumbled sentences</i> |                  |               |                |
|                  |                           |                       |           | Tes tulis | <i>Essay</i>             |                  |               |                |

Surakarta, Agustus 2010

Mengetahui,

Kepala SMP Muhammadiyah 2 Surakarta

Guru Mata Pelajaran

Drs.H. Sugiyono

Ety Wahyu Widiyani

## **Appendix 05 : Field Note Pre – Test**

### **FIELD NOTE PRE-TEST**

Day / date : Tuesday ; October 7<sup>th</sup>, 2014  
Time : 07.00-08.30  
Place : Class VIII C SMP Muhammadiyah 2 Surakarta  
Researcher : Ahmad Abdul Wakhid  
Object : Pre-test to know the students' reading comprehension skill  
Method : Test

After doing the observation in VIII C, the researcher moved to VIII C to do pre-test to know the students' reading comprehension skill before implementing the treatments. This pre-test was done in class VIII C where was attended by 31 students. But, before we did pre-test, the teacher introduced the researcher to the students of VIII C.

First of all, the researcher checked the students' attendance. Then, she greeted the students and giving interview for some students in class VIII C. That was all for the opening. Because the time was limited, the researcher shared the pre-test paper and the answer sheets one by one. When all the students got the paper, the researcher informed about the instruction to do that pre-test. Then they began to do that.

When they had finished to do pre-test, the researcher submitted their works. Before closed the meeting, the researcher asked the students to prepare the next meeting with her in cycle one. The text would be given was about description. They had to learn about that before their next meeting with the researcher. The researcher asked whether there was a question or not. There was



no student who asked. The bell rang, the researcher closed the meeting by saying salam.

From pre-test result, it could be concluded that the students' reading comprehension was still low. It was shown from the mean score of pre-test 64, 64. The highest score in pre-test was 78 and the lowest score was 40. The more detail result of pre test can be seen from the table below.

**Table Students' Pre-Test Score**

| <b>NO</b> | <b>Students Name</b> | <b>Students' Pre-test Score</b> |
|-----------|----------------------|---------------------------------|
| 1         | FERA S.N             | 52                              |
| 2         | SHELVIA LSN          | 60                              |
| 3         | NURUL FARIDA         | 62                              |
| 4         | DWI ALIM NUR S       | 60                              |
| 5         | ZAHRA KIRANA F       | 60                              |
| 6         | IRWAN P              | 70                              |
| 7         | SUCI DWI NINGSIH L   | 62                              |
| 8         | RESTU                | 70                              |
| 9         | NANDA                | 74                              |
| 10        | MUH OKI RIFAI        | 60                              |
| 11        | MARANTIKA            | 78                              |
| 12        | YUNAZ MAHENDRAS DEWI | 62                              |
| 13        | ARNI AMELIA PUTRI    | 68                              |
| 14        | AGISTA FADILA S      | 60                              |
| 15        | WIRAHAYU             | 60                              |
| 16        | WIDI SETIANI         | 60                              |
| 17        | ALDINO REZA          | 70                              |

|                   |                    |              |
|-------------------|--------------------|--------------|
| 18                | HARIPRAYOGA        | 70           |
| 19                | NOVI AGIL PRAYOGA  | 40           |
| 20                | ISLAH              | 60           |
| 21                | ANDIKA RIYAN W     | 70           |
| 22                | ANDI G. U          | 64           |
| 23                | RIO MUHAMMAD FENDI | 70           |
| 24                | BAYU RAMADHAN      | 60           |
| 25                | YOGA               | 70           |
| 26                | NIKOLAS FIRDAUS Y  | 70           |
| 27                | PANJI WIYO U       | 72           |
| 28                | OKTAVIAN PERDANA S | 68           |
| 29                | ARIF NU-SA         | 70           |
| 30                | IMAM S             | 60           |
| 31                | MUH IMAM           | 72           |
| <b>Mean Score</b> |                    | <b>64,64</b> |

**Appendix 06 : Pre – Test**

Nama :

No. Absen :

Kelas :

PRE-TEST

### Bali

Bali is situated between the island of Java to the west and the island of Lombok to the east. this island is widely regarded by visitors as the ultimate island.

Bali is 145 km (90 mi) long and 80 km (50 mi) wide. when people come to Bali's capital city, Denpasar, it's well worth to visit Bali National history, origin and significance. Visiting Pasar Badung is also recommended. it's known as the town's large market, housed in a three storey building, visitors can buy unique handicrafts in reasonable prices.

Bali is also known for it's beaches. Bali's most popular beaches are Kuta, Legian, and Jimbaran beach. Kuta and Legian beaches are paradise for surfers and famous for their funky nightlife zone. Jimbaran beach, on the other hand, is quiet and tranquil. many visitors are always excited to see sunset in these stunning.

1. Where is Bali located?
  - a. Between West Java and Lombok.
  - b. Between the island of Java and Lombok.
  - c. Between Denpasar and Bali National Museum.
  - d. Between Bali National Museum and Pasar Badung.
2. How long is Bali?
  - a. 50 km
  - b. 80 km
  - c. 90 km
  - d. 145 km
3. What is the capital of Bali?
  - a. Lombok

c. Jimbaran

d. Pasar Badung

4. "Jimbaran Beach, on the other hand, is quiet and tranquil." (last paragraph)

The synonym of the underlined word is. . .

- a. full of people
- b. full of activity
- c. busy and crowded
- d. calm and peaceful

### Friendship

Yesterday my classmates and I were visiting Fahmi at the hospital. He has been hospitalized for four days because of dengue fever. He looked so sick and weak. We felt sorry for his condition. We also met his parents, Mr. and Mrs. Saidi. They both looked very tired. After a while, we went home.

In Derry's car, on the way home we discussed about Fahmi and his family. We all knew that Fahmi's parents are poor. Therefore, it must be difficult for them to afford Fahmi during he was hospitalized. Then we decided to collect some money from us and our teacher to help them. Even though the total sum of money would not be able to cover up the total expense, it would be at least help them to cover up some of which. Finally, we felt relieved and happy because at last we could help our friend Fahmi. He deserved to be helped because he is a good friend of us. We all realize that when our friend needs help, we should help him or her as much as we can. That is one of the meanings of friendship.

5. Mr. Saidi is...

a. Fahmi's parents      c. Fahmi's father

|  |  |
|--|--|
| <p>b. Denpasar</p> <p>7. They felt <i>relieved</i>....The opposite of the italicized word is...</p> <p>a. happy      c. sad</p> <p>b. worried      d. exhausted</p> <p>8. We should...our friends' opinion and privacy</p> <p>a. reject      c. refuse</p> <p>b. object      d. respect</p> <p>9. We must get along with our friends in...      a. sadness and happiness</p> <p>b. happiness only</p> <p>c. sadness</p> <p>d. the school only</p> <p>10. A popular old saying to describe friendship is...</p> <p>a. Friendship Never Dies!</p> <p>b. Viva Friendship!</p> <p>c. A Friend in need is a friend indeed</p> <p>d. A Friend in need is a truly friend</p> <p style="text-align: center;">A Rain Forest</p> <p>A rain forest, a very dense forest is usually found in tropical areas. These forests have warm climates. Rain forests also receive a high amount of rainfall. A special trait of these forests is the large amount of plants and animals</p> | <p>b. our teacher      d. our friend</p> <p>6. Why did they help Fahmi?</p> <p>a. Because they could not heal them</p> <p>b. Because Fahmi was their friend</p> <p>c. Because they wanted to impress him</p> <p>d. Because Fahmi asked for help</p> <p>13. "Unfortunately, rain forests are rapidly <u>depleting</u>." (Paragraph 3)<br/>The underlined word means ...</p> <p>a. increasing fast</p> <p>b. vanishing step by step</p> <p>c. developing gradually</p> <p>d. decreasing fast</p> <p>For questions 14 and 15 choose the word which is the most similar in meaning to the underlined word</p> <p>I cannot live without my pets. My dog is <i>terrific</i>(37). And my cats are too. Everybody knows that dogs and cats are enemies, but my pets can live together peacefully. There were three cats and one dog. They slept and played together just like old <i>mates</i>(38). Now, Pretty, one of my kittens, has gone. I've lost her somewhere. I hope I can find her again.</p> <p>14. a. Loyal      c. great</p> <p>b. clumsy      d. harmful</p> <p>15. a. couples      c. animals</p> |
|--|--|

|   |  |
|---|--|
| <p>living in them.</p> <p>Another trait of the rainforest is the forest canopy. This canopy is formed by the branches and leaves of the large trees. The canopy forms a green roof over the forest. Most birds live ip the branches of the canopy.</p> <p>Unfortunately, rain forests are rapidly depleting. People are clearing more and more rain forests for timber. Some people are cutting down trees illegally. This is called illegal logging. If the forests are cleared, many animals and plants may become extinct.</p> <p>11.What is the text about?</p> <p>a.Plants and animals</p> <p>b. Illegal jogging</p> <p>b. Tropical areas</p> <p>d. Rain forest</p> <p>12.From the text above we know that the area of rainforest is ...</p> <p>a.Still the same as some years ago</p> <p>b.Getting smaller</p> <p>c.Wider than before</p> <p>d.Clearer than usual</p> <p>18. “He’s got thick hair and it’s short.”</p> <p>The word “it” in the sentence refers to Leonardo’s ...</p> <p>a. skin</p> <p>b. hair</p> <p>nose</p> <p>Money</p> | <p>b. friends</p> <p>d. Pet</p> <p><b>Pete Sampras</b> has got an oval face and thick eyebrows. He’s dark. His hair is curly. He likes tennis. It’s challenging.</p> <p><b>Leonardo DiCappriano’s</b> got an oval face. He’s fair-skinned. He’s got quite small eyes and a small nose. He’s got thick hair and it’s short. Tennis helps him get money.</p> <p><b>Venus Williams</b> has got a round face. She’s got curly hair, which she wears tied back.</p> <p>16. Why does Leonardo play tennis?</p> <p>a. He earns money from the sport</p> <p>b.People give him a lot of money</p> <p>c. It is the only sport he can do.</p> <p>d. He is good at raising money.</p> <p>17. Which is true according to the text/</p> <p>a. Leonardo’s eyes are rather big.</p> <p>b.William’s face isn’t round.</p> <p>c. Pete’s eyebrows are thin.</p> <p>d. Leonardo’s hair is short.</p> <p>very much.</p> <p>22. a. reading c. delivering</p> <p>b. sending d. checking</p> <p>23. a. writing c. collecting</p> <p>b. sending d. delivering</p> <p>24. a. close friends c. pen friends</p> <p>b. best friends d. intimate</p> |
|---|--|

The students of IA have just finished doing an experiment in the laboratory. It is nine fifteen. It is time for them to have a break now. Ertia and her friends are in the canteen. The canteen is big and clean. There is a washing table with the sentence “ Wash your hands before and after eating’ about it. There are bowls of side-dishes (lauk-pauk) and drinks sold in the canteen. All the students queue up to buy their food. Discipline and obedience help to make sure every body follow the canteen rules. The rules are to queue up to buy food and not to spit on the floor. If the students are cooperative, the canteen will be clean and safe.

19. How is the canteen at Ertia’s school?

- a. It is nice and very big
- b. It is quiet and nice
- c. It is big and clean
- d. It is not big but clean

20. What are the canteen rules?

- a. Work together to prepare food.
- b. Discipline and obedience.
- c. Wash your hands before and after eating.
- d. Queue up to buy food and not to spit on the floor.

21. “There is a washing table with the sentence ‘ Wash your hands before and after eating’ above it.”

The word ‘it’ refers to ....

- a. The washing table
- b. The sentence
- c. The canteen
- d. The hand

I have a best friend. Her name is Lena. She is about fourteen years old. Her hobbies are (22)...books and (23)...letters. That’s why she has

friends.

- 25. a. likes
- b. loves
- c. needs
- d. Enjoys

many (24) .. from foreign countries.  
She usually sends he letters once in  
every two days. She also has friends  
from browsing the internet. She  
(25)...her hobbies

**Appendix 07 : Key Answer of Pre – Test**

**Key Answer Of Pre – Test**

1. B
2. D
3. B
4. D
5. C
6. B
7. B
8. D
9. A
10. C
11. D
12. B
13. D
14. C
15. B
16. A
17. D
18. B
19. C
20. D
21. A
22. A
23. A
24. C
25. D



## **Appendix 08 : Lesson Plan**

### **RENCANA PELAKSANAAN PEMBELAJARAN**

#### **(RPP)**

#### **I. Identitas Mata Pelajaran**

|                |                                |
|----------------|--------------------------------|
| Sekolah        | : SMP Muhammadiyah 2 Surakarta |
| Mata pelajaran | : Bahasa Inggris               |
| Pokok bahasan  | : Description Text             |
| Skill          | : Reading (membaca)            |
| Tema           | : Flora and Fauna              |
| Kelas/semester | : VIII (delapan) C / 1 (satu)  |
| Waktu          | : 2 x 45 menit                 |

#### **II. Standar Kompetensi**

Memahami makna teks fungsional pendek dan esai sederhana berbentuk Description dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

#### **III. Kompetensi Dasar**

Merespon makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari

#### **IV. Tujuan Pembelajaran**

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- a. Membaca Description text dengan intonasi dan ekspresi yang tepat
- b. Memahami teks descriptive
- c. Menjawab pertanyaan dari teks Description

Karakter siswa yang diharapkan :

- a. Dapat dipercaya (Trustworthines)
- b. Rasa hormat dan perhatian (respect)
- c. Tekun (diligence)

#### **V. Materi Pembelajaran**

Description Text

##### 1. Purpose Text

The purpose of descriptive text describe about particular things, person, or place.

2. Description describes someone or something in detail.
3. Description is often used in other text types.
4. Using simple Present Tense (S+V1(s/es)+O)
5. Using Be and Have in present
6. Generic Structure

| <b>Part of speech</b> | <b>Statement</b> |
|-----------------------|------------------|
|                       |                  |

|                |                                    |
|----------------|------------------------------------|
| Opening speech | Introduction                       |
|                | Giving a title                     |
|                | Telling about what is to be said   |
| Identification | Identifying what to talk about     |
| Description    | Describing it's part               |
|                | - Description of physical features |
| Closing        | -Description of purpose            |
|                | -Description of appearance         |
|                | Giving impression                  |
|                | Saying thanks                      |

## 7. The example

### The Proboscis Monkey

The Proboscis Monkey is found only in Borneo's mangrove swamps, which is found on its coasts and in the tidal reaches of its river. It lives in group up to 30 animals.

The Proboscis Monkey can jump into the water from a height of 16m and stay submerged for 30 seconds. It is an excellent swimmer and is not afraid to dive into water.

The Proboscis Monkey eats so much that its stomach contents can be over a quarter of its body weight. Leaves and young shoots are the proboscis monkey's favorite food although it will eat fruit and flowers.

## VI. Metode Pembelajaran

1. Solve – pair share technique

## **VII. Langkah – Langkah Kegiatan Pembelajaran**

1. Kegiatan awal.

Apersepsi - Menjawab pertanyaan yang berhubungan dengan descriptive text

Motivasi - Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

2. Kegiatan inti

- a. Eksplorasi

Dalam kegiatan eksplorasi, guru:

1. Membaca teks yang berbentuk descriptive dengan judul, siswa menirukan dengan lafal yang benar The Proboscis Monkey siswa menirukan dengan lafal yang benar.
2. Menggunakan tehnik solve pair share, siswa dibagi ke dalam beberapa kelompok.
3. Menunjuk salah satu siswa dari masing-masing kelompok untuk presentasi hasil diskusi.

- b. Elaborasi

Dalam kegiatan elaborasi, guru:

1. Memfasilitasi siswa melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis.
2. Memfasilitasi siswa untuk menyajikan hasil kerja individual maupun kelompok.
3. Memfasilitasi siswa dalam melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

- c. Konfirmasi

Dalam kegiatan konfirmasi, guru:

1. Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi siswa melalui berbagai sumber.
2. Bertanya jawab dalam menemukan ide pokok atau informasi yang terdapat dalam teks bacaan.
3. Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

### 3. Kegiatan penutup

Dalam kegiatan penutup, guru:

1. Memberikan umpan balik terhadap proses dan hasil pembelajaran.
2. Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar siswa.
3. Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

## **VIII. Sumber dan Media Pembelajaran**

Sumber dan pembelajaran : Buku LKS kelas VII, internet

Media pembelajaran : White board, fotocopy soal-soal

## **XI. Penilaian**

- a. Jenis : Praktik membaca dan tertulis
- b. Bentuk : membaca Description dan menjawab soal-soal latihan.
- c. Instrument :

**ELEPHENT**

An elephant is the largest and strongest of all animals. It is a strange looking animal which it has thick legs, huge sides and backs, large hanging ears, a small tail, little eyes, long white tusks and above all, elephant has a long nose, the trunk. An elephant is commonly seen in a zoo, it has hard found in it natural habitat.

The trunk is the elephant's peculiar feature. This trunk has various usages. The elephant draws up water by its trunk and can squirt the water all over its body like a shower bath. The elephant's trunk also lift leaves and put them into its mouth. In fact, the trunk serves the elephant as long arm and hand. An elephant looks very clumsy and heavy and yet an elephant can move very quickly.

The elephant is very intelligent animal. Its intelligence combined with its great strength makes an elephant a very useful servant to man. Elephant can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight. An elephant is really a smart animal.

Questions :

4. What the does the text tell about?
5. The paragraph 1 belongs to?
6. Which paragraph identifies is elephants?

**IX. Pedoman Penilaian**

Jumlah soal : 5

Betul :  $5 \times 2 = 10 \times 10 = 100$

Score maksimal :100

Surakarta,18 September 2014

Praktikan

**Appendix 09 : Field Note Cycle 1 First Meeting**

**FIELD NOTE CYCLE 1 (First Meeting)**

Day / date : Wednesday; October 8<sup>th</sup>, 2014

Time : 07.00 - 08.20

Place : Class VIII C SMP Muhammadiyah 2 Surakarta  
Researcher : Yulia Dwi Budi Aryati  
Object : Cycle 1 (first meeting)  
Method : Solve Pair Share

The first meeting was conducted on Wednesday, October 8<sup>th</sup>, 2014.

(4) Opening

The lesson started at 07:00 – 08:20 a.m in class VIII C. The researcher came to the class then she greeted and checked the students' attendance first. After that, the activity done by teacher was introducing the material model of reading to the students.

(5) Main Activity

The main activities consist of three components were exploration, elaboration, and confirmation. In exploration activity, the teacher asked the students to make small group that each group consist of five students. The members of students were selected randomly. The researcher distributed the material. The first material is about "Flora"

In exploration activity, the researcher mentioned the topic to be discussed "Flora". Afterwards, the researcher gave some simple questions to the students about Flora. Afterwards, each group was given one text. All students read aloud and all students had to pay attention to the text while their friends read loudly.



Afterwards the researcher explained about general idea and how to guess it. They had to skim the text to find its general idea. Each group discussed to find general idea. Researcher asked each student to share the discussion result with another student in the own group. After all members of each group discussed, researcher pointed each group to share the discussion result. Researcher did not decide what the general idea of the text actually, but invited them to prove the correct answer by identify textual meaning of some words. Researcher explained how to identify textual meaning.

Next, she pointed one of groups to read aloud the discussion result. Each group was allowed to give the opinion. After all important words could be identified; the researcher explained what they would do next. They would identify the main idea of each paragraph by skimming. Researcher asked the students to read one paragraph quickly to get the gist of it. Researcher told them that had to get the clues or important words which indicated the idea of the paragraph. Researcher did it in the first paragraph as the example. Further, for reinforcement, the researcher gave each group some questions to find information from the text. The students worked in group. Researcher pointed one group to read the result loudly.

In confirmation activity, researcher given students to asked about difficult material. Researcher and student make conclusion together. Afterward, student work out the exercise. The finally, researcher and student discusses exercise together.

(6) Closing:

In the end of the meeting, the researcher reminded the students how to guess word's meaning, identify main idea, and find detail information from the text.

## **Appendix 10 : Field Note Cycle 1 Second Meeting**

### **FIELD NOTE CYCLE 1 (SecondMeeting)**

Day / date : Thursday; October 9<sup>th</sup>, 2014

Time : 07.00 - 08.20

Place : Class VIII C SMP Muhammadiyah 2 Surakarta

Researcher : Yulia Dwi Budi Aryati

Object : Cycle 1 (second meeting)

Method : Solve Pair Share

The second meeting was conducted on Thursday, October 9<sup>th</sup>, 2014.

(4) Opening

The researcher started the lesson by greeting the students, checking whether the students had sat with their group or not yet, and followed by checking the students' attendance.

(5) Main Activity

In the second meeting, the researcher gave the different topic. The theme was about Fauna. The rule was still same with the previous lesson. Each group got one text. After all of groups received texts, the researcher asked them to read it.

After some minutes, she pointed students to read it loudly and the others listened to him. Then, the researcher gave brief explanation about the structure of the text. The next activity was answering the questions. The researcher gave objective test to the students. The researcher asked them to do the test in pair. Having finished the test, the researcher asked them to share the discussion result. The researcher pointed one of groups to report the discussion result. Each group was allowed to give opinion. The next section was explaining how to find detail information. The researcher asked them to use scanning strategy. They should look quickly through the text and determined what its keywords. When they read each word, they should read the sentences around it to see whether they provided the information being sought.

The researcher given students to asked about difficult material. Researcher and student make conclusion together. The researcher gave

example, then, each group practiced. They shared in group. The researcher, then, checked by giving questions dealing with how to find detail information.

(6) Closing

In the end, the students reported their result in front of the class and the other students listen to it. The researcher reminded the students how to guess word's meaning, identify main idea, and find detail information from the text.

## **FIELD NOTE POST-TEST 1**

Day / date : Wednesday; October 15<sup>th</sup>, 2014

Time : 07.00 - 08.20

Place : Class VIII C SMP Muhammadiyah 2 Surakarta

Researcher : Yulia Dwi Budi Aryati

Object : Post-test 1 to know the improvement of students' reading comprehension skill

Method : Test

First of all, the researcher checked the students' attendance. Then, she greeted the students and explained the purpose why she was there. That was all for the opening. Because the time was limited, the researcher shared the post-test 1 paper and the answer sheets one by one. When all the students got the paper, the researcher informed about the instruction to do that pre-test. Then they began to do that.

When they had finished to do post-test 1, the researcher submitted their works. Before closed the meeting, the researcher asked the students to prepare the next meeting with her in cycle two. The text would be given was about descriptive and recount text. They had to learn about that before their next meeting with the researcher. The researcher asked whether there was a question or not. There was no student who asked. The bell rang, the the researcher closed the meeting by saying salam.

The result of the post-test 1 given was 71,03. The lowest score is 64, and the highest score was 80. It was good enough for the beginning. The next improvement would be seen in cycle 2.

**Table Students' Final Test 1 Score**

| NO | Students Name        | Students' Test<br>1 cycle 1 |
|----|----------------------|-----------------------------|
| 1  | FERA S.N             | 72                          |
| 2  | SHELVIA LSN          | 64                          |
| 3  | NURUL FARIDA         | 66                          |
| 4  | DWI ALIM NUR S       | 72                          |
| 5  | ZAHRA KIRANA F       | 72                          |
| 6  | IRWAN P              | 78                          |
| 7  | SUCI DWI NINGSIH L   | 64                          |
| 8  | RESTU                | 70                          |
| 9  | NANDA                | 76                          |
| 10 | MUH OKI RIFAI        | 74                          |
| 11 | MARANTIKA            | 78                          |
| 12 | YUNAZ MAHENDRAS DEWI | 66                          |
| 13 | ARNI AMELIA PUTRI    | 68                          |
| 14 | AGISTA FADILA S      | 62                          |
| 15 | WIRAHAYU             | 64                          |
| 16 | WIDI SETIANI         | 66                          |
| 17 | ALDINO REZA          | 74                          |
| 18 | HARIPRAYOGA          | 74                          |
| 19 | NOVI AGIL PRAYOGA    | 74                          |
| 20 | ISLAH                | 70                          |

|    |                    |              |
|----|--------------------|--------------|
| 21 | ANDIKA RIYAN W     | 70           |
| 22 | ANDI G. U          | 74           |
| 23 | RIO MUHAMMAD FENDI | 80           |
| 24 | BAYU RAMADHAN      | 68           |
| 25 | YOGA               | 74           |
| 26 | NIKOLAS FIRDAUS Y  | 74           |
| 27 | PANJI WIYO U       | 72           |
| 28 | OKTAVIAN PERDANA S | 72           |
| 29 | ARIF NU-SA         | 70           |
| 30 | IMAM S             | 70           |
| 31 | MUH IMAM           | 74           |
|    | <b>Mean Score</b>  | <b>71,03</b> |

### Appendix 12 : Post – Test 1

Nama :

No. Absen :

Kelas :

POST-TEST 1



### Bali

Bali is situated between the island of Java to the west and the island of Lombok to the east. this island is widely regarded by visitors as the ultimate island.

Bali is 145 km (90 mi) long and 80 km (50 mi) wide. when people come to Bali's capital city, Denpasar, it's well worth to visit Bali National history, origin and significance. Visiting Pasar Badung is also recommended. it's known as the town's large market, housed in a three storey building, visitors can buy unique handicrafts in reasonable prices.

Bali is also known for it's beaches. Bali's most popular beaches are Kuta, Legian, and Jimbaran beach. Kuta and Legian beaches are paradise for surfers and famous for their funky nightlife zone. Jimbaran beach, on the other hand, is quiet and tranquil. many visitors are always excited to see sunset in these stunning.

1. Where is Bali located?
  - e. Between West Java and Lombok.
  - f. Between the island of Java and Lombok.
  - g. Between Denpasar and Bali National Museum.
  - h. Between Bali National Museum and Pasar Badung.
5. How long is Bali?
  - e. 50 km
  - f. 80 km
  - g. 90 km
  - h. 145 km
6. What is the capital of Bali?
  - c. Lombok

- g. Jimbaran
- h. Pasar Badung

7. "Jimbaran Beach, on the other hand, is quiet and tranquil." (last paragraph)

The synonym of the underlined word is. . .

- a. full of people
- b. full of activity
- c. busy and crowded
- d. calm and peaceful

### Friendship

Yesterday my classmates and I were visiting Fahmi at the hospital. He has been hospitalized for four days because of dengue fever. He looked so sick and weak. We felt sorry for his condition. We also met his parents, Mr. and Mrs. Saidi. They both looked very tired. After a while, we went home.

In Derry's car, on the way home we discussed about Fahmi and his family. We all knew that Fahmi's parents are poor. Therefore, it must be difficult for them to afford Fahmi during he was hospitalized. Then we decided to collect some money from us and our teacher to help them. Even though the total sum of money would not be able to cover up the total expense, it would be at least help them to cover up some of which. Finally, we felt relieved and happy because at last we could help our friend Fahmi. He deserved to be helped because he is a good friend of us. We all realize that when our friend needs help, we should help him or her as much as we can. That is one of the meanings of friendship.

5. Mr. Saidi is...

- a. Fahmi's parents
- c. Fahmi's father

|  |  |
|--|--|
| <p>d. Denpasar</p> <p>7. They felt <i>relieved</i>....The opposite of the italicized word is...</p> <p>a. happy      c. sad</p> <p>b. worried      d. exhausted</p> <p>9. We should...our friends' opinion and privacy</p> <p>a. reject      c. refuse</p> <p>b. object      d. respect</p> <p>9. We must get along with our friends in...      a. sadness and happiness</p> <p>b. happiness only</p> <p>c. sadness</p> <p>d. the school only</p> <p>10. A popular old saying to describe friendship is...</p> <p>a. Friendship Never Dies!</p> <p>b. Viva Friendship!</p> <p>c. A Friend in need is a friend indeed</p> <p>d. A Friend in need is a truly friend</p> <p style="text-align: center;">A Rain Forest</p> <p>A rain forest, a very dense forest is usually found in tropical areas. These forests have warm climates. Rain forests also receive a high amount of rainfall. A special trait of these forests is the large amount of plants and animals</p> | <p>b. our teacher      d. our friend</p> <p>6. Why did they help Fahmi?</p> <p>a. Because they could not heal them</p> <p>b. Because Fahmi was their friend</p> <p>c. Because they wanted to impress him</p> <p>d. Because Fahmi asked for help</p> <p>15. "Unfortunately, rain forests are rapidly <u>depleting</u>." (Paragraph 3)<br/>The underlined word means ...</p> <p>e. increasing fast</p> <p>f. vanishing step by step</p> <p>g. developing gradually</p> <p>h. decreasing fast</p> <p>For questions 14 and 15 choose the word which is the most similar in meaning to the underlined word</p> <p>I cannot live without my pets. My dog is <i>terrific</i>(37). And my cats are too. Everybody knows that dogs and cats are enemies, but my pets can live together peacefully. There were three cats and one dog. They slept and played together just like old <i>mates</i>(38). Now, Pretty, one of my kittens, has gone. I've lost her somewhere. I hope I can find her again.</p> <p>16. a. Loyal      c. great</p> <p>b. clumsy      d. harmful</p> <p>15. a. couples      c. animals</p> |
|--|--|

|  |  |
|--|--|
| <p>living in them.</p> <p>Another trait of the rainforest is the forest canopy. This canopy is formed by the branches and leaves of the large trees. The canopy forms a green roof over the forest. Most birds live ip the branches of the canopy.</p> <p>Unfortunately, rain forests are rapidly depleting. People are clearing more and more rain forests for timber. Some people are cutting down trees illegally. This is called illegal logging. If the forests are cleared, many animals and plants may become extinct.</p> <p>11.What is the text about?</p> <p>a.Plants and animals</p> <p>b. Illegal jogging</p> <p>b. Tropical areas</p> <p>d. Rain forest</p> <p>12.From the text above we know that the area of rainforest is ...</p> <p>e.Still the same as some years ago</p> <p>f. Getting smaller</p> <p>g.Wider than before</p> <p>h.Clearer than usual</p> <p>18. “He’s got thick hair and it’s short.”</p> <p>The word “it” in the sentence refers to Leonardo’s ...</p> <p>a. skin</p> <p>b. hair</p> <p>nose</p> <p>Money</p> | <p>b. friends</p> <p>d. Pet</p> <p><b>Pete Sampras</b> has got an oval face and thick eyebrows. He’s dark. His hair is curly. He likes tennis. It’s challenging.</p> <p><b>Leonardo DiCappriano’s</b> got an oval face. He’s fair-skinned. He’s got quite small eyes and a small nose. He’s got thick hair and it’s short. Tennis helps him get money.</p> <p><b>Venus Williams</b> has got a round face. She’s got curly hair, which she wears tied back.</p> <p>16. Why does Leonardo play tennis?</p> <p>a. He earns money from the sport</p> <p>b.People give him a lot of money</p> <p>c. It is the only sport he can do.</p> <p>d. He is good at raising money.</p> <p>17. Which is true according to the text/</p> <p>a. Leonardo’s eyes are rather big.</p> <p>b.William’s face isn’t round.</p> <p>c. Pete’s eyebrows are thin.</p> <p>d. Leonardo’s hair is short.</p> <p>very much.</p> <p>22. a. reading c. delivering</p> <p>b. sending d. checking</p> <p>24. a. writing c. collecting</p> <p>b. sending d. delivering</p> <p>24. a. close friends c. pen friends</p> <p>b. best friends d. intimate</p> |
|--|--|

The students of IA have just finished doing an experiment in the laboratory. It is nine fifteen. It is time for them to have a break now. Ertia and her friends are in the canteen. The canteen is big and clean. There is a washing table with the sentence “ Wash your hands before and after eating’ about it. There are bowls of side-dishes (lauk-pauk) and drinks sold in the canteen. All the students queue up to buy their food. Discipline and obedience help to make sure every body follow the canteen rules. The rules are to queue up to buy food and not to spit on the floor. If the students are cooperative, the canteen will be clean and safe.

22. How is the canteen at Ertia’s school?

- a. It is nice and very big
- b. It is quiet and nice
- c. It is big and clean
- d. It is not big but clean

23. What are the canteen rules?

- e. Work together to prepare food.
- f. Discipline and obedience.
- g. Wash your hands before and after eating.
- h. Queue up to buy food and not to spit on the floor.

24. “There is a washing table with the sentence ‘ Wash your hands before and after eating’ above it.”

The word ‘it’ refers to ....

- e. The washing table      c. The canteen
- f. The sentence              d. The hand

I have a best friend. Her name is Lena. She is about fourteen years old. Her hobbies are (22)...books and (23)...letters. That’s why she has

friends.

25.    a. likes                      c. needs  
         b. loves                     d. Enjoys

many (24) .. from foreign countries.  
She usually sends he letters once in  
every two days. She also has friends  
from browsing the internet. She  
(25)...her hobbies

**Appendix 13 : Key Answer of Post – Test 1**

**Key Answer Of Post – Test 1**

- 26. B**
- 27. D**
- 28. B**
- 29. D**
- 30. C**
- 31. B**
- 32. B**
- 33. D**
- 34. A**
- 35. C**
- 36. D**
- 37. B**
- 38. D**
- 39. C**
- 40. B**
- 41. A**
- 42. D**
- 43. B**
- 44. C**
- 45. D**
- 46. A**
- 47. A**
- 48. A**
- 49. C**
- 50. D**



## Appendix 14 : Students' work of Post-Test 1

| NO | NAMA                 | NO SOAL |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|----|----------------------|---------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
|    |                      | 1       | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
|    |                      | B       | D | B | D | A | B | A | D | A | C  | D  | E  | C  | E  | E  | E  | E  | E  | E  | E  | E  | E  | E  | E  | E  |
| 1  | FERA S.N             | B       | D | B | D | A | B | A | D | A | C  | D  | E  | C  | E  | E  | E  | E  | E  | E  | E  | E  | E  | E  | E  | E  |
| 2  | SHELVIA LSN          | B       | B | B | D | A | B | C | A | C | C  | D  | A  | C  | A  | B  | B  | C  | E  | E  | E  | E  | E  | E  | E  | E  |
| 3  | NURUL FARIDA         | B       | B | B | D | A | A | A | D | A | C  | D  | E  | C  | A  | B  | E  | E  | E  | E  | E  | E  | E  | E  | E  | E  |
| 4  | DWI ALIM NUR S       | B       | B | B | D | A | B | A | D | A | C  | D  | E  | C  | E  | E  | E  | E  | E  | C  | E  | E  | A  | A  | E  | E  |
| 5  | ZAHRA KIRANA F       | B       | B | B | D | A | B | C | D | A | C  | D  | E  | C  | E  | E  | E  | E  | E  | E  | E  | E  | A  | A  | C  | E  |
| 6  | IRWAN P              | B       | D | B | A | C | A | A | D | D | B  | D  | C  | D  | B  | D  | D  | D  | D  | C  | D  | E  | A  | A  | C  | D  |
| 7  | SUCI DWI NINGSIH L   | A       | B | B | D | A | B | A | D | A | C  | D  | A  | B  | A  | E  | E  | E  | E  | E  | E  | E  | E  | E  | E  | E  |
| 8  | RESTU                | B       | D | A | D | C | A | A | D | E | C  | D  | D  | C  | B  | D  | E  | E  | D  | C  | D  | D  | A  | B  | B  | A  |
| 9  | NANDA                | B       | B | B | A | C | B | B | A | A | C  | D  | D  | A  | B  | B  | A  | B  | B  | D  | C  | B  | A  | A  | D  | A  |
| 10 | MUH OKI RIFAI        | A       | B | B | A | A | A | B | A | A | C  | D  | E  | A  | B  | B  | A  | B  | B  | C  | C  | A  | A  | A  | D  | A  |
| 11 | MARANTIKA            | B       | D | B | B | C | A | A | D | A | C  | D  | D  | C  | A  | B  | C  | A  | C  | C  | D  | C  | A  | A  | B  | D  |
| 12 | YUNAZ MAHENDRAS DEWI | B       | B | B | D | A | B | A | D | A | C  | D  | E  | C  | E  | E  | E  | E  | E  | E  | E  | E  | E  | E  | E  | E  |
| 13 | ARNI AMELIA PUTRI    | B       | B | B | D | A | D | C | D | C | C  | D  | C  | C  | B  | D  | A  | C  | B  | B  | B  | A  | E  | E  | E  | E  |
| 14 | AGISTA FADILA S      | B       | B | B | D | A | B | C | B | C | C  | D  | E  | C  | E  | E  | E  | E  | E  | E  | E  | E  | E  | E  | E  | E  |
| 15 | WIRAHAYU             | A       | D | B | D | A | B | A | E | A | C  | A  | E  | E  | E  | E  | E  | E  | E  | E  | E  | E  | A  | E  | E  | E  |
| 16 | WIDI SETIANI         | B       | B | B | D | A | B | A | D | A | C  | D  | E  | C  | E  | E  | E  | E  | E  | E  | E  | E  | E  | E  | E  | E  |
| 17 | ALDINO REZA          | B       | D | B | A | C | A | A | D | E | C  | D  | D  | C  | B  | D  | D  | D  | D  | C  | D  | D  | A  | A  | B  | A  |
| 18 | HARIPRAYOGA          | B       | D | B | B | B | A | A | D | A | C  | D  | D  | C  | B  | D  | C  | D  | C  | D  | D  | C  | A  | A  | B  | D  |
| 19 | NOVI AGIL PRAYOGA    | B       | D | B | A | C | A | A | D | E | C  | D  | D  | C  | B  | D  | D  | D  | D  | C  | D  | D  | A  | A  | B  | A  |
| 20 | ISLAH                | B       | B | B | A | D | A | A | D | E | C  | D  | D  | C  | B  | D  | D  | D  | D  | C  | D  | D  | A  | A  | A  | A  |
| 21 | ANDIKA RIYAN W       | C       | B | A | A | A | A | B | A | A | C  | D  | D  | D  | B  | B  | A  | B  | B  | B  | D  | B  | A  | B  | A  | A  |
| 22 | ANDI G. U            | B       | D | B | A | A | A | B | A | A | D  | D  | D  | A  | B  | B  | A  | B  | D  | C  | D  | D  | A  | A  | B  | A  |
| 23 | RIO MUHAMMAD FENDI   | B       | D | B | A | A | A | B | A | A | C  | D  | B  | A  | B  | B  | A  | B  | B  | C  | D  | E  | A  | A  | D  | A  |
| 24 | BAYU RAMADHAN        | B       | B | B | A | C | A | A | D | E | D  | D  | D  | C  | A  | D  | D  | D  | D  | C  | D  | E  | A  | B  | B  | A  |
| 25 | YOGA                 | C       | B | B | A | C | A | A | D | E | C  | D  | C  | D  | B  | D  | D  | E  | E  | C  | D  | E  | A  | A  | C  | D  |
| 26 | NIKOLAS FIRDAUS Y    | B       | D | B | A | C | A | A | D | B | C  | D  | D  | C  | B  | D  | D  | D  | D  | C  | D  | D  | A  | A  | B  | A  |
| 27 | PANJI WIYO U         | B       | C | B | A | C | A | A | D | B | C  | D  | D  | C  | B  | D  | D  | D  | D  | C  | D  | E  | A  | A  | B  | A  |
| 28 | OKTAVIAN PERDANA S   | B       | B | B | A | C | A | A | D | B | C  | D  | D  | D  | B  | D  | D  | D  | D  | C  | D  | E  | A  | B  | B  | A  |
| 29 | ARIF NUGROHO S       | B       | B | B | A | C | A | A | D | E | C  | D  | D  | C  | B  | D  | D  | D  | D  | C  | D  | E  | A  | B  | B  | C  |
| 30 | IMAM S               | A       | B | B | A | C | A | A | D | E | C  | D  | D  | C  | B  | D  | D  | D  | D  | C  | D  | D  | A  | A  | B  | A  |
| 31 | MUH IMAM             | B       | D | B | D | A | A | A | D | E | C  | D  | D  | C  | B  | C  | D  | D  | D  | C  | D  | D  | A  | A  | B  | A  |





## **Appendix 15 : Field Note Cycle 2 First Meeting**

### **FIELD NOTE CYCLE 2 (First Meeting)**

Day / date : Thursday; October 16<sup>th</sup>, 2014

Time : 07.00 - 08.20

Place : Class VIII C SMP Muhammadiyah 2 Surakarta

Researcher : Yulia Dwi Budi Aryati

Object : Cycle 1 (first meeting)

Method : Solve Pair Share

The first meeting was conducted on Thursday, October 16<sup>th</sup>, 2014.

#### (4) Opening

The researcher entered the classroom at 07.00 a.m. He started the lesson by greeting the students and checking the students' attendance. Before starting the lesson, she checked whether the students had sat with teams or not yet.

#### (5) Main activity

The researcher distributed text, each group got one text. The text entitled 'Fauna'. He asked the students to read that text. Then she pointed some students to read it aloud. After the two students had read, the researcher took turns to read it. He read clearly and slowly. The students seemed listen

to her seriously. Having finished read that text, the researcher tried to remind the students how to identify main idea, guess new vocabulary's meaning, identify generic structure of the text and find detail information from the text. He pointed some students to tell the others students about them. Not all the students could answer, so they asked their teammates to help them. Sometimes their teammates spoke up to correct their answer. The researcher gave question for students in each group dealing with how to comprehend text. Every student was allowed to give comment or correct the friends' answer. After that, the researcher asked one of the students from group to share the answer in front of the class.

#### (6) Closing

In the end of the lesson, she asked the students to discuss the general idea of that text. It was considered as homework. The researcher reminded the students how to guess word's meaning, identify main idea, and find detail information from the text.

## **Appendix 16 : Field Note Cycle 2 Second Meeting**

### **FIELD NOTE CYCLE 2 (SecondMeeting)**

Day / date : Wednesday ; October 22<sup>th</sup>, 2014

Time : 07.00 - 08.20

Place : Class VIII C SMP Muhammadiyah 2 Surakarta

Researcher : Yulia Dwi Budi Aryati

Object : Cycle 1 (second meeting)

Method : Solve Pair Share

The second meeting was conducted on Wednesday, October 22<sup>th</sup>, 2014.

#### (4) Opening

The researcher entered the class. After greeting the students, the teacher checked their attendance. He reviewed the last lesson and asked about their homework. After checking the homework, the researcher knew that almost of the students had the same and correct answer. He told the students that they would do the same activity like previous meeting, but the students themselves would give question to others groups.

#### (5) Main activity

Then, the researcher distributed text entitled 'Adi's Orange'. He asked the students to read by themselves. After some minutes, the researcher read it aloud. Next, he asked the students to make one question dealing with the content of the text.

The students could look at the examples from previous meeting. After some minutes, the researcher pointed one group to choose a group and gave a question. Even though their questions were simple, but all groups prepared it well. Nevertheless, the researcher found a boy who did not care what his group had done. He seemed enjoy with himself. The researcher had just known that a student was the only boy in that group. He seemed awkward with the three girls.

The researcher given students to asked about difficult material. Researcher and student make conclusion together. The researcher gave example, then, each group practiced. They shared in group. The researcher, then, checked by giving questions dealing with how to find detail information.

(6) Closing

After all groups used their chances to give question, the next was the researcher's time to guide students in comprehending text. He gave question dealing with the text; he made sure that all of the students had answered her question.

## **Appendix 17 : Field Note Post – Test 2**

### **FIELD NOTE POST-TEST 2**

Day / date : Wednesday; October 15<sup>th</sup>, 2014

Time : 07.00 - 08.20

Place : Class VIII C SMP Muhammadiyah 2 Surakarta

Researcher : Yulia Dwi Budi Aryati

Object : Post – test 2 to know the students’ reading comprehension skill after treatment in cycle 1 and cycle 2

Method : Test

‘First of all, the researcher checked the students’ attendance. Then, she greeted the students and explained the purpose why she was there. That was all for the opening. Because the time was limited, the researcher shared the pre-test paper and the answer sheets one by one. When all the students got the paper, the researcher informed about the instruction to do that pre-test. Then they began to do that. When they had finished to do post – test 2, the researcher submitted their works. The bell rang, the the researcher closed the meeting by saying salam.

Based on the result of the students’ group score in cycle two, the researcher observed that the scores were improved by reciprocal teaching technique. They seemed to be more active. It could be seen by the progress in

cycle 1 to cycle 2. The mean score was 76,64, the lowest score was 62, and the highest score was 82.

**Table of the result of post test 2**

| <b>NO</b> | <b>Students Name</b> | <b>Students' Test 2 cycle 2 Score</b> |
|-----------|----------------------|---------------------------------------|
| 1         | FERA S.N             | 64                                    |
| 2         | SHELVIA LSN          | 82                                    |
| 3         | NURUL FARIDA         | 62                                    |
| 4         | DWI ALIM NUR S       | 64                                    |
| 5         | ZAHRA KIRANA F       | 64                                    |
| 6         | IRWAN P              | 72                                    |
| 7         | SUCI DWI NINGSIH L   | 84                                    |
| 8         | RESTU                | 80                                    |
| 9         | NANDA                | 80                                    |
| 10        | MUH OKI RIFAI        | 80                                    |
| 11        | MARANTIKA            | 80                                    |
| 12        | YUNAZ MAHENDRAS DEWI | 78                                    |
| 13        | ARNI AMELIA PUTRI    | 76                                    |
| 14        | AGISTA FADILA S      | 80                                    |



|                   |                    |              |
|-------------------|--------------------|--------------|
| 15                | WIRAHAYU           | 76           |
| 16                | WIDI SETIANI       | 78           |
| 17                | ALDINO REZA        | 76           |
| 18                | HARIPRAYOGA        | 80           |
| 19                | NOVI AGIL PRAYOGA  | 78           |
| 20                | ISLAH              | 78           |
| 21                | ANDIKA RIYAN W     | 78           |
| 22                | ANDI G. U          | 78           |
| 23                | RIO MUHAMMAD FENDI | 76           |
| 24                | BAYU RAMADHAN      | 80           |
| 25                | YOGA               | 78           |
| 26                | NIKOLAS FIRDAUS Y  | 74           |
| 27                | PANJI WIYO U       | 82           |
| 28                | OKTAVIAN PERDANA S | 80           |
| 29                | ARIF NU-SA         | 78           |
| 30                | IMAM S             | 78           |
| 31                | MUH IMAM           | 82           |
| <b>Mean Score</b> |                    | <b>76,64</b> |

**Appendix 18 : Post – Test 2**

**Post – Test 2**

Budi loves animals. He often goes to the bird market not far from his house. He likes watching different kinds of birds there.

At home his father keeps two birds. Everyday. Budi helps him look after the birds. He cleans the cages and feeds the birds every afternoon. He gives them special bird food. He enjoys doing all this. Budi has pet, too. It is a cat. His name is Manis. He is three years old. He eats meat, fish, or rice. He is really nice. He catches every mouse which comes into the house. Budi likes Manis very much.

1. What kind of pet does Budi keep?
  - a. Animals
  - b. Birds.
  - c. A cat
  - d. A mouse
2. Who like feeding the birds?
  - a. Budi does
  - b. Budi's father do
  - c. Budi and his father do
  - d. Neither budi nor his father does
3. "... and feeds the birds every afternoon." (paragraph 2). The underlined words means...
  - a. Wash and clean
  - b. Take and put
  - c. Give drink to
  - d. Give food to
4. What special animal Budi ?
  - a. Mouse
  - b. Cat
  - c. Fish
  - d. Bird
5. What name special animal Budi?

The students of IA have just finished doing an experiment in the laboratory. It is nine fifteen. It is time for them to have a break now. Ertvia and her friends are in the canteen. The canteen is big and clean. There is a washing table with the sentence " Wash your hands before and after eating" about it. There are bowls of side-dishes (lauk-pauk) and drinks sold in the canteen. All the students queue up to buy their food. Discipline and obedience help to make sure every body follow the canteen rules. The rules are to queue up to buy food and not to spit on the floor. If the students are cooperative, the canteen will be clean and safe.

6. How is the canteen at Ertvia's school?
  - a. It is nice and very big
  - b. It is quiet and nice
  - c. It is big and clean
  - d. It is not big but clean
7. What are the canteen rules?
  - i. Work together to prepare food.
  - j. Discipline and obedience.
  - k. Wash your hands before and after eating.
  - l. Queue up to buy food and not to spit on the floor.
8. "There is a washing table with the sentence ' Wash your hands before and after eating' above it." The word 'it' refers to ....
  - i. The washing table
  - c. The canteen

|   |   |
|---|---|
| <p>a.Sinta                      c. Dila<br/>b.Rara                        d. Manis</p> <p style="text-align: center;">Plant</p> <p>Plant is the general term for one of the two principal kinds of living things, the other kind being animal. Plants make up the vast bulk of living things, both in numbers and in sheer mass. They cover most of the land surface of the earth except in the driest deserts and regions covered with ice, and found in oceans, lakes, rivers, and ponds. They range in size from tiny singled celled blue green algae, invisible to the naked eye, to giant sequoias, the largest living things.</p> <p>In general, plants make their own food from raw materials, whereas animals get their food by eating plants and other animals. A typical plan makes its food through a complex process, photosynthesis, in which green pigment chlorophyll plays a key role in capturing light energy.</p> <p>9. What is the text talking about?</p> <p style="text-align: center;">a. fauna                      c. forest<br/>b. plants                     d. food for plant</p> <p>10. The process of making food for plants is called ....</p> <p style="text-align: center;">a. topography c.<br/>photosynthesis<br/>b. a complex process d.<br/>chlorophyll</p> <p>11. ... whereas animals <i>get</i> their food by eating plants and other animals. The italicized word has the similar meaning with ...</p> <p style="text-align: center;">a. reach                      c. have</p> | <p>j. The sentence              d. The hand</p> <p>The students like coming to the library. The room is air-conditioned and always full of visitors. They go there to read, or borrow some books they like. They are served by Mrs. Yulia and Mr. Bahrul. These librarians have been working there for twenty years.</p> <p>12. How is the library at Dini's school?</p> <p style="text-align: center;">a. It is nice and very big.<br/>b. It is really nice and big.<br/>c. It is quiet and nice.<br/>d. It is not so big but nice</p> <p>13. How will the visitors feel when they are in the library?</p> <p style="text-align: center;">a. They'll feel cool.<br/>b. They will feel hot<br/>c. They will feel very cold.<br/>d. They won't feel comfortable.</p> <p>For questions 14 and 15 choose the word which is the most similar in meaning to the underlined word</p> <p>A hotel is the home of the guests and tourists, when they are away from home. The first impression the guests have of a hotel is the way the doorman and the <b><i>bellboy</i></b>(19) at the door and the clerks at the front desk greet them. The guests often form their opinion of the hotel by reception they receive. The guests are usually happy if they feel <b><i>welcome</i></b>(20) and can get to their rooms quickly.</p> <p>14.     a. helps the guests in a hotel carry their bags.<br/>         b. receives people arriving in a</p> |
|---|---|

|   |   |
|---|---|
| <p>b. cook                      d. obtain</p> <p>Roni and Dini study at SMP 1. Their school has a nice library. The library is not so big, but it has a lot of books, newspapers, and magazines. The books are arranged according to a system.</p> <p style="text-align: center;">Young Stars</p> <p>The finalists of “Akademi Fantasi Indosiar 1”(AFI) are wonderful young people.</p> <p>Mawar who was born on 26 February 1985 is a cute girl. She has straight, shoort hair. Her bright skin, chubby cheeks, and lovely smile make her look very marvelous. She is not very tall. However, her weight which is 40kgs matches her body well and makes her look cute.</p> <p>Unlike Mawar, Ve looks tall. She is 1.69 meters tall. She looks quite slim. She weights 45kgs. Compared to Mawar, Ve looks darker. The 22 years old girl has black, straight hair.</p> <p>16. The text is about ...</p> <p style="padding-left: 40px;">a. Mawar AFI    c. Ismail AFI</p> <p style="padding-left: 40px;">b. Ve AFI        d. The Finalists of AFI</p> <p>17. Which is true according to the text?</p> <p style="padding-left: 40px;">a. Ve is taller than Mawar.</p> <p style="padding-left: 40px;">b. Mawar is heavier than Ve.</p> <p style="padding-left: 40px;">c. She is younger than Smile.</p> <p style="padding-left: 40px;">d. Her skin is darker than Ve’s.</p> <p>18. “Her <b><i>bright</i></b> skin, chubby cheeks, and lovely smile ....”(Paragraph 2)</p> | <p>hotel.</p> <p style="padding-left: 40px;">c. lets people in and out in a large building.</p> <p style="padding-left: 40px;">d. goes with and serves or looks after another</p> <p>15.    a. responsible                      c. acceptable</p> <p style="padding-left: 40px;">b. capable                              d. available</p> <p>I have a best friend. Her name is Tina. She is about fourteen years old. Her hobbies are (20)...stamps and (21)...poems. Beside that, he often(22) .. bicycle with me. She usually plays with me in every Sunday. So, she has (23) ...hobbies.</p> <p>20.    a. collecting                      c. delivering</p> <p style="padding-left: 40px;">b. sending                              d. writing</p> <p>21.    a. sending                              c. writing</p> <p style="padding-left: 40px;">b. delivering                          d. playing</p> <p>22.    a. writing                                c. reading</p> <p style="padding-left: 40px;">b. sending                              d. playing</p> <p>23.    a. one                                    c. three</p> <p style="padding-left: 40px;">b. two                                    d. four</p> <p>A tiger has four legs and four big(24)... it likes eating meat. It eats it with its(25)... teeth. The color of the skin is usually black and yellow.it also a long</p> |
|---|---|

The underlined word can mean ....

a. white                      c. brown

b. black                      d.

brownish

19. "They are served by Mrs. Yulia and Mr. Bahrul."

(paragraph 2)

What does the word "They" refer to?

a. Mrs. Yulia and Mr. Bahrul

b. Roni and Dini

c. Librarians

d. Visitors

tail.

24. a. tails                      c. toes

b. paws                      d. nails

25. a. long                      c. sharp

b. white                      d. pointed

**Appendix 19 : Key Answer of Post – Test 2**

**Key Answer Of Post – Test 2**

1. B
2. C
3. A
4. D
5. D
6. B
7. C
8. D
9. B
10. C
11. D
12. D
13. A
14. D
15. D
16. D
17. D
18. A
19. A
20. A
21. C
22. D
23. C
24. B
25. C



**Appendix 20 : Students' work of Post-Test**



| NO | NAMA                 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
|----|----------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
|    |                      | B | C | A | D | D | C | D | A | B | C  | D  | D  | A  | D  | D  | D  | D  | A  | A  | A  | C  | D  | C  | B  | C  |
| 1  | FERA S.N             | C | B | D | B | D | C | B | D | B | A  | D  | D  | A  | A  | C  | E  | E  | A  | E  | E  | E  | E  | E  | E  | E  |
| 2  | SHELVIA LSN          | C | C | A | B | D | C | D | D | B | C  | B  | D  | A  | C  | D  | D  | A  | B  | C  | A  | D  | D  | C  | B  | C  |
| 3  | NURUL FARIDA         | C | B | D | B | D | C | A | C | B | A  | D  | D  | A  | A  | C  | E  | E  | E  | E  | E  | E  | E  | E  | E  | E  |
| 4  | DWI ALIM NUR S       | A | B | D | B | D | C | B | D | B | A  | D  | D  | A  | A  | C  | E  | E  | A  | E  | E  | E  | E  | E  | E  | E  |
| 5  | ZAHRA KIRANA F       | C | B | D | B | D | C | B | D | B | A  | D  | D  | A  | A  | C  | E  | E  | A  | E  | E  | E  | E  | E  | E  | E  |
| 6  | IRWAN P              | A | A | A | B | D | A | A | B | B | C  | C  | D  | A  | A  | A  | A  | C  | C  | A  | C  | C  | D  | C  | A  | C  |
| 7  | SUCI DWI NINGSIH L   | C | C | A | B | D | C | D | D | B | C  | B  | D  | A  | C  | D  | D  | A  | D  | A  | A  | D  | D  | C  | B  | C  |
| 8  | RESTU                | B | C | B | D | D | C | B | A | B | C  | B  | D  | A  | A  | C  | A  | C  | C  | A  | D  | C  | D  | C  | A  | C  |
| 9  | NANDA                | B | C | B | D | D | C | B | A | B | C  | B  | D  | A  | A  | A  | A  | C  | C  | A  | D  | C  | D  | C  | A  | C  |
| 10 | MUH OKI RIFAI        | B | C | A | D | D | C | C | D | B | C  | B  | C  | E  | C  | D  | D  | A  | B  | C  | A  | D  | D  | C  | B  | C  |
| 11 | MARANTIKA            | A | B | A | D | D | C | D | D | B | A  | D  | D  | A  | C  | D  | D  | A  | B  | C  | A  | D  | D  | C  | B  | D  |
| 12 | YUNAZ MAHENDRAS DEWI | C | B | D | D | D | C | D | D | B | A  | D  | D  | A  | C  | D  | D  | A  | B  | C  | A  | D  | D  | C  | B  | D  |
| 13 | ARNI AMELIA PUTRI    | C | C | A | B | D | C | D | D | B | C  | B  | D  | A  | C  | D  | D  | A  | B  | C  | D  | D  | E  | C  | B  | D  |
| 14 | AGISTA FADILA S      | C | C | A | B | D | C | D | D | B | C  | B  | D  | A  | C  | D  | D  | A  | D  | C  | A  | D  | D  | C  | B  | D  |
| 15 | WIRAHAYU             | A | B | D | B | D | C | D | D | B | A  | D  | D  | A  | C  | D  | D  | A  | B  | C  | A  | D  | D  | C  | B  | D  |
| 16 | WIDI SETIANI         | C | B | D | D | D | C | D | D | B | A  | D  | D  | A  | C  | D  | D  | A  | B  | C  | A  | D  | D  | C  | B  | D  |
| 17 | ALDINO REZA          | B | C | D | E | D | C | A | D | B | C  | B  | D  | A  | A  | E  | A  | C  | B  | A  | D  | C  | D  | C  | A  | C  |
| 18 | HARIPRAYOGA          | B | C | B | D | D | C | B | A | B | C  | B  | D  | B  | B  | D  | A  | C  | C  | A  | A  | C  | D  | D  | A  | C  |
| 19 | NOVI AGIL PRAYOGA    | A | C | D | B | D | C | D | D | B | C  | E  | D  | A  | A  | E  | A  | C  | C  | A  | D  | C  | D  | C  | B  | C  |
| 20 | ISLAH                | B | C | B | D | D | C | A | A | B | E  | C  | D  | A  | A  | C  | A  | C  | C  | A  | D  | C  | D  | C  | A  | C  |
| 21 | ANDIKA RIYAN W       | A | C | A | D | D | C | A | B | B | C  | B  | D  | A  | A  | A  | A  | C  | C  | A  | D  | C  | D  | C  | A  | C  |
| 22 | ANDI G. U            | A | C | B | D | D | C | A | C | B | C  | B  | D  | A  | A  | D  | A  | C  | C  | A  | A  | C  | D  | D  | A  | C  |
| 23 | RIO MUHAMMAD FENDI   | B | C | B | D | D | C | B | C | B | C  | B  | D  | B  | B  | D  | A  | C  | C  | A  | A  | C  | C  | D  | A  | C  |
| 24 | BAYU RAMADHAN        | B | C | B | D | D | C | A | A | B | C  | B  | D  | A  | A  | C  | A  | C  | C  | A  | D  | C  | D  | C  | A  | C  |
| 25 | YOGA                 | B | C | D | D | D | C | A | B | B | C  | B  | D  | A  | A  | A  | A  | C  | C  | A  | D  | C  | D  | C  | A  | C  |
| 26 | NIKOLAS FIRDAUS Y    | A | C | D | B | D | C | D | D | B | C  | B  | D  | A  | A  | C  | A  | C  | C  | A  | D  | C  | E  | E  | B  | C  |
| 27 | PANJI WIYO U         | A | C | D | B | D | C | D | D | B | C  | A  | D  | A  | A  | D  | A  | C  | C  | A  | A  | C  | D  | C  | B  | C  |
| 28 | OKTAVIAN PERDANA S   | A | C | D | B | D | C | D | D | B | C  | B  | D  | A  | A  | C  | A  | C  | C  | A  | A  | C  | D  | C  | B  | C  |
| 29 | ARIF NU-SA           | B | C | B | D | D | C | A | D | B | C  | B  | D  | A  | A  | C  | A  | C  | C  | A  | D  | C  | D  | C  | A  | C  |
| 30 | IMAMS                | B | C | B | D | C | C | B | A | B | C  | B  | D  | A  | A  | E  | A  | C  | C  | A  | D  | C  | D  | C  | A  | C  |
| 31 | MUH IMAM             | B | C | B | D | D | C | A | B | B | C  | B  | D  | A  | A  | D  | A  | C  | C  | A  | A  | C  | D  | C  | A  | C  |

**Appendix 21 : Photograph**



**Picture 1. Individual Test**



**Picture 2. Individual Test**



**Picture 3. Group Discussion**



**Picture 4. Group Discussion**



**Picture 5. Group Discussion**



**Picture 6. Presentation**



**Picture 7. Presentation**



**Picture 8. Teacher Learning**