

**IMPROVING STUDENTS' READING ABILITY THROUGH
RECIPROCAL TEACHING METHOD**
*(A Classroom Action Research at the Eighth Grade Students of SMP PGRI 1
Tamalate Makassar)*



A Thesis

Submitted to the Faculty of Teacher Training and Education
Makassar Muhammadiyah University in Part Fulfillment
Of the Requirement for the Degree of
Sarjana Pendidikan

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

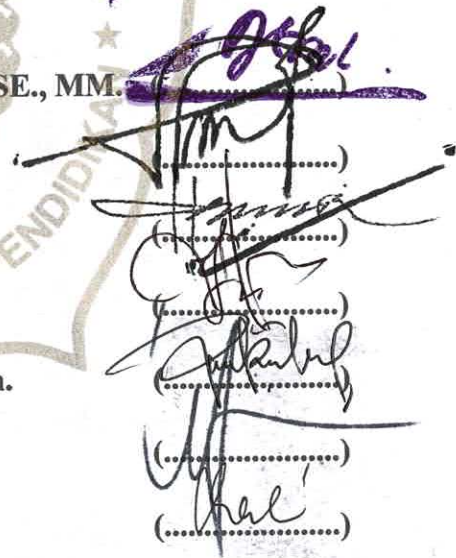
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Andi Nirwana

ABSTRACT

ANDI NIRWANA, 2017. *Improving Students' Reading Ability through Reciprocal Teaching Method (A classroom Action Research at the Eighth Grade Students of SMP PGRI 1 Tamalate Makassar)*, under the thesis of English Education Department the Faculty of Teacher Training and Education, Makassar Muhammadiyah University (guided by H. Bahrun Amin and Amar Ma'ruf.).

This research aimed at improves the students' reading ability at the eighth grade through reciprocal teaching method in term of literal comprehension dealing with main idea and supporting details.

To explain the improvement, the researcher used a classroom action research (C.A.R) which was conduct in two cycles in which every cycle consisted of four meetings. The location of this research was taken at the eighth grade students of SMP PGRI 1 Tamalate Makassar with a number of the subject were 32 students.

The research findings indicated that the application of Reciprocal Teaching Method was Significant in improving the students reading ability in term of literal comprehension dealing with main idea and supporting details. It was proved by the mean score of cycle I was 6.4. It was classified as fair then improve to be 8.4. It was classified as good in cycle II. They are higher than the mean score of diagnostic test namely 5.2 that classified as poor. Therefore, there was the improvement of the students reading ability in teaching and learning process from cycle I to cycle II in term of literal comprehension dealing with main ideas and supporting details.

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CHAPTER I

INTRODUCTION

A. Background

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. As an international language, English is very important and has in many interrelationships with various aspects of life owned by human being. In English there are four skills that should be mastered, they are listening, speaking, reading and writing. The reading skills becoming very important in education field, students need to be exercised and trained in order to have a good reading. Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

Hamra and Syatriana (2010:27) note that since English in Indonesia is a foreign language, most students at any levels of education get difficulty in reading English text. Kweldju (2000:22-24) added that many students are likely to be reluctant readers because they suffer from low reading motivation that causes them to be incompetence readers.

Another fact which resulted in lower reading skills of the students is many students did not like to read English texts. Since they did not consider reading as

an exciting activity. The student would not practice their reading unless the teacher assigned them to read. In addition, the teacher dominated most of the reading activity, therefore the student were passive and dependent on the teacher in the process of comprehension.

Indonesian students often find problems in reading English texts since English is a foreign language for them and different from Indonesian. Problems in understanding English texts also happen to the students in class VIII.A SMP PGRI 1 Tamalate Makassar. Students in this school have a low ability in reading English text. All of the students can be read but only a few of students can comprehend or can understand what they have read especially English text. It because many factors such as the students consider that English is a subject that very difficult, bored and scares because meaning and letters are different. The other factor is the teacher always uses the same method to teach English subject like the direct method. So, the students were not interested in reading. They often waited for the teacher to translate the texts for them or asked the meaning of difficult words rather than tried to find it by themselves. This is affected because the student not interest in reading English text. Sometimes students just followed what was spoken by the teacher without seeing the text reading. Lack of motivation to read make the ability of the students reading becomes low.

According to one of the students in these schools said, they are difficult to read English text. The students also said that they are less or hardly ever open a book or read a book containing English text. Students also rely solely on teachers

and do not want to try to solve the problems they encounter in the learning process. This is a problem that makes the students have low reading ability. Therefore to improve reading ability students need to use ways to overcome them.

Considering the fact above, the method of teaching English is very important to improve the students reading ability. A method can help students in learning English. So to improve the students' reading ability, the researcher use reciprocal teaching method.

Reciprocal teaching is a strategy which enables the students to improve their reading ability by having a structured dialogue between the students and the teacher using the four strategies: summarizing, questioning, clarifying, and predicting. This technique requires the interaction among the students to enable them to gain the feedback of the activity by making a text to be discussed.

Based on the problem above, the researcher was do a study in improving the students' reading ability through Reciprocal Teaching Method at the eighth grade student of SMP PGRI 1 Tamalate Makassar.

B. Problem Statement

From the background of the study, the researcher has the research questions that should be answered: "How is the students' improvement in reading ability through Reciprocal Teaching Method in term of Literal Comprehension dealing with Main Idea and Supporting Details?"

C. Objective of the Study

This research aimed at improves the students' reading ability with a reciprocal method. In details, the researcher has the objectives as follows;

To find out the improvement of the students' reading ability at the eighth grade through reciprocal teaching method in term of literal comprehension dealing with main idea and supporting details.

D. Significance of the Study

1. For the students:

The students can apply the reciprocal teaching strategies in their study club to improve their reading ability. It helps them become better learner and help them to evaluate and have responsibility for their own learning.

2. For the teachers:

This study can give a contribution to other teachers to innovate learning strategy, especially utilizing reciprocal teaching, so that they can increase both teaching-learning quality and the students' learning achievement.

3. For the institution of education:

The institution can conduct this study for other subject material especially by reciprocal teaching. It means for developing and increasing the students' learning achievement and learning performance. At last, the improvement of

learning achievement can give a good effect to increase a credibility of the institution.

4. For other researcher:

The result of the study can be used as a reference for starting point to conduct further study about teaching and learning English, especially by applying reciprocal teaching strategy in every classroom activity. For the reason, it can be seen from some researches that the application Reciprocal Teaching technique shows the improvement of students' achievement and motivation in learning English.

E. Scope of the Study

The scope of this research was focused on Reciprocal Teaching Method to improve the students' reading ability at the eighth grade student of SMP PGRI 1 Tamalate Makassar, that limited on literal comprehension include main idea and supporting details. Especially in recount text.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Concept of Reciprocal Teaching

1. Definition of Reciprocal Teaching

Reciprocal teaching, which was developed by Pallinscar and Brown (1996: 114), is an instructional procedure designed to enhance students' reading comprehension of a text. It is characterized by:

1. A dialogue between students and teacher, each taking turns in the role of dialogue leader,
2. Reciprocal: interaction where one person acts in response to the other
3. Structure dialogue using four strategies: questioning, summarizing, clarifying, and predicting.

Pallinscar and Brown as cited by Reongude Soonthornmanee (1984:126) define reciprocal teaching as an effective way to help learners transfer strategies to new academic contexts. Incorporating reciprocal teaching in EFL programs may help EFL readers develop strategies useful for applying to mainstream contexts. Pallinscar (1987:126) as quoted by Soonthornmanee confirms that reciprocal teaching is not the same as teaching reading skills. What makes it successful is its focus on discussion and critical thinking.

Don Mayfield (1995:3-4) states that reciprocal teaching is a technique used to develop comprehension of expository text in which teacher and students take turns leading a dialogue concerning sections of a text. Four activities are incorporated into the technique predicting, questioning, summarizing, and clarifying complex section of the text.

Meanwhile Hewitt (1995:29-30) defines reciprocal teaching as a strategy to improve students' comprehension of the text while involving them in a verbal exchange of ideas. She also explains that reciprocal teaching provides models and requires interactions and feedback to engage learners and reinforce comprehension in jointly reconstructing the meaning of text.

Pallinscar (1986:29-30) describes the concept of reciprocal teaching as follows: *“Reciprocal teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text. The dialogue is structured by the use of four strategies: Summarizing, assuming the role of the teacher in leading this dialogue.”*

Based on the theories discussed, it can be assumed that reciprocal teaching is a strategy which enables the students to improve their reading ability by having a structured dialogue between the students and the teacher using the four strategies: summarizing, questioning, clarifying, and predicting. This technique requires the interaction among the students to enable them to gain the feedback of the activity by making a text to be discussed.

2. Purposes of Reciprocal Teaching

Pallinscar (1986:27-28) states the purpose of reciprocal teaching is to facilitate a group effort between teacher and students as well as among students in the task of bringing meaning to the text.

Mayfield explained that the purpose of reciprocal teaching is to help students with or without a teacher, actively to bring meaning to the written word. The strategies chosen not only to promote reading comprehension but also to provide the opportunities for the dialogue and interactions of the group members which require that all students participate and foster new relationship between students at different ability levels.

According to Miller and Perkins (1990:88) reciprocal teaching has a two-fold purpose: (1) it teaches students how to maintain a balance of rights between individuals, groups, and the teacher and (2) it teaches students to monitor their own reading and comprehension.

It can be concluded that the purpose of reciprocal teaching is to provide opportunities to students to practice the English skills, mainly reading, with or without the teacher. By implementing reciprocal teaching, the students will be able to monitor their own reading as well as their comprehension.

3. Strategies of Reciprocal Teaching

Pallinscar (1986:32-35) selected the four skill areas to activate and monitor the reading comprehension:

1. Summarizing

The strategy provides the opportunities for the students to identify, paraphrase, and review important information in the text. The purpose of this strategy is to enable the students to check their understanding of the text by summarizing it.

2. Questioning

When questioning, the students are exploring the meaning of the text. It involves the students thinking about what they do not know, need to know, or would like to know about the passage. The students first identify the kind of information that is significant enough, so that it could provide the substance for a question. Then, they turn this information into a question form and ask themselves to make sure that they can answer their own questions.

3. Clarifying

When clarifying, the students are dealing with the reasons why the text is difficult to understand, e.g.: new vocabularies, or a text that is structured in an unfamiliar way, or difficult concept. After recognizing these blocks, students are trying to solve the problems by re-reading ahead, or asking for help. This strategy makes the students aware and alert to things that do not make sense in the text and to do many necessary actions to solve problem.

4. Predicting

The students are anticipating what will come next in the text. In order to do this successfully, they must activate the relevant background knowledge

that they already possess regarding the topic of the text. Besides encouraging students to think ahead actively, predicting also gives a purpose for reading, to confirm or reject their hypothesis.

Babigian (2003:34) states that using the above strategies help students to construct meaning from the text and monitor their reading to ensure that they understand what they read. She also develops set of cards that can be used as a helpful guide for the students while applying this technique.

4. Steps Learning Reciprocal Teaching

Reciprocal teaching taught by applying direct learning. The stages of direct learning in reciprocal teaching are as follows:

1. Teachers provide subject matter to be taught that day.
2. Explain to students that the first segment, the teacher will act as a teacher (model)
3. Students are required to read the course material that has been provided by the teacher.
4. If the student has finished the course materials are provided, then the students were invited to perform subsequent modeling, namely: Predicting the questions that may be asked by the teacher. Teachers give students the chance to answer these questions. If you're having trouble, students should refer to the subject matter that has been provided by the teacher. Provides the opportunity for students to ask their opinion or ask when you find

something less obvious in the subject matter that has been provided. Summarizing the main ideas contained in the subject matter that has been provided. In this case, the teacher can appoint one student to read the summary.

5. Students are trained as teachers for Teaching and Learning Activities (KBM) was held to encourage other students to participate in the discussion.
6. In the following days, reducing the role of teachers in the discussion so that the "teacher-student" and another student's own initiative to implement Teaching and Learning Activities (KBM). The teacher's role as moderator and subsequently help students when experiencing difficulties Trianto, (2009: 175).

B. The Concept of Reading

1. Definition of Reading

Considering the fact that everyone has his/her own opinion and view about something, many reading experts also give their opinions and view about reading. Reading can be defined in many ways; it depends on the one who will give the definition.

Godman (1995:12), as quoted by Carrel states that reading is a receptive language process. It is a psycholinguistic process. In that it starts with a language surface representation encoded by a writer and ends with meaning that the reader constructs. In other words, there is an interaction between language and thought in reading. The writer puts thought as language in printed form and the reader

analyzes language to thought. Patricia L. Carrell (1995:12) says “from the process, the reader receives the message that the writer conveys.” Whereas Badrawi (1992:16) notes that reading is more than just receiving in a literal sense. It involves bringing an individual’s entire life experiences and thinking powers to be able to understand what the writer has encoded. Badrawi (1995:16) means that when someone is reading, his brain will work actively. The reader brings all kinds of knowledge he has about the world (schemata) and relates to the text that he is reading at the moment so that he is able to understand the writer’s ideas.

While John F. Savage and Jean F. Mooney (1979:1) says that reading is language activity, a process of moving through printed language to meaning. And William Grabe and Fredricka L. Stoller (2002:9) says that reading is ability to draw meaning from printed page and interpret this information appropriately. Another definition comes from Beatrice S. Mikulecky (1990:2) who states that reading is practically synonymous with reading comprehension.

Briefly, the writer would like to say that reading is an activity to understand the printed language and interpret the information into the reader’s understanding appropriately.

2. Reading Comprehension

The first point to be made about the reading process is that reading comprehension is not essentially different from other kinds of comprehension. The mental tasks involved are not peculiar to reading but fundamental human cognitive acts. Comprehension of any kind depends on knowledge. There are some definitions of reading comprehension:

He Ji Sheng (2000:13) says that reading is a process of communication from the writer to the reader. It involves the recognition of letters, words, phrases, and clauses, and in some respects, it can be considered a simple process than comprehension. Comprehension, on the other hand, is a process of negotiating understanding between the reader and the writer. It is a more complex, psychological process and including linguistic factors, such as psychological, syntactic elements, in addition to cognitive and emotional factors. Whereas John F. Savage and Jean F. Mooney define that reading comprehension is the process of acquiring or deriving meaning and understanding of printed language; involves cognitive functioning related to what one reads. While Francois Grellet (1994:3) states that reading comprehension understands a written text means extracting the required information from it as efficiently as possible, further, locating the relevant advertisement on the board and understanding the new information contained in the article, demonstrates that reading purpose in each case has been successfully fulfilled. Another definition comes from Eskey (1986:5) who says that reading comprehension is most likely to occur when students are reading what they want to read, or at least what they see some good reason to read.

From the statement above, the writer concludes that reading comprehension is to understand a written text containing information to find what he or she wants to know and get the information of what he or she needs. It can also be concluded that reading is the first step for someone to get the meaning of the text, while the second step is comprehension, which requires more effort of the reader to interpret and get deeper understanding.

3. Level of Comprehension

Some expert in reading has been developing taxonomies of comprehension skill or task. It can be divided into four categories:

1. Literal Reading

Reading for literal comprehension acquiring information that is stated directly in a selection. In literal reading, the main ideas are directly stated in the text. The reader needs only to understand exactly what is stated to receive the author's literal message. Literal comprehension is generally accepted as the most simple or basic comprehension skill and one that requires little thinking and reasoning. Recognizing stated main ideas details, causes, effect and sequences as the base and understanding of vocabulary, sentences meaning, and paragraph meaning is important.

2. Interpretive Reading

Interpretive reading identifies the way to read between the lines of making inferences. This is the process of deriving ideas that implied rather than directly stated. Skill for this level of comprehension includes:

- 1) Finding main ideas of passage in which main ideas are not directly stated
- 2) Finding cause and effect relationship when they are not directly stated
- 3) Determining referents of pronouns
- 4) Determining referents of adverbs
- 5) Inferring omitted words
- 6) Detecting moods

7) Detecting author's purpose in writing

8) Drawing conclusion

3. Critical Comprehension

Critical comprehension is evaluating written material, comparing the ideas discovered in the material with known standards and drawing conclusions about their accuracy, appropriateness and timeliness. When the reader read critically, they evaluate what is read.

The critical reader must be an active reader, questioning, searching for facts and suspending judgment until he or she considered all of material. They examine critically the thoughts of the author, which have been identified through the lower level of comprehension and judge their validity or worth.

4. Creative Reading

In creative reading, the reader must be able to think and to use their imaginations. Creative reading going beyond what the author has written, applying the ideas from the text to new situations and recombining the author's ideas with other ideas to form new concepts or to expand old ones. The reader must understand cause- effect relationship in a text although it is not stated directly. Through creative reading, the reader creates something new ideas, the solution to a problem, a new way of looking at something from the ideas gleaned from the text.

C. Reading Related to the English Curriculum of SMP

The Indonesian government has established KTSP (School Based Curriculum) 2006 as a national curriculum for teaching English in Junior High School. In this curriculum, it is stated the purpose of learning English in Junior High School. The purpose is to develop students' competency to communicate in spoken and written to solve the daily problems. There are three components of English that are learnt in Junior High School, they are as follows:

1. The expression ability that is the ability in understanding and producing spoken text and written text which are expressed in four language skills. They are listening, speaking, reading, and writing to achieve fictional literacy.
2. The ability of understanding and producing short functional texts, monologues, and essays in the form of procedure, descriptive, recount, narrative, and report.
3. Support of competence that consists of linguistic competence (vocabulary, pronunciation, and spelling), socio-cultural competence (language which is acceptable in any kinds of contexts), strategy competence (ability to solve the problem that is faced when the communication is taken place), and building expression competence (ability in using instruments of building expression).

D. Conceptual Framework

Reading is a critical skill for each individual. By reading, someone will figure out a lot of information from anywhere in the world. Good readers are readers who do not just read it, but to understand and capture the information

submitted by the author in reading faces. Thus, reading in this sense will relate to reading comprehension.

Reading comprehension of students less notice by the teacher. Problem the students in learning to read because of the lack of student mastery the vocabulary, lack of students ability in capturing the main idea a paragraph, main idea, the explanatory idea, even the strategies, techniques, and learning media reading comprehension implemented by the teachers. To overcome these problems, is necessary need for efforts to improve students reading comprehension ability.

Before teachers improve students' ability to understand a reading, it is necessary first to know how far the level of ability of students in reading comprehension. Therefore, there should be a survey research to determine the ability of reading comprehension class VIII SMP PGRI 1 Tamalate Makassar.

The results were obtained from survey research on the ability of reading comprehension eighth grade students of SMP PGRI 1 Tamalate Makassar were the reference teacher or other researchers in improving reading comprehension ability eighth graders. Such improvements may be done by applying appropriate learning strategies, techniques are appropriate, or effective learning media, so expect a reading comprehension eight grade students of SMP PGRI 1 Tamalate Makassar can be increased, both in terms of process and learning outcomes.

The conceptual framework shows that the researcher was apply Reciprocal Teaching in teaching reading comprehension which is described as the following diagram:

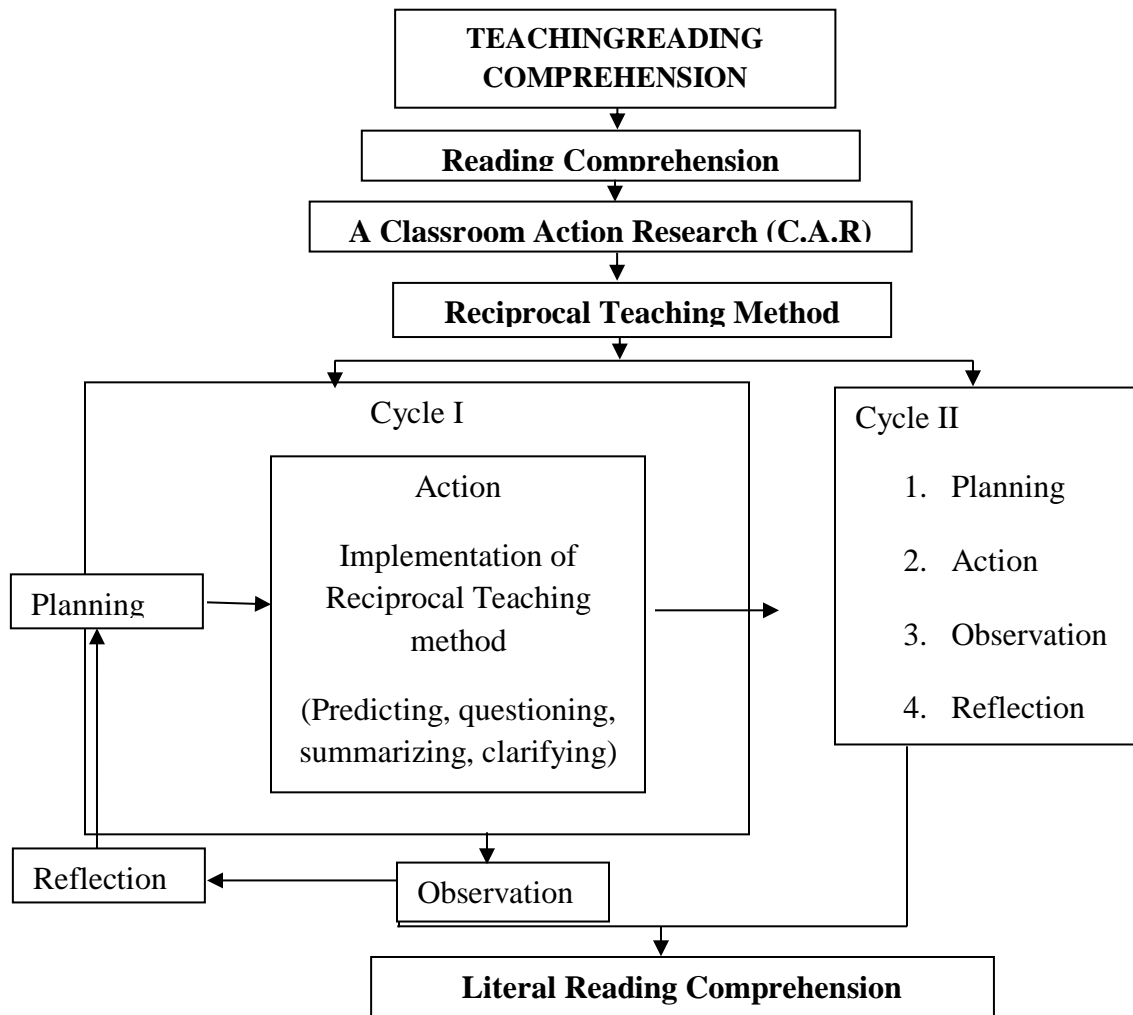


Figure 2.1. Conceptual Framework

The figure above is the concept of the researcher where the researcher was employed Reciprocal Teaching method in teaching reading comprehension. Reciprocal Teaching method is used in order to improve the students' reading ability in learning reading comprehension. In conducting

this research, Class Action Research (CAR) was used as a research method where the researcher was teaching one class. In this class, the teaching procedure was divided into two cycles as cycle 1 and cycle 2.

In the end of each cycle, the researcher was conduct evaluation to know the understanding of the students about the material

CHAPTER III

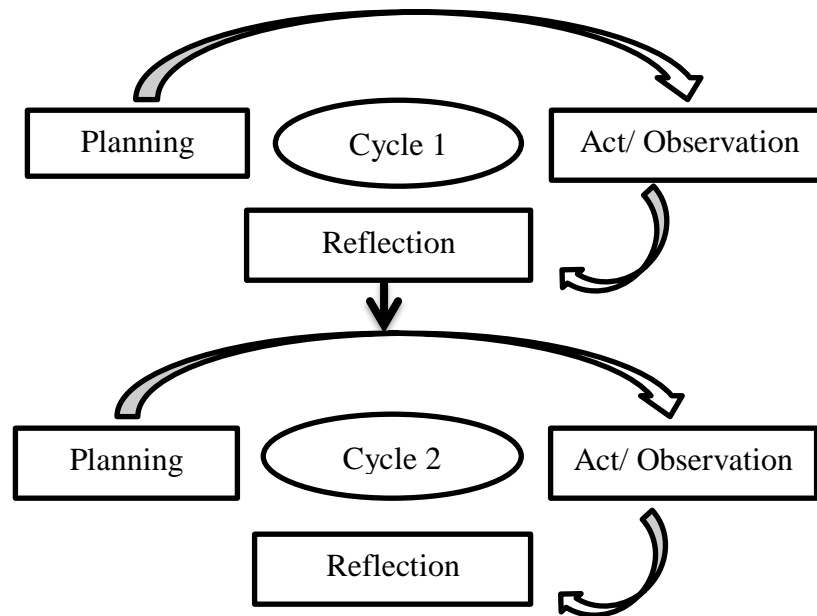
RESEARCH METHODOLOGY

A. Research Design

This research used classroom action research (C.A.R) design contains of four stages, those are: planning, implementation of action, observation, and reflection. This research will use two cycles each consist of two meetings. They were first and second cycle and each cycle was the series of activity which had close relation. Where, the realization of the second cycle was continuing and repairing from the first cycle.

The main goal in classroom action research is to improve or enhance the professionalism of teachers in dealing with the learning process. To understand and try to carry out action research, the expected capacity of educators and the learning process and at the same time increasing the quality will improve the quality of education.

The conduct of this study using the model proposed by Kemmis and Mc. Taggart (1990:27), where there is a device consisting of four components, namely planning, action, observation and reflection. Overall strand is defined as one cycle. More details can be seen in the following figure:



Design 3.1 Action Research model according to Kemmis and Mc Taggart.

Based on the description of the action research by Kemmis and Mc Taggart in Burns (2010: 9), action research is research that includes more than one cycle. In each cycle, there are a plan, an action, an observation, and a reflection. The number of cycles depends on the need of the research. The researcher will stop the cycle if the students' reading ability gets improvement.

B. Research Subject

The subjects of the research were the eighth grade students of SMP PGRI 1 Tamalate Makassar 2016/2017 academic year, the subject will be 32 students in one class. 13 women and 19 men.

C. Research Variables and Indicators

1. Variables

The variables of the Research:

- a. Independent variable was the use of Reciprocal Teaching Method
- b. Dependent variable was focused in students' reading comprehension in literal comprehension (main idea and supporting details) in recount text at students of SMP PGRI 1 Tamalate Makassar.

2. Indicator

The indicators of this research are the students' reading comprehension in literal comprehension (main idea and supporting details) in recount text at students of SMP PGRI 1 Tamalate Makassar.

D. Research Instrument

The instruments of the research are:

1. Observation sheet

Observation sheet is used to know the students activeness during learning process ongoing. It is also used as a material reflection to next cycle.

2. Test

Test aimed to get information about students' improvement of reading comprehension after teaching learning process end. Researcher has given the students' a recount text, they were asks to read it and found the main idea from the text and then answer five questions.

E. Research Procedure

The researcher will conduct action research. It has some procedures. According to Burns (2010:8), there are four procedures in doing this research. They are planning, action, observation, and reflection. In this study the research would use those procedures. The procedures of research that had been done by the researcher are as follows can improve the students' reading comprehension.

1. Planning

- a. In this section, the Researcher prepared the material to the students. The teacher prepared some of descriptive text in reading material.
- b. Made lesson plan based on the curriculum, and arranged material of lesson plan for the first, the second, the third and the fourth meeting and it should base on the teaching of reading comprehension.
- c. Made pretest in pre material.
- d. Made the observed paper for observed the condition of learning process.
- e. The researcher arranged the instrument test to know the improvement of the result study after use the strategy.

2. Action

In action, the researcher taught students using RT. The kind of the text was chosen based on the SK/KD (Standard of Competence and Basic Competency) in that semester. The researcher used recount text as the materials. The researcher used a lesson plan which had been prepared in the planning. The lesson plan included reciprocal teaching stages. First the

researcher taught students some strategies that students needed in reading using reciprocal teaching that is predicting, clarifying, questioning, and summarizing. After students mastered the

3. Observation

In this phase, the researcher observed the student's activity in learning process with used checklist observation to know the students comprehend in reading. After using of reciprocal teaching in action, the researcher gave evaluation to the students to measure the achievement of students reading comprehension in cycle 1. Things observe as follow:

- a. Students' present
- b. Students' learning process
- c. The students' respond of the material
- d. The students' active in doing the task

4. Reflection

In this step the researcher reflected evaluated and described the effect of RT on students' reading comprehension. The researcher saw the picture data to see students' behavior in the class. It was used to conclude what students' attitude to the action based on those data. The researcher also would make a conclusion of students' reflection to see students' response to the treatment.

F. Data Collection

There were some procedures in collecting data; those are observation, and test. In this case, the data took from the source by employing observation and test.

1. Observation sheet

The researcher had done the observation by using the observation sheet toward teaching reading directly. In this research, the researcher interacted with the students as well as the teacher.

Table 3.1 Classification Scoring for Students' Active Participation

No	The students' active participation	Score	Indicator
1	Very Active	4	Students respond the material very actively
2	Active	3	Students respond to the material actively
3	Fairly Active	2	Students respond the material just one or twice
4	Not Active	1	Students just sit down during the activity without doing something.

(Sudjana in Suhadirman, 2010:40)

- Percentage the students' participation through the following formula:

$$P = \frac{FQ}{4 \times N} \times 100\%$$

Where:

P = Percentage

FQ = Sum of all the students' score

N = Total students, (Sudjana in Suhadirman, 2010:40).

2. Test

Sudjana (1987:12) a test means questions to students to be answer, the test used reading test.

Researcher gave test to students by using following steps:

- a. Researcher prepared test material for students.
- b. Researcher gave the students a recount text, they are asks to read it and found the main idea, and then answer five questions.
- c. Researcher gave score to the students' answer based on criteria of scoring below:

Table 3.2 The Criteria Scoring for Students' Answer

No	Criteria	Score				
		1	2	3	4	5
1	Full and correct answer	20	20	20	20	20
2	Short answer	15	15	15	15	15
3	Incorrect answer	5	5	5	5	5
4	No answer	0	0	0	0	0

Maximum Score = 100

$$\text{Score} = \frac{X_1+X_2+X_3+X_4+X_5}{\text{Maximum Score}} \times 10$$

(Hecklemen, 1969:45)

G. Data Analysis

The data analyze quantitatively through the following procedure:

1. Classifying the rubric assessment into the following classification:

Table 3.3 Classification Scoring for Students' Rubric Assessment

classification	Score	Indicator
Excellent	9.6-10	No or one error of comprehension
Very good	8.6-9.5	Two error of comprehension
Good	7.6-8.5	Three error of comprehension
Fair Good	6.6-7.5	Four error of comprehension
Fair	5.6-6.5	Five error of comprehension
Poor	3.6-5.5	Six-seven error of comprehension
Very poor	0-3.5	Almost all error of comprehension

Depdikbud (2010:4).

2. Calculating the mean score of the student's answer by using the formula:

$$\bar{X} = \frac{\sum x}{N}$$

Where:

X = Mean score

$\sum X$ = total row score

N = total number of students, (Tiro, Arif and Ilyas, 2002:69).

3. Calculating percentage of students score.

$$P = \frac{Fq}{N} \times 100\%$$

Where:

P = the percentage

F_q = number of frequency

N = the total sample, (Sudjana, 1990:85) .

4. The assessment of students' reading competence

a.Characterization scoring for students' literal comprehension Dealings with

Main Idea and Supporting Details.

Table 3.4 Characterization Scoring for Literal Comprehension

Category	4	3	2	1
L I T E R A L	Clearly and accurately to identify the main idea and response includes most of the relevant supporting details of the text	Correctly identifies the main idea and response includes some supporting details of the text	Identifies the main idea and response includes few supporting details of the text	Attempts to identify the main idea however it may be state incorrectly or may be missing and response includes incorrect or irrelevant supporting details

Pollar Dinne (www.teach-nology.com) in Muh. Iqbal (2011)

$$\text{Score} = \frac{\text{Students' score}}{\text{Maximal score}} \times 10$$

5. Calculating the percentage of students reading comprehension improvement by using the following formula:

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

Where:

P = percentage of the students

X1 = mean score of first cycle

X2 = mean score of the second cycle, (Arikunto, 2006:306).

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

1. The Improvement of the Students' Literal Comprehension.

The improvement of the students' literal comprehension at eighth grade students' of SMP PGRI 1 Tamalate Makassar, through Reciprocal Teaching Method can be seen clearly in the following table:

Table 4.1 The Improvement of the Students' Literal Comprehension

Indicators	The Students' Score			Improvement (%)	
	D-Test	Cycle I	Cycle II	DT – CI (%)	CI – CII (%)
Main Idea	5.2	6.3	8.4	21.2	33.3
Supporting Details	5.2	6.4	8.3	23.1	29.7
$\sum x$	10.4	12.7	16.7	44.3	63
\bar{X}	5.2	6.4	8.4	22.2	31.5

In the table above, the improvement of the students' main idea and supporting details in literal comprehension before application of Reciprocal Teaching method indicates that the diagnostic-test assessment is (5.2) it is poor category, and after application in cycle I, the assessment of the students' literal

comprehension improve become higher than diagnosis-test, this mean (6.4) where classify as fair. The students' assessment in cycle II (8.4), classify as good, the assessment of cycle II is greater than cycle I ($8.4 > 6.4$) and classify as good which there are improve from cycle I to cycle II is greater than D-test to cycle I ($5.2 > 6.4$).

Based on explanation above there are significant improvement of the students with used of Reciprocal Teaching Method. To view clearly the improvement of the students' literal comprehension, that following chart present.

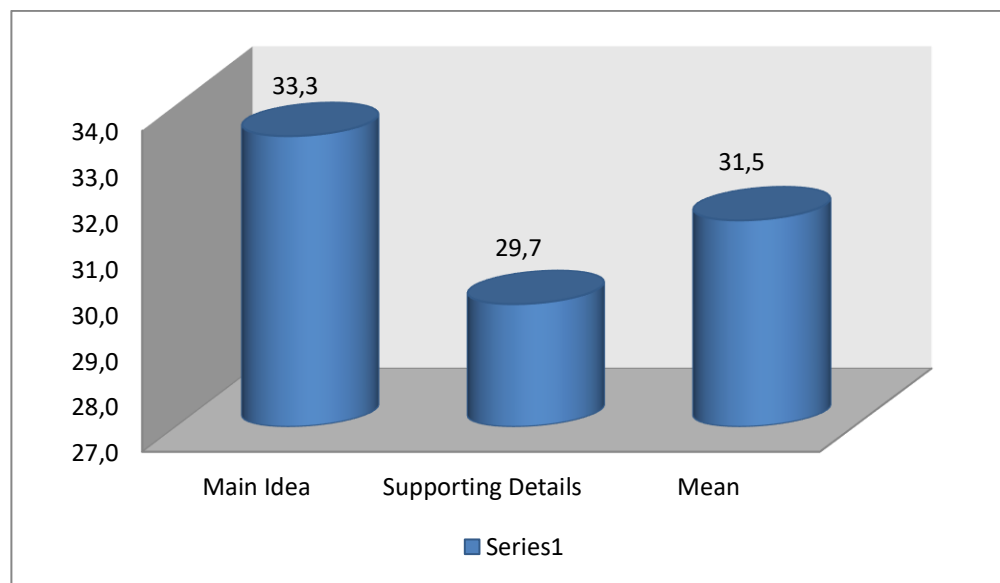


Figure 4.1 The Improvement of the Students' Literal Comprehension

The chart above shows the improvement of the students' literal reading comprehension main idea is 33.3%, supporting details is 29.7 % and mean both of them is 31.5%. It also shows that the result of the students in literal comprehension is good achievement. After assessment in each cycle, there is a

significant improvement of the students' literal reading comprehension that show clearly in the chart after taking an action in the second cycle through of Reciprocal Teaching Method.

2. The percentage of the Students' Literal Comprehension Dealing with Main idea and Supporting Details

a. Main Idea

The application of Reciprocal Teaching method to improve the students' literal comprehension in terms of main idea; it can be seen from the difference of the result of the students' Diagnostic Test and the students' achievement after action in cycle I and II.

Table 4.2 The percentage of the Students' main idea in literal comprehension.

No	Classification	Score	D-test		Cycle I		Cycle II	
			F	%	F	%	F	%
1	Excellent	9.6-10	0	0	0	0	12	37.5
2	Very Good	8.6-9.5	0	0	0	0	0	0
3	Good	7.6-8.5	0	0	0	0	0	0
4	Fairly Good	6.6-7.5	9	28.1	9	28.1	20	62.5
5	Fair	5.6-6.5	0	0	15	46.9	0	0
6	Poor	3.6-5.5	18	56.3	8	25	0	0
7	Very Poor	0-3.5	5	15.6	0	0	0	0
Total			32	100	32	100	32	100

The table above shows that the percentage of the student's main idea in literal comprehension Diagnostic Test indicates that 9 students (28.1%) get fairly good score, 18 students (56.3%) gets poor, and 5 students (15.6%) gets very poor.

After applying of Reciprocal Teaching method, the percentage of the students' main idea were 9 students (28.1%) get fairly good score, 15 students (46.9%) get fair, 8 students (25%) gets poor and none for the other categorize.

In cycle II, the percentage of the students' main idea in reading comprehension are 12 students (37.5%) got excellent score, and 20 students (62.5%) got fairly good score.

The result above also proves that Reciprocal Teaching method could improve the students' main idea in reading comprehension where result of Cycle II is higher than cycle I and Diagnostic test is the lowest.

To know the percentage of the students' improvement in main idea clearly, the following chart present:

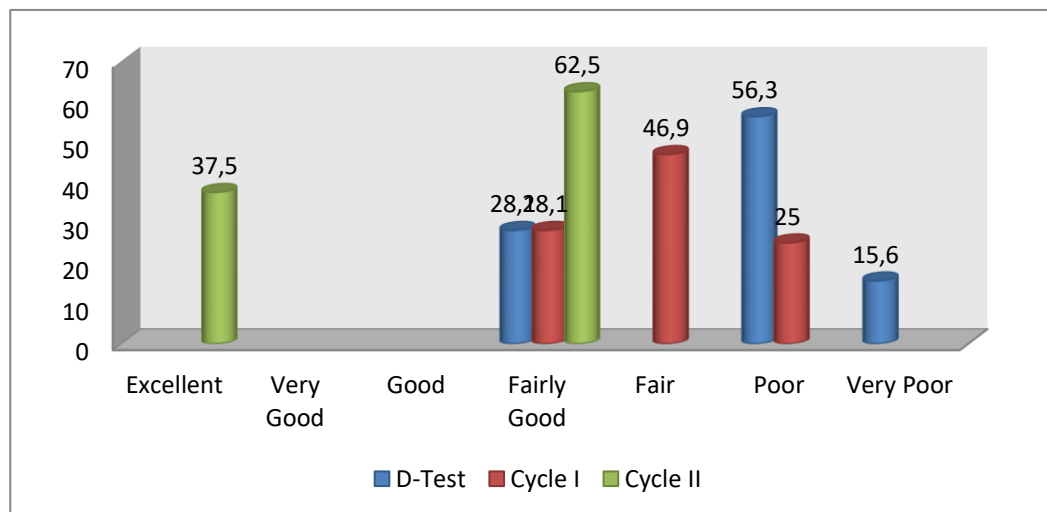


Figure 4.2 The Improvement of the Students' Main idea

The chart above shows that the result of the students' literal comprehension in terms of main idea. After applying of Reciprocal Teaching

method in cycle I and cycle II, the result of students' main idea achievement significantly improve where Cycle II is higher than D-test and cycle I. The students' main idea achievement in cycle II is 37.5% categorize as excellent and 62.5% categorize as fairly good, while in cycle I is lower than cycle II where the students' main idea achievement in cycle I is 28.1% categorize as fairly good, 46.9% categorize as fair, and 25% as poor. The D-Test is the lowest where the students' main idea achievement is 28.1% categorize fairly good, 56.3 as poor, 15.6% as very poor categorize.

b. Supporting Details

The use of Reciprocal Teaching method improve the students' literal comprehension in terms of details; it can be seen from the difference of the result of the students' Diagnostic-Test and the students' achievement after action in teaching and learning process.

Table 4.3 The percentage of the Students' supporting details in literal Comprehension.

No	Classification	Score	D-test		Cycle I		Cycle II	
			F	%	F	%	F	%
1	Excellent	9.6-10	0	0	0	0	9	28.1
2	Very Good	8.6-9.5	0	0	0	0	0	0
3	Good	7.6-8.5	0	0	0	0	3	9.4
4	Fairly Good	6.6-7.5	3	9.4	7	21.9	20	62.5
5	Fair	5.6-6.5	7	21.9	22	68.8	0	0
6	Poor	3.6-5.5	18	56.3	3	9.4	0	0
7	Very Poor	0-3.5	4	12.5	0	0	0	0
Total			32	100	32	100	32	100

The table above shows the percentage of the students' supporting details achievement in Diagnostic Test, it indicates that 3 students (9.4%) got fairly good categorize, 7 students (21.9%) got fair, and 18 students (56.3%) got poor, 4 students (12.5%) gets very poor. After taking action in cycle I, the percentage of the students' details achievement improve where 7 students (21.9%) got fairly good, 22 students (68.8%) got fair, 3 students (9.4%) got poor.

In cycle II, the percentage of the students' achievement in supporting details is higher than cycle I where 9 students (28.1%) got excellent, 3 students (9.4%) got good categorize and then 20 students (62.5%) got fairly good.

To see the percentage of the improvement of the students' details in literal comprehension clearly, the following chart present.

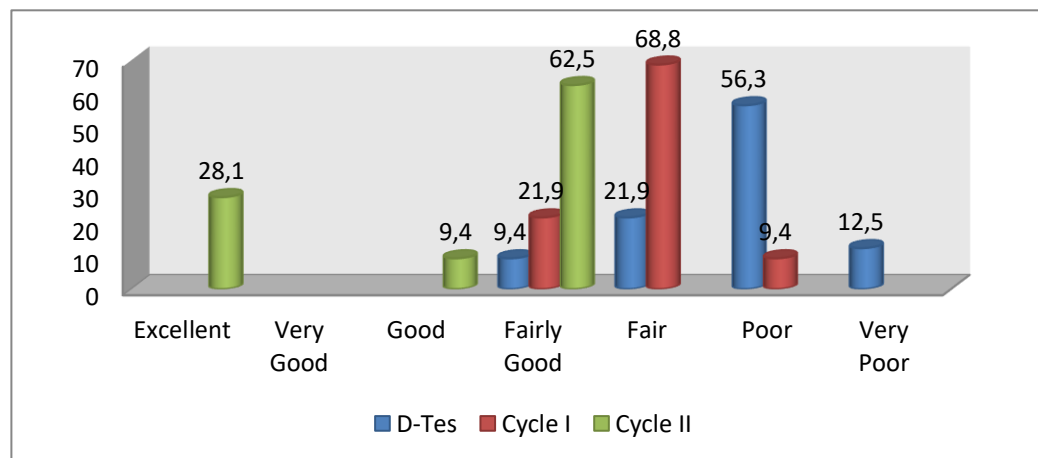


Figure 4.3 The percentage of the Students' Supporting Details in Literal Comprehension

The chart above shows that the result of the students' literal comprehension in terms of supporting details. After applying Reciprocal

Teaching Method in cycle I and cycle II, the result of students' details achievement improve significantly.

The result of students' details in cycle II is higher than Diagnostic-Test and cycle I (Cycle II > Cycle I > Diagnostic test) where the students' supporting details achievement in cycle II are 28.1% categorize as excellent consist of 9 students, 9.4% categorize as good consist of 3 students, 62.5% categorize as fairly good consist 20 students, while in cycle I is lower than cycle II where the students' details achievement in cycle I is 21.9% categorize as fairly good consist 7 students, 68.8% categorize as fair consist 22 students and then 9.4% categorize as poor consist 3 student. The result of diagnostic test is the lowest than the other category.

3. The Improvement of the Students' Ability

The application Reciprocal Teaching method in improvement of the students' reading ability that deals with literal comprehension. The improvement of students' reading ability that dealing with literal comprehension can be seen clearly in the following table:

Table 4.4. The Improvement of the Students' Reading Ability

N O	Indicators	D - T	Cycle I	Cycle II	Improvement (%)	
		Score	Score	Score	DT-CI (%)	CI-CII (%)
1.	Literal	5.2	6.4	8.4	23.1	31.5
	$\sum X$	5.2	6.4	8.4	23.1	31.5
	X	5.2	6.4	8.4	23.1	31.5

The table above indicates that there is improvement of the students' reading comprehension from D-Test to cycle I and cycle II, where in D-Test the students' mean score achievement in reading comprehension is 5.2, but after evaluation in cycle I the students' literal reading comprehension become 6.4. So the improvement of students literal reading comprehension achievement from D-Test to cycle I is 23.1%. There is also a significant improvement of students' reading comprehension from cycle I to cycle II where the students' reading comprehension achievement from cycle I is 6.4 and in cycle II is 8.4. So the improvement of students' reading comprehension achievement from cycle I to cycle II is 31.5%.

The table above prove that the used Reciprocal Teaching Method in teaching and learning process is able to improve of students' reading comprehension after taking action in cycle I and II where the students' achievement in cycle II is greater (cycle II > cycle I > Diagnostic-Test).

To see clearly the improvement of the students' reading ability, following chart is present:

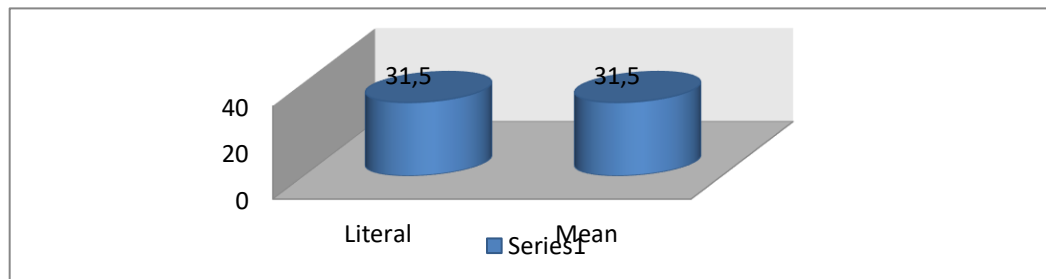


Figure 4.4 The Improvement of the Students' Reading Ability

The chart above shows that the improvement of the students' reading ability in Literal Comprehension is 31.5%, and improvement of reading ability achievement is 31.5%. The result of Diagnostic-Test is lowest achievement. The students' achievement in diagnostic-test as poor category. After evaluation in cycle I and cycle II, there is significant improvement of the students' reading ability where the result of cycle I is fair category and in cycle II is good category (Poor-Fair-Good).

4. The Percentage of the Students' Reading Ability

The following table shows the percentage of students' reading comprehension in D-Test, cycle I and cycle II through Reciprocal Teaching Method.

Table 4.5 The Percentage of the Students' Reading Ability

No	Classification	Score	D-test		Cycle I		Cycle II	
			F	%	F	%	F	%
1	Excellent	9.6-10	0	0	0	0	3	9.4
2	Very Good	8.6-9.5	0	0	0	0	8	25
3	Good	7.6-8.5	0	0	2	6.3	2	6.3
4	Fairly Good	6.6-7.5	3	9.4	14	43.8	19	59.4
5	Fair	5.6-6.5	9	28.1	9	28.1	0	0
6	Poor	3.6-5.5	19	59.4	7	21.9	0	0
7	Very Poor	0-3.5	1	3.1	0	0	0	0
Total			32	100	32	100	32	100

The table above shows that the percentage of the students' reading comprehension in Diagnostic-Test indicate that 3 students (9.4%) get fairly good,

9 students (28.1%) get fair, 19 students (59.4%) get poor and 1 student (3.1%) get very poor.

After taking action with applying Reciprocal Teaching method in cycle I, there are 2 students (6.3%) get good, 14 students (43.8%) get fairly good, 9 students (28.1%) get fair, 7 students (21.9%) get poor and none for the others categorize.

In cycle II there are 3 students (9.4%) get excellent, 8 students (25%) get very good, 2 students (6.3%) get good, and then 19 students (59.4%).

To know the percentage of the students' achievement in taking note clearly, following chart is present:

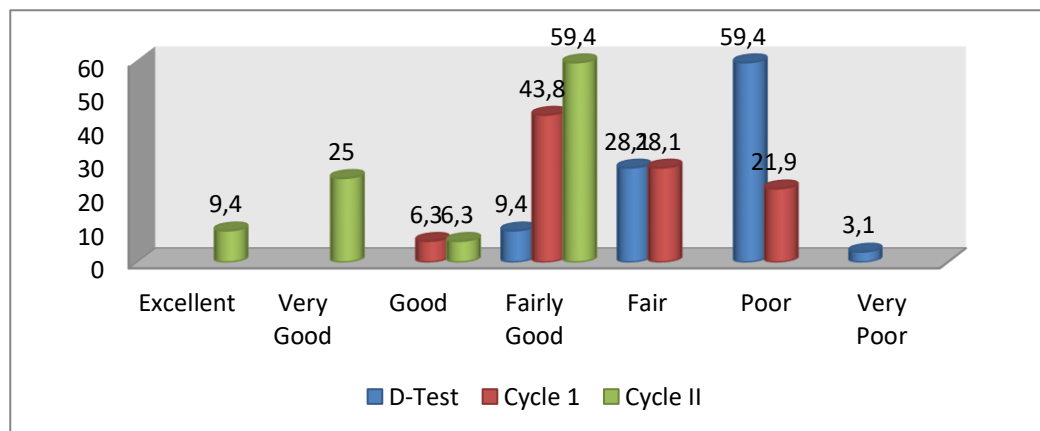


Figure 4.5 The Percentage of the Students' Reading Ability

The chart above shows the percentage of students' reading comprehension after applying Reciprocal Teaching Method. It shows that the result of students' reading comprehension in cycle I is higher than D-Test, where the students' reading comprehension in cycle I is 6.3% categorize as good, 43.8%

categorize as fairly good, 28.1% categorize as fair and 21.9% categorize as poor while in cycle I is lower than cycle II where the students' achievement in cycle II is 9.4% categorize as excellent, 25% categorize as very good, 6.3 categorize as good, and then 59.4% categorize as fairly good, but the D-test was the lowest where the students' achievement was 9.4% fairly good, 28.1% categorize as fair, 59.4% categorize as poor and 3.1% categorize as very poor

5. The Result of the Students' Activeness in Learning Process

The result of observation of the students' activeness in teaching and learning process during the application Reciprocal Teaching method in improving the students' reading ability at the eighth grade of SMP PGRI 1 Tamalate Makassar which was conducted in two cycles during 8 meeting is taken by the observer through observation sheet.

In cycle I the students' activeness in each meeting improve significantly it can be seen clearly in table that the students' activeness in the fourth meeting is higher than the first, the second and the third meeting, where the first meeting in cycle I the students' activeness is 62.5% and it aim to 58.6% in the second meeting, and then students; activeness in the third meeting 60.2% increases to 75% in the fourth meeting. So the average percentage of the students' activeness in cycle I is 64.1%.

The students' participation in the first meeting of cycle II is 64.8 % then the second meeting of the students' participation is 71.7% and the third meeting

and four meeting of students' participation are 78.9% and 90.6% and the average score of students' participation in cycle II 76.4%.

The research findings indicates that there is the improvement of the students' participation from cycle I to cycle II, where in cycle I the average score of students' participation score is 64.1% become 76.4% in cycle II. It means that the students' participation get 12.3% progress.

There is improvement of students' activeness in teaching and learning process where in cycle I is 64.1% lower than cycle II, but after conducting the strategy in cycle II the students' activeness in learning process become 76.4 %.

B. Discussion

This part presents the result of the data analysis. The data find on two tests; these are cycle I, cycle II and the observation result of the students' presence activeness in teaching and learning process. The improvement of the students' reading ability in recount text which focused on main idea and supporting details at the eighth grade students of SMP PGRI 1 Tamalate Makassar with Reciprocal Teaching method, it have different results from cycle I and cycle II, where the achievement from cycle II is higher from cycle I.

At the first meeting in cycle I, the researcher gave students material under title Watching Movie. At the first activity the researcher explain the general description about the strategy that can be used then give the text to the students'. During the teaching learning process some students' confused to answer the

question and made conclusion because they still strange and low ability about the vocabulary. It can be seen by the reaction of the students, they have low enthusiasm in learning. They get achievements that not get the target, and then the researcher gives them motivation.

At the second meeting, the researcher gave to the students' a new material about the title A Beautiful Day in Jogja, at this there are some students more active than the first meeting. At this meeting the students answer some questions that are given by the researcher.

Different from the cycle I learning process, in cycle II most of students' get enthusiasm and ready to learn because before the researcher give the students text, the researcher simulate the students with told information related to the text and sharing as a warming up, so the students more interest to learn and ready to activated their prior knowledge. It indicates that the result of cycle II is higher than cycle I, and it can be conclude that the using of this strategy is success.

Before taking a classroom action research through "Reciprocal Teaching method", the researcher held diagnostic test to measure the students' knowledge in English reading comprehension. After giving D-Test, the researcher found that the students' reading ability at the eighth grade students of SMP PGRI 1 Tamalate Makassar was poor, so it should be improved. The D-Test score are students 3 (9.4%) get fairly good, 9 students (28.1%) get poor, 19 students (59.4%) very poor and 1 student (3.1%) get very poor, while the mean score are which it is 5.2% classify as poor.

Implementation Reciprocal Teaching method in the class, the researcher found that the students. The researcher taught about the recount text in the cycle I, where there are 2 students (6.3%) good, 14 students (43.8%) fairly good, 9 students (28.1%) fair, 7 students (21.9%) poor and the mean score are 6.4%. The researcher find that the student has difficult to find the main idea. The students have low skill in translate to reading text.

Based on the unsuccessful teaching in the cycle I, the researcher decides to do cycle II. In the cycle II, the researcher revises the lesson plan. Where, when the researchers explain about text the researcher should explain more clearly, if gave the students occasion to ask about the material. Besides that, the researcher has to give better guidance for the students.

In cycle II, there is good improvement, 3 students (9.4%) get excellent, 8 students (25%) get very good, 2 students (6.3%) get good and the last classification from the cycle 2 was 19 students (59.4%) get fairly good category, and the mean score 8.4

Finally, the mean score of the students' in cycle I is 6.4(fair category) and the mean score of the students' cycle II is 8.4 (good), it mean that the target in the chapter I could be achieved. In the other word, teaching reading comprehension with the use of Reciprocal Teaching method able to improve the achievement of the eighth grade students of SMP PGRI 1 Tamalate Makassar.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter, the researchers concluded that the improvement of the students' reading ability through Reciprocal Teaching Method was improved significantly. It was proved by the students' mean score in teaching and learning process in cycle I and cycle II. The mean score of the students' reading ability in cycle I is 6.4 categorized as fair and became higher in cycle II is 8.4 categorized as good.

B. Suggestion

To improve the reading ability command of the students, the researcher puts forward these suggestions:

1. The researchers in the future are suggested that they develop these research findings to investigate the reading comprehension in any level of students, especially junior high school level. Moreover, the use of classroom action research design can be first research implication to secure the issues or problem in improving the students' reading ability.
2. The student is also more cheerful to get active and diligent to follow the class. They can do all their activities together and also share their information to each other.

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3. The researcher conducts similar researchers for getting better result of the research, so that the students get improvement in their learning.

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The Result of the Students Literal Comprehension in D-Test

Sample	Literal Comprehension					
	Main Idea (4)		Score Classification	Supporting Details (20)		Score Classification
S-1	3	7.5	Fairly Good	9	4.5	Poor
S-2	2	5	Poor	13	6.5	Fair
S-3	2	5	Poor	9	4.5	Poor
S-4	2	5	Poor	10	5	Poor
S-5	2	5	Poor	12	6	Fair
S-6	3	7.5	Fairly Good	12	6	Fair
S-7	2	5	Poor	10	5	Poor
S-8	3	7.5	Fairly Good	11	5.5	Poor
S-9	3	7.5	Fairly Good	14	7	Fairly Good
S-10	2	5	Poor	11	5.5	Poor
S-11	3	7.5	Fairly Good	11	5.5	Poor
S-12	2	5	Poor	11	5.5	Poor
S-13	2	5	Poor	10	5	Poor
S-14	2	5	Poor	8	4	Poor
S-15	2	5	Poor	12	6	Fair
S-16	1	2.5	Very Poor	12	6	Fair
S-17	3	7.5	Poor	10	5	Poor
S-18	3	7.5	Fairly Good	12	6	Fair
S-19	1	2.5	Very Poor	9	4.5	Poor
S-20	3	7.5	Fairly Good	10	5	Poor
S-21	3	7.5	Fairly Good	7	3.5	Very Poor
S-22	2	5	Poor	14	7	Fairly Good
S-23	1	2.5	Very Poor	14	7	Fairly Good
S-24	2	5	Poor	7	3.5	Very Poor
S-25	1	2.5	Very Poor	10	5	Poor
S-26	2	5	Poor	13	6.5	Fair
S-27	2	5	Poor	9	4.5	Poor
S-28	1	2.5	Very Poor	10	5	Poor
S-29	2	5	Poor	7	3.5	Very Poor
S-30	2	5	Poor	10	5	Poor
S-31	3	7.5	Fairly Good	8	4	Poor
S-32	2	5	Poor	7	3.5	Very Poor
$\sum X$	165		Poor	166		Poor
\bar{X}	5.2			5.2		

The Result of the Students Literal Comprehension in Cycle I

Sample	Literal Comprehension					
	Main Idea (4)		Score Classification	Supporting Details (20)		Score Classification
S-1	3	7.5	Fair	14	7	Fairly Good
S-2	2	5	Fair	14	7	Fairly Good
S-3	2	5	Poor	13	6.5	Fair
S-4	2	5	Poor	12	6	Fair
S-5	2	7.5	Fair	14	7	Fairly Good
S-6	3	7.5	Fairly Good	15	7.5	Fairly Good
S-7	2	5	Fair	15	7.5	Fairly Good
S-8	3	7.5	Fair	13	6.5	Fair
S-9	3	7.5	Fair	14	7	Fairly Good
S-10	2	10	Fair	14	7	Fairly Good
S-11	3	7,5	Fairly Good	13	6.5	Fair
S-12	2	5	Fair	12	6	Fair
S-13	2	7.5	Fair	13	6.5	Fair
S-14	2	5	Fair	10	5	Poor
S-15	2	5	Poor	13	6.5	Fair
S-16	3	7.5	Poor	13	6.5	Fair
S-17	3	7.5	Fairly Good	13	6.5	Fair
S-18	3	7.5	Fairly Good	13	6.5	Fair
S-19	2	5	Fair	12	6	Fair
S-20	3	7.5	Fairly Good	13	6.5	Fair
S-21	3	7.5	Fairly Good	13	6.5	Fair
S-22	2	5	Fair	12	6	Fair
S-23	3	7.5	Fair	13	6.5	Fair
S-24	2	5	Poor	13	6.5	Fair
S-25	4	10	Fairly Good	11	5.5	Poor
S-26	2	5	Poor	13	6.5	Fair
S-27	2	5	Poor	13	6.5	Fair
S-28	3	7.5	Fairly Good	13	6.5	Fair
S-29	2	5	Fair	12	6	Fair
S-30	2	5	Fairly Good	13	6.5	Fair
S-31	3	7.5	Fair	11	5.5	Poor
S-32		5	Poor	12	6	Fair
ΣX	200		Fair	206		Fair
X	6.3			6.4		

The Result of the Students Literal Comprehension in Cycle II

Sample	Literal Comprehension					
	Main Idea (4)		Score Classification	Supporting Details (20)		Score Classification
S-1	3	7.5	Fairly Good	16	8	Good
S-2	4	10	Excellent	20	10	Excellent
S-3	3	7.5	Fairly Good	15	7.5	Fairly Good
S-4	3	7.5	Fairly Good	15	7.5	Fairly Good
S-5	3	7.5	Fairly Good	20	10	Excellent
S-6	3	7.5	Fairly Good	12	7.5	Fairly Good
S-7	4	10	Excellent	12	7.5	Fairly Good
S-8	4	10	Excellent	20	10	Excellent
S-9	3	7.5	Fairly Good	15	7.5	Fairly Good
S-10	4	10	Excellent	20	10	Excellent
S-11	3	7.5	Fairly Good	20	10	Excellent
S-12	4	10	Excellent	20	10	Excellent
S-13	4	10	Excellent	15	7.5	Fairly Good
S-14	4	10	Excellent	15	7.5	Fairly Good
S-15	3	7.5	Fairly Good	15	7.5	Fairly Good
S-16	3	7.5	Fairly Good	16	8	Good
S-17	3	7.5	Fairly Good	15	7.5	Fairly Good
S-18	4	10	Excellent	15	7.5	Fairly Good
S-19	3	7.5	Fairly Good	15	7.5	Fairly Good
S-20	3	7.5	Fairly Good	15	7.5	Fairly Good
S-21	3	7.5	Fairly Good	15	7.5	Fairly Good
S-22	4	10	Excellent	17	8.5	Good
S-23	3	7.5	Fairly Good	15	7.5	Fairly Good
S-24	3	7.5	Fairly Good	20	10	Excellent
S-25	4	10	Excellent	15	7.5	Fairly Good
S-26	3	7.5	Fairly Good	20	10	Excellent
S-27	3	7.5	Fairly Good	15	7.5	Fairly Good
S-28	4	10	Excellent	15	7.5	Fairly Good
S-29	3	7.5	Fairly Good	15	7.5	Fairly Good
S-30	3	7.5	Fairly Good	15	7.5	Fairly Good
S-31	4	10	Excellent	15	7.5	Fairly Good
S-32	3	7.5	Fairly Good	20	10	Excellent
$\sum X$	270		Good	264.5		Good
\bar{X}	8.4			8.3		

The Improvement of Students' Reading Comprehension in D-Test

Sample	Literal comprehension		Reading Comprehension	Score Classification
	Main Idea	Supporting Details		
S-1	7.5	4.5	6	Fair
S-2	5	6.5	5.8	Fair
S-3	5	4.5	4.8	Poor
S-4	5	5	5	Poor
S-5	5	6	5.5	Poor
S-6	7.5	6	6.8	Fairly Good
S-7	5	5	5	Poor
S-8	7.5	5.5	6.5	Fair
S-9	7.5	7	7.3	Fairly Good
S-10	5	5.5	5.3	Poor
S-11	7.5	5.5	6.5	Fair
S-12	5	5.5	5.3	Poor
S-13	5	5	5	Poor
S-14	5	4	4.5	Poor
S-15	5	6	5.5	Poor
S-16	2.5	6	4.3	Poor
S-17	7.5	5	6.3	Fair
S-18	7.5	6	6.8	Fairly Good
S-19	2.5	4.5	3.5	Very Poor
S-20	7.5	5	6.3	Fair
S-21	7.5	3.5	5.5	Poor
S-22	5	7	6	Fair
S-23	2.5	7	4.8	Poor
S-24	5	3.5	4.3	Poor
S-25	2.5	5	3.8	Poor
S-26	5	6.5	5.8	Fair
S-27	5	4.5	4.8	Poor
S-28	2.5	5	3.8	Poor
S-29	5	3.5	4.3	Poor
S-30	5	5	5	Poor
S-31	7.5	4	5.8	Fair
S-32	5	3.5	4.3	Poor
$\sum X$	165	166	170.2	Poor
\bar{X}	5.2	5.2	5.3	

THE MEAN SCORE FOR D-TEST

1. Literal comprehension

➤ Main Idea

$$X = \frac{\sum x}{N} = \frac{165}{32} = 5.2$$

➤ Supporting Details

$$X = \frac{\sum x}{N} = \frac{166}{32} = 5.2$$

Note :

X : Mean Score

$\sum x$: Total Score

N : Number of Students

The Result of the Students' Reading Comprehension in Cycle I

Sample	Literal comprehension		Reading Comprehension	Score Classification
	Main Idea	Supporting Details		
S-1	7.5	7	7.3	Fairly Good
S-2	5	7	6	Fair
S-3	5	6.5	5.8	Fair
S-4	5	6	5.5	Poor
S-5	7.5	7	7.3	Fairly Good
S-6	7.5	7.5	7.5	Fairly Good
S-7	5	7.5	6.3	Fair
S-8	7.5	6.5	7	Fairly Good
S-9	7.5	7	7.3	Fairly Good
S-10	10	7	8.5	Good
S-11	7.5	6.5	7	Fairly Good
S-12	5	6	5.5	Poor
S-13	7.5	6.5	7	Fairly Good
S-14	5	5	5	Poor
S-15	5	6.5	5.8	Fair
S-16	7.5	6.5	7	Fairly Good
S-17	7.5	6.5	7	Fairly Good
S-18	7.5	6.5	7	Fairly Good
S-19	5	6	5.5	Poor
S-20	7.5	6.5	7	Fairly Good
S-21	7.5	6.5	7	Fairly Good
S-22	5	6	5.5	Poor
S-23	7.5	6.5	7	Fairly Good
S-24	5	6.5	5.8	Fair
S-25	10	5.5	7.8	Good
S-26	5	6.5	5.8	Fair
S-27	5	6.5	5.8	Fair
S-28	7.5	6.5	7	Fairly Good
S-29	5	6	5.5	Poor
S-30	5	6.5	5.8	Fair
S-31	7.5	5.5	6.5	Fair
S-32	5	6	5.5	Poor
$\sum X$	200	206	207.3	FAIR
\bar{X}	6.3	6.4	6.5	

THE MEAN SCORE FOR CYCLE I

2. Literal comprehension

➤ Main Idea

$$X = \frac{\sum x}{N} = \frac{200}{32} = 6.3$$

➤ Supporting Details

$$X = \frac{\sum x}{N} = \frac{206}{32} = 6.4$$

Note :

X : Mean Score

$\sum x$: Total Score

N : Number of Students

The Result of the Students' reading Comprehension in Cycle II

Sample	Literal comprehension		Reading Comprehension	Score Classification
	Main Idea	Supporting Details		
S-1	7.5	8	7.8	Good
S-2	10	10	10	Excellent
S-3	7.5	7.5	7.5	Fairly Good
S-4	7.5	7.5	7.5	Fairly Good
S-5	7.5	10	8.8	Fairly Good
S-6	7.5	7.5	7.5	Fairly Good
S-7	10	7.5	8.8	Good
S-8	10	10	10	Excellent
S-9	7.5	7.5	7.5	Fairly Good
S-10	10	10	10	Fairly Good
S-11	7.5	10	8.8	Very Good
S-12	10	10	10	Excellent
S-13	10	7.5	8.8	Very Good
S-14	10	7.5	8.8	Fairly Good
S-15	7.5	7.5	7.5	Fairly Good
S-16	7.5	8	7.8	Fairly Good
S-17	7.5	7.5	7.5	Fairly Good
S-18	10	7.5	8.8	Fairly Good
S-19	7.5	7.5	7.5	Fairly Good
S-20	7.5	7.5	7.5	Fairly Good
S-21	7.5	7.5	7.5	Fairly Good
S-22	10	8.5	9.3	Very Good
S-23	7.5	7.5	7.5	Fairly Good
S-24	7.5	10	8.8	Very Good
S-25	10	7.5	8.8	Very Good
S-26	7.5	10	8.8	Very Good
S-27	7.5	7.5	7.5	Fairly Good
S-28	10	7.5	8.8	Very Good
S-29	7.5	7.5	7.5	Fairly Good
S-30	7.5	7.5	7.5	Fairly Good
S-31	10	7.5	8.8	Very Good
S-32	7.5	10	8.8	Fairly Good
$\sum X$	270	264.5	267.3	Good
X	8.4	8.3	8.4	

THE MEAN SCORE FOR CYCLE II

3. Literal comprehension

➤ Main Idea

$$X = \frac{\sum x}{N} = \frac{270}{32} = 8.4$$

➤ Supporting Details

$$X = \frac{\sum x}{N} = \frac{264.5}{32} = 8.3$$

Note :

X : Mean Score

$\sum x$: Total Score

N : Number of Students

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Mata pelajaran : Bahasa Inggris

Kelas/Semester : 2/ 2

Pertemuan ke : 1

Alokasi waktu : 2x45

1. Standar Kompetensi

1.1 Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* yang berkaitan dengan lingkungan sekitar

2. Kompetensi dasar

2.1 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount dan narrative*

A. Indikator :

1. Mengidentifikasi ide pokok dalam paragraph
2. Mengidentifikasi supporting details.

B. Tujuan Pembelajaran

- a. Siswa mampu mengidentifikasi main idea yan terdapat dalam teks
- b. Siswa mampu mengidentifikasi supporting details.

C. Materi Ajar

Pertemuan 1

A Beautiful Day at Jogja

Last week, my friends and I went to Jogja. We visited many places and meet with many people.

First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There werw many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunc, we decided to go home.

For me, that was a beautiful day though I could not visit Malioboro. We really enjoyed it, and I hope I could visit Jogja again.

Insrument:

- a. Find the main idea of each paragraph!
- b. Answer the quetion below based on the text.
 1. How many people in the text?
 2. When they came to Jogja?
 3. Where they are visit when they came to jogja?
 4. What is they see in Gembira Loka Zoo?
 5. How many place they visit in jogja?

D. Metode pembelajaran

- Reciprocal teaching Method

E. Langkah-langkah pembelajaran Langkah awal

1. Kegiatan awal

- Menyapa siswa (memberi salam)
- Mengabsen siswa
- Menyampaikan materi dan memberi penjelasan tentang apa yang akan dilakukan siswa dan tujuannya

2. Kegiatan Inti

- Guru memberikan text kepada siswa yang berbentuk recount text.
- Sebelum mulai membaca, siswa diminta untuk menjawab beberapa pilihan kosakata dan beberapa pertanyaan yang berkaitan dengan text bacaan secara lisan.
- Kemudian siswa diminta untuk menemukan informasi dalam isi teks melalui tehnik predicting, clarifying, questioning dan summarizing.
- Tahap selanjutnya, siswa mulai membaca dengan menjawab pertanyaan disetiap paragraph dan mencari ide pokok paragraph.

3. Kegiatan akhir

- Peneliti menanyakan kesulitan siswa selama mengikuti pelajaran
- Peneliti menyimpulkan materi

F. Sumber belajar

- Internet

G. Penilaian

Indicator pencapaian kompetensi	Teknik penilaian	Bentuk instrumen	Instrument/Soal
<ul style="list-style-type: none">• Mengidentifikasi ide pokok dalam paragraph• Mengidentifikasi supporting details.	Tes tulis Tes tulis	Essay Essay	Find the main idea of each paragraph? Answer the question below based on the text!

Makassar, Januari 2017

Mahasiswa

Andi Nirwana
NIM. 10535493011

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Mata pelajaran : Bahasa Inggris

Kelas/Semester : 2/ 2

Pertemuan ke : 2

Alokasi waktu : 2x45

A. Standar Kompetensi

1.1 Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* yang berkaitan dengan lingkungan sekitar

B. Kompetensi dasar

2.1 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount dan narrative*

A. Indikator :

1. Mengidentifikasi ide pokok dalam paragraph
2. Mengidentifikasi supporting details.

B. Tujuan Pembelajaran

- a. Siswa mampu mengidentifikasi main idea yan terdapat dalam teks
- b. Siswa mampu mengidentifikasi supporting details.

C. Materi Ajar

Watching Movie

My sister and I went to see a film last night. It was an American movie called The Lost Flight. It showed how people can quickly change when they have to look after themselves in the jungle. It was an interesting film about a plane which crashed on a small empty island in the Pacific Ocean.

Although the passengers were safe, nobody knew where the plane had crashed. So the passengers had to learn how to hunt for food in the jungle and how to catch fish from the sea to eat. After a few weeks, the passengers were eating raw fish and meat.

After they had been on the island for two months, three of the men made a boat and sailed away to find help. But their boat sank and they were drowned.

The film ended without saying whether the passengers were rescued or not. But my sister and I enjoyed the film.

Instrument:

- a. Find the main idea of each paragraph
- b. Answer the question below based on the text1
 1. What is the title of the text?
 2. How many people in the text?
 3. Where they go last night?
 4. What is the title of the movie?
 5. What is the content of the movie?

D. Metode pembelajaran

- Reciprocal teaching Method

E. Langkah-langkah pembelajaran Langkah awal

1. Kegiatan awal

- Menyapa siswa (memberi salam)
- Mengabsen siswa
- Menyampaikan materi dan memberi penjelasan tentang apa yang akan dilakukan siswa dan tujuannya

2. Kegiatan Inti

- Guru memberikan text kepada siswa yang berbentuk recount text.
- Sebelum mulai membaca, siswa diminta untuk menjawab beberapa pilihan kosakata dan beberapa pertanyaan yang berkaitan dengan text bacaan secara lisan.
- Kemudian siswa diminta untuk menemukan informasi dalam isi teks melalui tehnik predicting, clarifying, questioning dan summarizing.
- Tahap selanjutnya, siswa mulai membaca dengan menjawab pertanyaan disetiap paragraph dan mencari ide pokok paragraph.

3. Kegiatan akhir

- Peneliti menanyakan kesulitan siswa selama mengikuti pelajaran
- Peneliti menyimpulkan materi

F. Sumber belajar

- Internet

G. Penilaian

Indicator pencapaian kompetensi	Teknik penilaian	Bentuk instrumen	Instrument/Soal
<ul style="list-style-type: none">• Mengidentifikasi ide pokok dalam paragraph.• Mengidentifikasi supporting details.	Tes tulis	Essay	Find the main idea of each paragraph?
	Tes tulis	Essay	Answer the question below based on the text!

Makassar, Februari 2017

Mahasiswa

Andi Nirwana
NIM. 10535493011

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Mata pelajaran : Bahasa Inggris

Kelas/Semester : 2/ 2

Pertemuan ke : 3

Alokasi waktu : 2x45

1. Standar Kompetensi

1.1 Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* yang berkaitan dengan lingkungan sekitar

2. Kompetensi dasar

2.1 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount dan narrative*

C. Indikator :

3. Mengidentifikasi ide pokok dalam paragraph
4. Mengidentifikasi supporting details.

D. Tujuan Pembelajaran

- a. Siswa mampu mengidentifikasi main idea yan terdapat dalam teks
- b. Siswa mampu mengidentifikasi supporting details.

E. Materi Ajar

Pertemuan 3

Going Camping

Last weekend, my friends and I went camping. We reached the camping ground after we walked for about one and a half hour from the parking lot. We built the camp next to a small river.

It was getting darker and colder, so we built a fire camp. The next day, we spent our time observing plantation and insects while the girls were preparing meals. In the afternoon we went to the river and caught some fish for supper.

At night, we held a fire camp night. We sang, danced, read poetry, played magic tricks, and even some of us performed a standing comedy.

On Monday, we packed our bags and got ready to go home.

Instrument:

- a. Find the main ide of each paragraph!
- b. Answer the question below based on the text
 1. What is the title of the text?
 2. When they go camping?
 3. Where they built the camp?
 4. What are they doing at the night?
 5. When they return home?

F. Metode pembelajaran

- Reciprocal teaching Method

G. Langkah-langkah pembelajaran Langkah awal

2. Kegiatan awal

- Menyapa siswa (memberi salam)
- Mengabsen siswa
- Menyampaikan materi dan memberi penjelasan tentang apa yang akan dilakukan siswa dan tujuannya

3. Kegiatan Inti

- Guru memberikan text kepada siswa yang berbentuk recount text.
- Sebelum mulai membaca, siswa diminta untuk menjawab beberapa pilihan kosakata dan beberapa pertanyaan yang berkaitan dengan text bacaan secara lisan.
- Kemudian siswa diminta untuk menemukan informasi dalam isi teks melalui tehnik predicting, clarifying, questioning dan summarizing.
- Tahap selanjutnya, siswa mulai membaca dengan menjawab pertanyaan disetiap paragraph dan mencari ide pokok paragraph.

4. Kegiatan akhir

- Peneliti menanyakan kesulitan siswa selama mengikuti pelajaran
- Peneliti menyimpulkan materi

H. Sumber belajar

- Internet.

I. Penilaian

Indicator pencapaian kompetensi	Teknik penilaian	Bentuk instrumen	Instrument/Soal
<ul style="list-style-type: none">• Mengidentifikasi ide pokok dalam paragraph	Tes tulis	Essay	Find the main idea of each paragraph?
<ul style="list-style-type: none">• Mengidentifikasi supporting details.	Tes tulis	Essay	Answer the question below based on the text.

Makassar, Februari 2017

Mahasiswa

Andi Nirwana
NIM. 10535493011

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Mata pelajaran : Bahasa Inggris

Kelas/Semester : 2/ 2

Pertemuan ke : 4

Alokasi waktu : 2x45

1. Standar Kompetensi

1.1 Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* yang berkaitan dengan lingkungan sekitar

2. Kompetensi dasar

2.1 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount dan narrative*

A. Indikator :

5. Mengidentifikasi ide pokok dalam paragraph
6. Mengidentifikasi supporting details.

B. Tujuan Pembelajaran

- a. Siswa mampu mengidentifikasi main idea yan terdapat dalam teks
- b. Siswa mampu mengidentifikasi berbagai informasi dalam isi teks melalui teknik prediksi, klarifikasi, pertanyaan dan ringkasan

C. Materi Ajar

Pertemuan 4

Holiday in Bali

We had a wonderful holiday in Bali. It was a really great place. The people were friendly, the food was great, and the weather was a lot better than at home. Most days were pretty. I swam two or three times a day, but my brother Fachri just spent all his time lying on the beach with his eyes closed.

Last Saturday I got on the bus and went to the north of the island, It was much quieter there than here—very beautiful, but no tourists. The next day we went across to the east coast to see some of the old villages.

I learned Balinese—I couldn't say much, but it was fun to try. Fachri actually spoke it quite well, but he was afraid to open his mouth, so I was the one who talked to people.

Instrument:

- a. Find the main idea of each paragraph!
- b. Answer the question below based on the text.
 1. What is the title of the text?
 2. Where they had been holiday?
 3. How much times she had to swim in a day?
 4. Where they had left at last Saturday?
 5. How about the peoples of Bali?

D. Metode pembelajaran

- Reciprocal teaching Method

E. Langkah-langkah pembelajaran Langkah awal

5. Kegiatan awal

- Menyapa siswa (memberi salam)
- Mengabsen siswa
- Menyampaikan materi dan memberi penjelasan tentang apa yang akan dilakukan siswa dan tujuannya

6. Kegiatan Inti

- Guru memberikan text kepada siswa yang berbentuk recount text.
- Sebelum mulai membaca, siswa diminta untuk menjawab beberapa pilihan kosakata dan beberapa pertanyaan yang berkaitan dengan text bacaan secara lisan.
- Kemudian siswa diminta untuk menemukan informasi dalam isi teks melalui tehnik predicting, clarifying, questioning dan summarizing.
- Tahap selanjutnya, siswa mulai membaca dengan menjawab pertanyaan disetiap paragraph dan mencari ide pokok paragraph.

7. Kegiatan akhir

- Peneliti menanyakan kesulitan siswa selama mengikuti pelajaran
- Peneliti menyimpulkan materi

F. Sumber belajar

- Internet

G. Penilaian

Indicator pencapaian kompetensi	Teknik penilaian	Bentuk instrumen	Instrument/Soal
<ul style="list-style-type: none">• Mengidentifikasi ide pokok dalam paragraph	Tes tulis	Essay	Find the main idea of each paragraph?
<ul style="list-style-type: none">• Mengidentifikasi supporting details.	Tes tulis	Essay	Answer the question below based on the text.

Makassar, Februari 2017

Mahasiswa

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Mata pelajaran : Bahasa Inggris

Kelas/Semester : 2/ 2

Pertemuan ke : 5

Alokasi waktu : 2x45

1. Standar Kompetensi

1.1 Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* yang berkaitan dengan lingkungan sekitar

2. Kompetensi dasar

2.1 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount dan narrative*

A. Indikator :

7. Mengidentifikasi ide pokok dalam paragraph

8. Mengidentifikasi supporting details.

B. Tujuan Pembelajaran

a. Siswa mampu mengidentifikasi main idea yan terdapat dalam teks

b. Siswa mampu mengidentifikasi supporting details

C. Materi Ajar

Pertemuan 5

My Experience Met with Taufik Hidayat

Last sunday, there was Thomas cup badminton championship between Indonesia and China. It was held on Istora Gelora Bung Karno. I went to Istora Gelora Bung Karno with my Brother, Andi.

Before entering Istora Gelora Bung Karno, we looked the bus that took Indonesian badminton team players. I saw taufik Hidayat, Muhammad Ahsan, Hendra Setiawan, Hayom Rumbaka, Angga Pratama, Rian Agung, Simon Santoso, Sony Dwi Kuncoro and the other Indonesian badminton players in that bus. They were very handsome. Then, we followed that bus to main-entrance. I found that Taufik Hidayat left from the bus. When we wanted to get close to Taufik Hidayat, a security guard held me back. But, I thought that security guard was familiar because He was my old friend when I was senior high school, he was Andre. After that, he let me in, finally i could meet Taufik Hidayat and got his signature.

Then, I went back to my seat at the Istora stadium to support Indonesian team. The supporter was very crowded. They shouted “IN-DO-NE-SI-A” during the match.

Instrument:

- a. Find the main idea of each paragraph!
- b. Answer the question below based on the text.
 1. What is the title of the text?
 2. What is the text talking about?
 3. Where is the Thomas cup badminton between Indonesia and China was held?
 4. Who was in the car of the Indonesian badminton team?
 5. What is the name of the author’s friend who told him to hold back?

D. Metode pembelajaran

- Reciprocal teaching Method

E. Langkah-langkah pembelajaran Langkah awal

8. Kegiatan awal

- Menyapa siswa (memberi salam)
- Mengabsen siswa
- Menyampaikan materi dan memberi penjelasan tentang apa yang akan dilakukan siswa dan tujuannya

9. Kegiatan Inti

- Guru memberikan text kepada siswa yang berbentuk recount text.
- Sebelum mulai membaca, siswa diminta untuk menjawab beberapa pilihan kosakata dan beberapa pertanyaan yang berkaitan dengan text bacaan secara lisan.
- Kemudian siswa diminta untuk menemukan informasi dalam isi teks melalui teknik predicting, clarifying, questioning dan summarizing.
- Tahap selanjutnya, siswa mulai membaca dengan menjawab pertanyaan disetiap paragraph dan mencari ide pokok paragraph.

4. Kegiatan akhir

- Peneliti menanyakan kesulitan siswa selama mengikuti pelajaran
- Peneliti menyimpulkan materi

F. Sumber belajar

- Internet

G. Penilaian

Indicator pencapaian kompetensi	Teknik penilaian	Bentuk instrumen	Instrument/Soal
<ul style="list-style-type: none">• Mengidentifikasi ide pokok dalam paragraph	Tes tulis	Essay	Find the main idea of each paragraph?
<ul style="list-style-type: none">• Mengidentifikasi supporting details.	Tes tulis	Essay	Answer the question below based on the text.

Makassar, Februari 2017

Mahasiswa

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Mata pelajaran : Bahasa Inggris

Kelas/Semester : 2/ 2

Pertemuan ke : 6

Alokasi waktu : 2x45

1. Standar Kompetensi

1.1 Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* yang berkaitan dengan lingkungan sekitar

2. Kompetensi dasar

2.1 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount dan narrative*

A. Indikator :

9. Mengidentifikasi ide pokok dalam paragraph

10. Mengidentifikasi supporting details.

B. Tujuan Pembelajaran

a. Siswa mampu mengidentifikasi main idea yan terdapat dalam teks

b. Siswa mampu mengidentifikasi supporting details.

C. Materi Ajar

Pertemuan 6

My Grandpa's Funeral in Toraja

Last month my family and I went to Toraja to attend Grandpa's funeral. It was my first time to go to such a ceremony. We gathered there with our kin in the ceremony.

Overall, the ceremony was quite elaborate. It took about a week. Several days before the ceremony was done, grandpa's body was kept in a series of houses arranged in a circular row around an open field called tongkonan. His corpse was dressed in a fine wearing.

The funeral was performed in two phases. First, we slaughtered the pigs and buffaloes, and then moved the corpse to face north. In this ceremony we wore black clothes. After that, the corpse was placed in a sandal wood coffin. Then, it was brought out of the house and placed on an open platform beneath the granary. Meanwhile, my uncle, my brother, and I prepared the wooden puppet and a funeral tower called lakian. The next phase of the ceremony was held in this place. The coffin is borne from the house and placed in the lakian. During the day, there were also buffalo matches. They were great matches. In the night, we were feasting, chanting, and dancing.

On the last day, the grandpa's coffin were lowered from the funeral tower and brought up to the mountain side family graveyard. It was followed by great shouting and excitement from the relatives and the guests. Finally, we installed the wooden puppet on a high balcony where other puppets representing the members of a whole family were already there. The funeral ceremonies made my family and I tired. However, we were grateful because it runs smoothly.

Instrument:

- a. Find the main idea of each paragraph!
- b. Answer the question below based on the text.
 1. What is the title of the text?
 2. What is the text talking about?
 3. When the author and her family go to toraja?

4. Where the coffin was placed?
5. How many phases of the funeral to do?

D. Metode pembelajaran

- Reciprocal teaching Method

E. Langkah-langkah pembelajaran Langkah awal

10. Kegiatan awal

- Menyapa siswa (memberi salam)
- Mengabsen siswa
- Menyampaikan materi dan memberi penjelasan tentang apa yang akan dilakukan siswa dan tujuannya

11. Kegiatan Inti

- Guru memberikan text kepada siswa yang berbentuk recount text.
- Sebelum mulai membaca, siswa diminta untuk menjawab beberapa pilihan kosakata dan beberapa pertanyaan yang berkaitan dengan text bacaan secara lisan.
- Kemudian siswa diminta untuk menemukan informasi dalam isi teks melalui tehnik predicting, clarifying, questioning dan summarizing.
- Tahap selanjutnya, siswa mulai membaca dengan menjawab pertanyaan disetiap paragraph dan mencari ide pokok paragraph.

5. Kegiatan akhir

- Peneliti menanyakan kesulitan siswa selama mengikuti pelajaran

- Peneliti menyimpulkan materi

F. Sumber belajar

- Internet

G. Penilaian

Indicator pencapaian kompetensi	Teknik penilaian	Bentuk instrumen	Instrument/Soal
<ul style="list-style-type: none"> • Mengidentifikasi ide pokok dalam paragraph 	Tes tulis	Essay	Find the main idea of each paragraph?
<ul style="list-style-type: none"> • Mengidentifikasi supporting details. 	Tes tulis	Essay	Answer the question below based on the text.

Makassar, Februari 2017

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Mata pelajaran : Bahasa Inggris

Kelas/Semester : 2/ 2

Pertemuan ke : 7

Alokasi waktu : 2x45

1. Standar Kompetensi

1.1 Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* yang berkaitan dengan lingkungan sekitar

2. Kompetensi dasar

2.1 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

A. Indikator :

11. Mengidentifikasi ide pokok dalam paragraph

12. Mengidentifikasi supporting details.

B. Tujuan Pembelajaran

a. Siswa mampu mengidentifikasi main idea yan terdapat dalam teks

b. Siswa mampu mengidentifikasi supporting details.

C. Materi Ajar

Pertemuan 7

Went To See Animal at the Zoo

Yesterday my family went to the zoo to see some animal. When we got to the zoo, bought some food to be given to the animals. After getting the food we went to the monkey cage, where we saw and feed some monkey. Then we went to the nocturnal zone where we saw some birds and reptiles which only come out at night after the sunset to found some food.

Before lunch we got a chance to ride on the elephant. It was very fun. I nearly fell off when trying to get on the elephant's back. During lunch we enjoyed the sound of birds in the park. Then in the afternoon we saw animals circus. We returned home very tired but happy because we had so much fun all the day.

Instrument:

- a. Find the main idea of each paragraph!
- b. Answer the question below based on the text.
 1. What is the title of the text?
 2. What is the text talking about?
 3. When they go to the zoo?
 4. What is they saw in nocturnal zone?
 5. What they do before lunch?

D. Metode pembelajaran

- Reciprocal teaching Method

E. Langkah-langkah pembelajaran Langkah awal

12. Kegiatan awal

- Menyapa siswa (memberi salam)
- Mengabsen siswa
- Menyampaikan materi dan memberi penjelasan tentang apa yang akan dilakukan siswa dan tujuannya

13. Kegiatan Inti

- Guru memberikan text kepada siswa yang berbentuk recount text.
- Sebelum mulai membaca, siswa diminta untuk menjawab beberapa pilihan kosakata dan beberapa pertanyaan yang berkaitan dengan text bacaan secara lisan.
- Kemudian siswa diminta untuk menemukan informasi dalam isi teks melalui tehnik predicting, clarifying, questioning dan summarizing.
- Tahap selanjutnya, siswa mulai membaca dengan menjawab pertanyaan disetiap paragraph dan mencari ide pokok paragraph.

6. Kegiatan akhir

- Peneliti menanyakan kesulitan siswa selama mengikuti pelajaran
- Peneliti menyimpulkan materi

F. Sumber belajar

- Internet

G. Penilaian

Indicator pencapaian kompetensi	Teknik penilaian	Bentuk instrumen	Instrument/Soal
<ul style="list-style-type: none">• Mengidentifikasi ide pokok dalam paragraph	Tes tulis	Essay	Find the main idea of each paragraph?
<ul style="list-style-type: none">• Mengidentifikasi supporting details.	Tes tulis	Essay	Answer the question below based on the text.

Makassar, Februari 2017

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Mata pelajaran : Bahasa Inggris

Kelas/Semester : 2/ 2

Pertemuan ke : 8

Alokasi waktu : 2x45

1. Standar Kompetensi

1.1 Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* yang berkaitan dengan lingkungan sekitar

2. Kompetensi dasar

2.1 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

A. Indikator :

13. Mengidentifikasi ide pokok dalam paragraph

14. Mengidentifikasi supporting details.

B. Tujuan Pembelajaran

a. Siswa mampu mengidentifikasi main idea yan terdapat dalam teks

b. Siswa mampu mengidentifikasi supporting details.

C. Materi Ajar

Pertemuan 8

My First Experience to Ride Motorcycle

One day, when I was ten years old, my father bought an old motorcycle. That was "Honda 75". I think it was small light object and easy to ride it. I persuaded my father to teach me to ride "Honda 75". Firstly, my father refused my request and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and promised to teach me.

He began to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle. "Yes, I can".

One day later, when I was alone at home, I intended to try my riding ability. So, I tried bravely. All ran fluently in the beginning, but when I was going back to my home and I passed through a narrow slippery street, I got nervous. I lost my control and I fell to the ditch.

After that, I told my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality is exactly on the contrary, my father was very proud of me. He just gave me some advices and since that accident, I got my father's permission to ride motorcycle.

Instrument:

1. Find the main idea of each paragraph!
2. Answer the question below based on the text.

- A. What is the title of the text?
- B. What is the text talking about?
- C. When did the author's father promise to teach him riding motorcycle?
- D. Why did the author get an accident?
- E. Did the author get permission from his father to drive a motorcycle after accident?

3. Make the conclusion about the text!

D. Metode pembelajaran

- Reciprocal teaching Method

E. Langkah-langkah pembelajaran Langkah awal

14. Kegiatan awal

- Menyapa siswa (memberi salam)
- Mengabsen siswa
- Menyampaikan materi dan memberi penjelasan tentang apa yang akan dilakukan siswa dan tujuannya

15. Kegiatan Inti

- Guru memberikan text kepada siswa yang berbentuk recount text.
- Sebelum mulai membaca, siswa diminta untuk menjawab beberapa pilihan kosakata dan beberapa pertanyaan yang berkaitan dengan text bacaan secara lisan.

- Kemudian siswa diminta untuk menemukan informasi dalam isi teks melalui teknik predicting, clarifying, questioning dan summarizing.
- Tahap selanjutnya, siswa mulai membaca dengan menjawab pertanyaan disetiap paragraph dan mencari ide pokok paragraph.

7. Kegiatan akhir

- Peneliti menanyakan kesulitan siswa selama mengikuti pelajaran
- Peneliti menyimpulkan materi

F. Sumber belajar

- Internet

G. Penilaian

Indicator pencapaian kompetensi	Teknik penilaian	Bentuk instrumen	Instrument/Soal
<ul style="list-style-type: none">• Mengidentifikasi ide pokok dalam paragraph	Tes tulis	Essay	Find the main idea of each paragraph?
<ul style="list-style-type: none">• Mengidentifikasi supporting details.	Tes tulis	Essay	Answer the question below based on the text.

Makassar, Februari 2017

Mahasiswa

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D-Test

A Beautiful Day at Jogja

Last week, my friends and I went to Jogja. We visited many places. First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.

For me, that was a beautiful day though I could not visit Malioboro. We really enjoyed it, and I hope I could visit Jogja again.

Instrument:

- a. Find the main idea of each paragraph!
- b. Answer the question below based on the text.
 1. How many people in the text?
 2. When they came to Jogja?
 3. Where did they visit in jogja?
 4. What is they see in Gembira Loka Zoo?
 5. How many place they visit in jogja?

Test cycle 1

Watching Movie

My sister and I went to see a film last night. It was an American movie called The Lost Flight. It showed how people can quickly change when they have to look after themselves in the jungle. It was an interesting film about a plane which crashed on a small empty island in the Pacific Ocean.

Although the passengers were safe, nobody knew where the plane had crashed. So the passengers had to learn how to hunt for food in the jungle and how to catch fish from the sea to eat. After a few weeks, the passengers were eating raw fish and meat.

After they had been on the island for two months, three of the men made a boat and sailed away to find help. But their boat sank and they were drowned.

The film ended without saying whether the passengers were rescued or not. But my sister and I enjoyed the film.

Instrument:

- a. Find the main idea of each paragraph!
- b. Answer the question below based on the text.
 1. How many people in the text?
 2. Where did they go last night?
 3. What the title of the movie?
 4. What is the three man do after they had been on the island for two months?
 5. What is the end of the movie?

Test Cycle 2

Holiday in Bali

We had a wonderful holiday in Bali. It was a really great place. The people were friendly, the food was great, and the weather was a lot better than at home. Most days were pretty. I swam two or three times a day, but my brother Fachri just spent all his time lying on the beach with his eyes closed.

Last Saturday we got on the bus and went to the north of the island, It was much quieter there than here—very beautiful, but no tourists. The next day we went across to the east coast to see some of the old villages.

I learned Balinese—I couldn't say much, but it was fun to try. Fachri actually spoke it quite well, but he was afraid to open his mouth, so I was the one who talked to people.

Instrument:

- a. Find the main idea of each paragraph!
- b. Answer the question below based on the text.
 1. Where they had been holiday?
 2. How much times she had to swim in a day?
 3. What Fachri do during the holiday?
 4. Where did they go last Saturday?
 5. Who finally can talk with people?

THE STUDENT ACTIVENESS IN CYCLE 2

Subject	1 st Meeting				2 nd Meeting				3 th Meeting				4 th Meeting			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
S-1	4	0	0	0	0	3	0	0	4	0	0	0	4	0	0	0
S-2	A	A	A	A	4	0	0	0	4	0	0	0	4	0	0	0
S-3	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0
S-4	4	0	0	0	0	3	0	0	4	0	0	0	4	0	0	0
S-5	0	3	0	0	S	S	S	S	0	3	0	0	0	3	0	0
S-6	0	0	2	0	0	0	2	0	0	3	0	0	0	3	0	0
S-7	0	3	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-8	0	3	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-9	0	0	2	0	0	3	0	0	0	3	0	0	0	3	0	0
S-10	0	0	2	0	0	3	0	0	0	3	0	0	0	3	0	0
S-11	0	3	0	0	0	3	0	0	4	0	0	0	4	0	0	0
S-12	A	A	A	A	A	A	A	A	0	3	0	0	4	0	0	0
S-13	0	3	0	0	0	3	0	0	A	A	A	A	0	3	0	0
S-14	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0
S-15	4	0	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-16	4	0	0	0	4	0	0	0	A	A	A	A	4	0	0	0
S-17	4	0	0	0	A	A	A	A	4	0	0	0	4	0	0	0
S-18	0	3	0	0	0	3	0	0	4	0	0	0	4	0	0	0
S-19	0	3	0	0	0	3	0	0	0	3	0	0	4	0	0	0
S-20	0	3	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-21	0	3	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-22	0	3	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-23	4	0	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-24	0	0	2	0	0	3	2	0	0	3	0	0	0	3	0	0
S-25	0	0	0	0	4	0	0	0	0	3	0	0	0	3	0	0
S-26	0	0	2	0	0	3	0	0	0	3	0	0	0	3	0	0
S-27	0	0	2	0	A	A	A	A	0	3	0	0	0	3	0	0
S-28	A	A	A	A	0	3	0	0	0	3	0	0	4	0	0	0
S-29	4	0	0	0	A	A	A	A	4	0	0	0	4	0	0	0
S-30	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0
S-31	A	A	A	A	0	0	2	0	A	A	A	A	4	0	0	0
S-32	4	0	0	0	0	3	0	0	0	3	0	0	4	0	0	0
Sum	8	13	6	0	10	15	3	0	14	15	0	0	20	12	0	0
Fq	32	39	12	0	40	45	6	0	56	45	0	0	80	36	0	0
P	64.8				71.1				78.9				90.6			
N	32															

Note:

4 = Sangat Aktif

Fq = Frequency

3 = Aktif

P = Percentage

2 = Kurang Aktif

N = Sum of Subject

1 = Tidak Aktif

Percentage of the Students' Activeness in Cycle 1

a. The First Meeting

$$P = \frac{Fq}{4xN} x 100$$

$$P = \frac{78}{128} x 100$$

$$P = 60.9$$

c. The Third Meeting

$$P = \frac{Fq}{4xN} x 100$$

$$P = \frac{101}{128} x 100$$

$$P = 78.9$$

b. The Second Meeting

$$P = \frac{Fq}{4xN} x 100$$

$$P = \frac{91}{128} x 100$$

$$P = 71.1$$

d. The Fourth Meeting

$$P = \frac{Fq}{4xN} x 100$$

$$P = \frac{116}{128} x 100$$

$$P = 90.6$$

THE STUDENTS ACTIVENESS IN CYCLE 1

Subject	1 st Meeting				2 nd Meeting				3 th Meeting				4 th Meeting			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
S-1	0	0	2	0	0	0	2	0	0	0	2	0	0	3	0	0
S-2	0	3	0	0	0	0	2	0	0	3	0	0	0	3	0	0
S-3	0	0	2	0	0	0	2	0	0	0	2	0	0	3	0	0
S-4	4	0	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-5	0	3	0	0	A	A	A	A	0	3	0	0	0	3	0	0
S-6	0	3	0	0	0	0	2	0	0	0	2	0	0	0	2	0
S-7	0	0	2	0	0	3	0	0	A	A	A	A	0	3	0	0
S-8	0	0	2	0	0	3	0	0	0	3	0	0	0	3	0	0
S-9	0	0	2	0	0	0	2	0	0	0	2	0	0	0	2	0
S-10	0	0	2	0	0	3	0	0	0	0	2	0	0	0	2	0
S-11	0	0	2	0	4	0	0	0	0	3	0	0	0	3	0	0
S-12	0	0	2	0	0	0	2	0	0	0	2	0	0	3	0	0
S-13	0	3	0	0	0	0	2	0	0	0	2	0	0	3	0	0
S-14	0	0	2	0	0	0	2	0	0	0	2	0	0	3	0	0
S-15	0	0	2	0	0	3	0	0	0	3	0	0	0	3	0	0
S-16	0	0	2	0	A	A	A	A	0	3	0	0	0	3	0	0
S-17	4	0	0	0	A	A	A	A	4	0	0	0	4	0	0	0
S-18	0	3	0	0	0	3	0	0	A	A	A	A	0	3	0	0
S-19	0	0	2	0	A	A	A	A	0	0	2	0	0	3	0	0
S-20	0	3	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-21	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0
S-22	0	0	2	0	0	3	0	0	0	3	0	0	0	3	0	0
S-23	0	0	2	0	4	0	0	0	4	0	0	0	4	0	0	0
S-24	0	0	2	0	0	0	2	0	0	0	2	0	0	0	2	0
S-25	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0
S-26	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0
S-27	0	0	2	0	0	0	2	0	A	A	A	A	0	0	2	0
S-28	0	0	2	0	A	A	A	A	0	3	0	0	0	3	0	0
S-29	0	0	2	0	0	3	0	0	0	3	0	0	0	3	0	0
S-30	0	0	2	0	0	3	0	0	A	A	A	A	0	3	0	0
S-31	0	3	0	0	0	0	2	0	0	0	2	0	0	3	0	0
S-32	4	0	0	0	4	0	0	0	0	3	0	0	4	0	0	0
Sum	3	10	19	0	5	11	11	0	4	13	11	0	5	22	5	0
Fq	12	30	38	0	20	33	22	0	16	39	22	0	20	66	10	0
P	62.5				58.6				60.2				75			
N	32															

Note:

4 = Sangat Aktif

Fq = Frequency

3 = Aktif

P = Percentage

2 = Kurang Aktif

N = Sum of Subject

1 = Tidak Aktif

Percentage of the Students' Activeness in Cycle 1

a. The First Meeting

$$P = \frac{Fq}{4xN} x 100$$

$$P = \frac{80}{128} x 100$$

$$P = 62.5$$

c. The Third Meeting

$$P = \frac{Fq}{4xN} x 100$$

$$P = \frac{77}{128} x 100$$

$$P = 60.2$$

b. The Second Meeting

$$P = \frac{Fq}{4xN} x 100$$

$$P = \frac{75}{128} x 100$$

$$P = 58.6$$

d. The Fourth Meeting

$$P = \frac{Fq}{4xN} x 100$$

$$P = \frac{96}{128} x 100$$

$$P = 75$$

LEMBAR PENGAMATAN PROSES BELAJAR MENGAJAR

Sekolah : SMP PGRI 1 TAMALATE

Tahun Ajaran : 2016/2017

Kelas/Semester : VIII.A/ 2 (Genap)

Mata Pelajaran : Bahasa Inggris

Siklus : 1 (first meeting)

N O	ASPEK YANG DIAMATI	SKOR			
		1	2	3	4
I	PRA PEMBELAJARAN				
1.	Siswa menempati tempat duduknya masing-masing				✓
2.	Kesiapan menerima pelajaran.			✓	
II	KEGIATAN AWAL PEMBELAJARAN				
1.	Mampu menjelaskan kembali materi terdahulu				✓
2.	Mendengarkan secara seksama ketika dijelaskan tujuan pembelajaran.			✓	
III	KEGIATAN INTI PEMBELAJARAN				
A.	Penjelasan Materi Pelajaran				
1.	Memperhatikan dengan serius ketika dijelaskan materi pembelajaran.			✓	
2.	Aktif bertanya pada saat proses penjelasan materi				
3.	Adanya interaksi positif diantara siswa				✓
4.	Siswa memiliki pemahaman yang sama tentang materi pelajaran yang dijelaskan.			✓	
B.	Pendekatan/Methodode Pembelajaran				
1.	Siswa terlibat aktif dalam kegiatan pembelajaran			✓	
2.	Siswa memberikan pendapatnya ketika diberikan kesempatan				✓
3.	Aktif mencatat berbagai penjelasan yang diberikan			✓	
4.	Siswa termotivasi dalam mengikuti proses pembelajara.			✓	
5.	Siswa dalam mengikuti proses pembelajaran dengan penuh tekanan		✓		
6.	Siswa merasa senang ketika method diterapkan dalam pembelajaran			✓	

C.	Penutup				
K1.	Siswa secara aktif memberikan rangkuman			✓	
e2.	Siswa membuat rangkuman hasil belajar secara runtun			✓	

terangan :

1. Skor 1 jika pernyataan tersebut dilakukan oleh kurang dari 10% seluruh siswa
2. Skor 2 jika pernyataan tersebut dilakukan oleh tidak kurang dari 11% dan tidak lebih dari 40% seluruh siswa
3. Skor 3 jika pernyataan tersebut dilakukan oleh tidak kurang dari 41% dan tidak lebih dari 70% seluruh siswa
4. Skor 4 jika pernyataan tersebut dilakukan oleh tidak kurang dari 71% dan sampai 100% seluruh siswa.

LEMBAR PENGAMATAN PROSES BELAJAR MENGAJAR

Sekolah : SMP PGRI 1 TAMALATE

Tahun Ajaran : 2016/2017

Kelas/Semester : VIII.A/ 2 (Genap)

Mata Pelajaran : Bahasa Inggris

Siklus : I (Second Meeting)

NO	ASPEK YANG DIAMATI	SKOR			
		1	2	3	4
I	PRA PEMBELAJARAN				
1.	Siswa menempati tempat duduknya masing-masing			✓	
2.	Kesiapan menerima pelajaran.			✓	
II	KEGIATAN AWAL PEMBELAJARAN				
1.	Mampu menjelaskan kembali materi terdahulu		✓		
2.	Mendengarkan secara seksama ketika dijelaskan tujuan pembelajaran.			✓	
III	KEGIATAN INTI PEMBELAJARAN				
A.	Penjelasan Materi Pelajaran				
1.	Memperhatikan dengan serius ketika dijelaskan materi pembelajaran.			✓	
2.	Aktif bertanya pada saat proses penjelasan materi		✓		
3.	Adanya interaksi positif diantara siswa			✓	
4.	Siswa memiliki pemahaman yang sama tentang materi pelajaran yang dijelaskan.			✓	
B.	Pendekatan/Methodode Pembelajaran				
1.	Siswa terlibat aktif dalam kegiatan pembelajaran			✓	
2.	Siswa memberikan pendapatnya ketika diberikan kesempatan			✓	
3.	Aktif mencatat berbagai penjelasan yang diberikan			✓	
4.	Siswa termotivasi dalam mengikuti proses pembelajaran.			✓	
5.	Siswa dalam mengikuti proses pembelajaran dengan penuh tekanan		✓		
6.	Siswa merasa senang ketika method diterapkan dalam pembelajaran			✓	

C.	Penutup				
K1.	Siswa secara aktif memberikan rangkuman			✓	
e2.	Siswa membuat rangkuman hasil belajar secara runtun			✓	

terangan :

1. Skor 1 jika pernyataan tersebut dilakukan oleh kurang dari 10% seluruh siswa
2. Skor 2 jika pernyataan tersebut dilakukan oleh tidak kurang dari 11% dan tidak lebih dari 40% seluruh siswa
3. Skor 3 jika pernyataan tersebut dilakukan oleh tidak kurang dari 41% dan tidak lebih dari 70% seluruh siswa
4. Skor 4 jika pernyataan tersebut dilakukan oleh tidak kurang dari 71% dan sampai 100% seluruh siswa.

LEMBAR PENGAMATAN PROSES BELAJAR MENGAJAR

Sekolah : SMP PGRI 1 TAMALATE

Tahun Ajaran : 2016/2017

Kelas/Semester : VIII.A/ 2 (Genap)

Mata Pelajaran : Bahasa Inggris

Siklus : I (Third Meeting)

N O	ASPEK YANG DIAMATI	SKOR			
		1	2	3	4
I	PRA PEMBELAJARAN				
1.	Siswa menempati tempat duduknya masing-masing			✓	
2.	Kesiapan menerima pelajaran.			✓	
II	KEGIATAN AWAL PEMBELAJARAN				
1.	Mampu menjelaskan kembali materi terdahulu		✓		
2.	Mendengarkan secara seksama ketika dijelaskan tujuan pembelajaran.			✓	
III	KEGIATAN INTI PEMBELAJARAN				
A.	Penjelasan Materi Pelajaran				
1.	Memperhatikan dengan serius ketika dijelaskan materi pembelajaran.			✓	
2.	Aktif bertanya pada saat proses penjelasan materi		✓		
3.	Adanya interaksi positif diantara siswa			✓	
4.	Siswa memiliki pemahaman yang sama tentang materi pelajaran yang dijelaskan.			✓	
B.	Pendekatan/Methodode Pembelajaran				
1.	Siswa terlibat aktif dalam kegiatan pembelajaran			✓	
2.	Siswa memberikan pendapatnya ketika diberikan kesempatan			✓	
3.	Aktif mencatat berbagai penjelasan yang diberikan			✓	
4.	Siswa termotivasi dalam mengikuti proses pembelajara.			✓	
5.	Siswa dalam mengikuti proses pembelajaran dengan penuh tekanan		✓		
6.	Siswa merasa senang ketika method diterapkan dalam pembelajaran			✓	

C.	Penutup				
K1.	Siswa secara aktif memberikan rangkuman			✓	
e2.	Siswa membuat rangkuman hasil belajar secara runtun			✓	

terangan :

1. Skor 1 jika pernyataan tersebut dilakukan oleh kurang dari 10% seluruh siswa
2. Skor 2 jika pernyataan tersebut dilakukan oleh tidak kurang dari 11% dan tidak lebih dari 40% seluruh siswa
3. Skor 3 jika pernyataan tersebut dilakukan oleh tidak kurang dari 41% dan tidak lebih dari 70% seluruh siswa
4. Skor 4 jika pernyataan tersebut dilakukan oleh tidak kurang dari 71% dan sampai 100% seluruh siswa.

LEMBAR PENGAMATAN PROSES BELAJAR MENGAJAR

Sekolah : SMP PGRI 1 TAMALATE

Tahun Ajaran : 2016/2017

Kelas/Semester : VIII.A/ 2 (Genap)

Mata Pelajaran : Bahasa Inggris

Siklus : I (Fourth Meeting)

N O	ASPEK YANG DIAMATI	SKOR			
		1	2	3	4
I	PRA PEMBELAJARAN				
1.	Siswa menempati tempat duduknya masing-masing				✓
2.	Kesiapan menerima pelajaran.			✓	
II	KEGIATAN AWAL PEMBELAJARAN				
1.	Mampu menjelaskan kembali materi terdahulu				✓
2.	Mendengarkan secara seksama ketika dijelaskan tujuan pembelajaran.			✓	
III	KEGIATAN INTI PEMBELAJARAN				
A.	Penjelasan Materi Pelajaran				
1.	Memperhatikan dengan serius ketika dijelaskan materi pembelajaran.			✓	
2.	Aktif bertanya pada saat proses penjelasan materi				
3.	Adanya interaksi positif diantara siswa				✓
4.	Siswa memiliki pemahaman yang sama tentang materi pelajaran yang dijelaskan.			✓	
B.	Pendekatan/Method Pembelajaran				
1.	Siswa terlibat aktif dalam kegiatan pembelajaran			✓	
2.	Siswa memberikan pendapatnya ketika diberikan kesempatan				✓
3.	Aktif mencatat berbagai penjelasan yang diberikan			✓	
4.	Siswa termotivasi dalam mengikuti proses pembelajara.			✓	
5.	Siswa dalam mengikuti proses pembelajaran dengan penuh tekanan		✓		
6.	Siswa merasa senang ketika method diterapkan dalam pembelajaran			✓	

C.	Penutup				
1.	Siswa secara aktif memberikan rangkuman			✓	
2.	Siswa membuat rangkuman hasil belajar secara runtun			✓	

Keterangan :

1. Skor 1 jika pernyataan tersebut dilakukan oleh kurang dari 10% seluruh siswa
2. Skor 2 jika pernyataan tersebut dilakukan oleh tidak kurang dari 11% dan tidak lebih dari 40% seluruh siswa
3. Skor 3 jika pernyataan tersebut dilakukan oleh tidak kurang dari 41% dan tidak lebih dari 70% seluruh siswa
4. Skor 4 jika pernyataan tersebut dilakukan oleh tidak kurang dari 71% dan sampai 100% seluruh siswa.

LEMBAR PENGAMATAN PROSES BELAJAR MENGAJAR

Sekolah : SMP PGRI 1 TAMALATE

Tahun Ajaran : 2016/2017

Kelas/Semester : VIII.A/ 2 (Genap)

Mata Pelajaran : Bahasa Inggris

Siklus : II (Fifth Meeting)

N O	ASPEK YANG DIAMATI	SKOR			
		1	2	3	4
I	PRA PEMBELAJARAN				
1.	Siswa menempati tempat duduknya masing-masing				✓
2.	Kesiapan menerima pelajaran.			✓	
II	KEGIATAN AWAL PEMBELAJARAN				
1.	Mampu menjelaskan kembali materi terdahulu				✓
2.	Mendengarkan secara seksama ketika dijelaskan tujuan pembelajaran.			✓	
III	KEGIATAN INTI PEMBELAJARAN				
A.	Penjelasan Materi Pelajaran				
1.	Memperhatikan dengan serius ketika dijelaskan materi pembelajaran.			✓	
2.	Aktif bertanya pada saat proses penjelasan materi				
3.	Adanya interaksi positif diantara siswa				✓
4.	Siswa memiliki pemahaman yang sama tentang materi pelajaran yang dijelaskan.			✓	
B.	Pendekatan/Method Pembelajaran				
1.	Siswa terlibat aktif dalam kegiatan pembelajaran			✓	
2.	Siswa memberikan pendapatnya ketika diberikan kesempatan				✓
3.	Aktif mencatat berbagai penjelasan yang diberikan			✓	
4.	Siswa termotivasi dalam mengikuti proses pembelajara.			✓	
5.	Siswa dalam mengikuti proses pembelajaran dengan penuh tekanan		✓		
6.	Siswa merasa senang ketika method diterapkan dalam pembelajaran			✓	

C.	Penutup				
1.	Siswa secara aktif memberikan rangkuman			✓	
2.	Siswa membuat rangkuman hasil belajar secara runtun			✓	

Keterangan :

1. Skor 1 jika pernyataan tersebut dilakukan oleh kurang dari 10% seluruh siswa
2. Skor 2 jika pernyataan tersebut dilakukan oleh tidak kurang dari 11% dan tidak lebih dari 40% seluruh siswa
3. Skor 3 jika pernyataan tersebut dilakukan oleh tidak kurang dari 41% dan tidak lebih dari 70% seluruh siswa
4. Skor 4 jika pernyataan tersebut dilakukan oleh tidak kurang dari 71% dan sampai 100% seluruh siswa.

LEMBAR PENGAMATAN PROSES BELAJAR MENGAJAR

Sekolah : SMP PGRI 1 TAMALATE

Tahun Ajaran : 2016/2017

Kelas/Semester : VIII.A/ 2 (Genap)

Mata Pelajaran : Bahasa Inggris

Siklus : II (Sixth Meeting)

N O	ASPEK YANG DIAMATI	SKOR			
		1	2	3	4
I	PRA PEMBELAJARAN				
1.	Siswa menempati tempat duduknya masing-masing				
2.	Kesiapan menerima pelajaran.				✓
				✓	
II	KEGIATAN AWAL PEMBELAJARAN				
1.	Mampu menjelaskan kembali materi terdahulu				
2.	Mendengarkan secara seksama ketika dijelaskan tujuan pembelajaran.				✓
				✓	
III	KEGIATAN INTI PEMBELAJARAN				
A.	Penjelasan Materi Pelajaran				
1.	Memperhatikan dengan serius ketika dijelaskan materi pembelajaran.				
2.	Aktif bertanya pada saat proses penjelasan materi			✓	
3.	Adanya interaksi positif diantara siswa				
4.	Siswa memiliki pemahaman yang sama tentang materi pelajaran yang dijelaskan.				✓
				✓	
B.	Pendekatan/Method Pembelajaran				
1.	Siswa terlibat aktif dalam kegiatan pembelajaran				
2.	Siswa memberikan pendapatnya ketika diberikan kesempatan			✓	
3.	Aktif mencatat berbagai penjelasan yang diberikan				✓
4.	Siswa termotivasi dalam mengikuti proses pembelajara.			✓	
5.	Siswa dalam mengikuti proses pembelajaran dengan penuh tekanan			✓	
6.	Siswa merasa senang ketika method diterapkan dalam pembelajaran		✓		

C.	Penutup				
1.	Siswa secara aktif memberikan rangkuman			✓	
2.	Siswa membuat rangkuman hasil belajar secara runtun			✓	

Keterangan :

1. Skor 1 jika pernyataan tersebut dilakukan oleh kurang dari 10% seluruh siswa
2. Skor 2 jika pernyataan tersebut dilakukan oleh tidak kurang dari 11% dan tidak lebih dari 40% seluruh siswa
3. Skor 3 jika pernyataan tersebut dilakukan oleh tidak kurang dari 41% dan tidak lebih dari 70% seluruh siswa
4. Skor 4 jika pernyataan tersebut dilakukan oleh tidak kurang dari 71% dan sampai 100% seluruh siswa.

LEMBAR PENGAMATAN PROSES BELAJAR MENGAJAR

Sekolah : SMP PGRI 1 TAMALATE

Tahun Ajaran : 2016/2017

Kelas/Semester : VIII.A/ 2 (Genap)

Mata Pelajaran : Bahasa Inggris

Siklus : II (Seventh Meeting)

N O	ASPEK YANG DIAMATI	SKOR			
		1	2	3	4
I	PRA PEMBELAJARAN				
1.	Siswa menempati tempat duduknya masing-masing				✓
2.	Kesiapan menerima pelajaran.			✓	
II	KEGIATAN AWAL PEMBELAJARAN				
1.	Mampu menjelaskan kembali materi terdahulu				✓
2.	Mendengarkan secara seksama ketika dijelaskan tujuan pembelajaran.			✓	
III	KEGIATAN INTI PEMBELAJARAN				
A.	Penjelasan Materi Pelajaran				
1.	Memperhatikan dengan serius ketika dijelaskan materi pembelajaran.			✓	
2.	Aktif bertanya pada saat proses penjelasan materi				
3.	Adanya interaksi positif diantara siswa				✓
4.	Siswa memiliki pemahaman yang sama tentang materi pelajaran yang dijelaskan.			✓	
B.	Pendekatan/Methodode Pembelajaran				
1.	Siswa terlibat aktif dalam kegiatan pembelajaran			✓	
2.	Siswa memberikan pendapatnya ketika diberikan kesempatan				✓
3.	Aktif mencatat berbagai penjelasan yang diberikan			✓	
4.	Siswa termotivasi dalam mengikuti proses pembelajara.			✓	
5.	Siswa dalam mengikuti proses pembelajaran dengan penuh tekanan		✓		
6.	Siswa merasa senang ketika method diterapkan dalam pembelajaran			✓	

C.	Penutup				
K1.	Siswa secara aktif memberikan rangkuman			✓	
e2.	Siswa membuat rangkuman hasil belajar secara runtun			✓	

terangan :

1. Skor 1 jika pernyataan tersebut dilakukan oleh kurang dari 10% seluruh siswa
2. Skor 2 jika pernyataan tersebut dilakukan oleh tidak kurang dari 11% dan tidak lebih dari 40% seluruh siswa
3. Skor 3 jika pernyataan tersebut dilakukan oleh tidak kurang dari 41% dan tidak lebih dari 70% seluruh siswa
4. Skor 4 jika pernyataan tersebut dilakukan oleh tidak kurang dari 71% dan sampai 100% seluruh siswa.

LEMBAR PENGAMATAN PROSES BELAJAR MENGAJAR

Sekolah : SMP PGRI 1 TAMALATE

Tahun Ajaran : 2016/2017

Kelas/Semester : VIII.A/ 2 (Genap)

Mata Pelajaran : Bahasa Inggris

Siklus : II (Eight Meeting)

N O	ASPEK YANG DIAMATI	SKOR			
		1	2	3	4
I	PRA PEMBELAJARAN				
1.	Siswa menempati tempat duduknya masing-masing				✓
2.	Kesiapan menerima pelajaran.			✓	
II	KEGIATAN AWAL PEMBELAJARAN				
1.	Mampu menjelaskan kembali materi terdahulu				✓
2.	Mendengarkan secara seksama ketika dijelaskan tujuan pembelajaran.			✓	
III	KEGIATAN INTI PEMBELAJARAN				
A.	Penjelasan Materi Pelajaran				
1.	Memperhatikan dengan serius ketika dijelaskan materi pembelajaran.			✓	
2.	Aktif bertanya pada saat proses penjelasan materi				
3.	Adanya interaksi positif diantara siswa				✓
4.	Siswa memiliki pemahaman yang sama tentang materi pelajaran yang dijelaskan.			✓	
B.	Pendekatan/Method Pembelajaran				
1.	Siswa terlibat aktif dalam kegiatan pembelajaran			✓	
2.	Siswa memberikan pendapatnya ketika diberikan kesempatan				✓
3.	Aktif mencatat berbagai penjelasan yang diberikan			✓	
4.	Siswa termotivasi dalam mengikuti proses pembelajara.			✓	
5.	Siswa dalam mengikuti proses pembelajaran dengan penuh tekanan		✓		
6.	Siswa merasa senang ketika method diterapkan dalam pembelajaran			✓	

C.	Penutup				
1.	Siswa secara aktif memberikan rangkuman			✓	
2.	Siswa membuat rangkuman hasil belajar secara runtun			✓	

Keterangan :

1. Skor 1 jika pernyataan tersebut dilakukan oleh kurang dari 10% seluruh siswa
2. Skor 2 jika pernyataan tersebut dilakukan oleh tidak kurang dari 11% dan tidak lebih dari 40% seluruh siswa
3. Skor 3 jika pernyataan tersebut dilakukan oleh tidak kurang dari 41% dan tidak lebih dari 70% seluruh siswa
4. Skor 4 jika pernyataan tersebut dilakukan oleh tidak kurang dari 71% dan sampai 100% seluruh siswa.

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Kelas/Semester : VIII.A/ 2 (Genap)

Siklus/Pertemuan : I/1

No	Kegiatan	Sangat Baik	Baik	Cukup	Kurang
1.	Memulai pelajaran (Salam, Doa, Absen, Persepsi)				
2.	Membuka pelajaran				
3.	Penjelasan Materi				
4.	Penguasaan Media/Alat Mengajar				
5.	Antusias Dalam Kegiatan Mengajar				
6.	Pengetahuan Pembelajaran				
7.	Variasi/Gaya Mengajar				
8.	Bahan yang Mudah Dan Jelas				
9.	Memberikan Kesempatan Kepada Siswa Untuk Bertanya				
10.	Menyimpulkan Materi				
11.	Penguasaan Kelas				
12.	Menutup Pelajaran				

1: Kurang

3: Baik

2: Cukup

4: Sangat Baik

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LEMBAR PENGAMATAN PROSES BELAJAR MENGAJAR

Sekolah : SMP PGRI 1 TAMALATE

Tahun Ajaran : 2016/2017

Kelas/Semester : VIII.A/ 2 (Genap)

Siklus/Pertemuan : I/2

No	Kegiatan	Sangat Baik	Baik	Cukup	Kurang
1.	Memulai pelajaran (Salam, Doa, Absen, Persepsi)				
2.	Membuka pelajaran				
3.	Penjelasan Materi				
4.	Penguasaan Media/Alat Mengajar				
5.	Antusias Dalam Kegiatan Mengajar				
6.	Pengetahuan Pembelajaran				
7.	Variasi/Gaya Mengajar				
8.	Bahan yang Mudah Dan Jelas				
9.	Memberikan Kesempatan Kepada Siswa Untuk Bertanya				
10.	Menyimpulkan Materi				
11.	Penguasaan Kelas				
12.	Menutup Pelajaran				

:

Baik

2: Cukup

4: Sangat Baik

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LEMBAR PENGAMATAN PROSES BELAJAR MENGAJAR

Sekolah : SMP PGRI 1 TAMALATE

Tahun Ajaran : 2016/2017

Kelas/Semester : VIII.A/ 2 (Genap)

Siklus/Pertemuan : I/3

Kelas/Semester : VIII.A/ 2 (Genap)

No	Kegiatan	Sangat Baik	Baik	Cukup	Kurang
1.	Memulai pelajaran (Salam, Doa, Absen, Persepsi)				
2.	Membuka pelajaran				
3.	Penjelasan Materi				
4.	Penguasaan Media/Alat Mengajar				
5.	Antusias Dalam Kegiatan Mengajar				
6.	Pengetahuan Pembelajaran				
7.	Variasi/Gaya Mengajar				
8.	Bahan yang Mudah Dan Jelas				
9.	Memberikan Kesempatan Kepada Siswa Untuk Bertanya				
10.	Menyimpulkan Materi				
11.	Penguasaan Kelas				
12.	Menutup Pelajaran				

Baik

2: Cukup

4: Sangat Baik

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LEMBAR PENGAMATAN PROSES BELAJAR MENGAJAR

Sekolah : SMP PGRI 1 TAMALATE

Tahun Ajaran : 2016/2017

Kelas/Semester : VIII.A/ 2 (Genap)

Siklus/Pertemuan : I/4

No	Kegiatan	Sangat Baik	Baik	Cukup	Kurang
1.	Memulai pelajaran (Salam, Doa, Absen, Persepsi)				
2.	Membuka pelajaran				
3.	Penjelasan Materi				
4.	Penguasaan Media/Alat Mengajar				
5.	Antusias Dalam Kegiatan Mengajar				
6.	Pengetahuan Pembelajaran				
7.	Variasi/Gaya Mengajar				
8.	Bahan yang Mudah Dan Jelas				
9.	Memberikan Kesempatan Kepada Siswa Untuk Bertanya				
10.	Menyimpulkan Materi				
11.	Penguasaan Kelas				
12.	Menutup Pelajaran				

: Baik

2: Cukup

4: Sangat Baik

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LEMBAR PENGAMATAN PROSES BELAJAR MENGAJAR

Sekolah : SMP PGRI 1 TAMALATE

Tahun Ajaran : 2016/2017

Kelas/Semester : VIII.A/ 2 (Genap)

Siklus/Pertemuan : II/1

No	Kegiatan	Sangat Baik	Baik	Cukup	Kurang
1.	Memulai pelajaran (Salam, Doa, Absen, Persepsi)				
2.	Membuka pelajaran				
3.	Penjelasan Materi				
4.	Penguasaan Media/Alat Mengajar				
5.	Antusias Dalam Kegiatan Mengajar				
6.	Pengetahuan Pembelajaran				
7.	Variasi/Gaya Mengajar				
8.	Bahan yang Mudah Dan Jelas				
9.	Memberikan Kesempatan Kepada Siswa Untuk Bertanya				
10.	Menyimpulkan Materi				
11.	Penguasaan Kelas				
12.	Menutup Pelajaran				

: Baik

2: Cukup

4: Sangat Baik

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LEMBAR PENGAMATAN PROSES BELAJAR MENGAJAR

Sekolah : SMP PGRI 1 TAMALATE

Tahun Ajaran : 2016/2017

Kelas/Semester : VIII.A/ 2 (Genap)

Siklus/Pertemuan : II/2

No	Kegiatan	Sangat Baik	Baik	Cukup	Kurang
1.	Memulai pelajaran (Salam, Doa, Absen, Persepsi)				
2.	Membuka pelajaran				
3.	Penjelasan Materi				
4.	Penguasaan Media/Alat Mengajar				
5.	Antusias Dalam Kegiatan Mengajar				
6.	Pengetahuan Pembelajaran				
7.	Variasi/Gaya Mengajar				
8.	Bahan yang Mudah Dan Jelas				
9.	Memberikan Kesempatan Kepada Siswa Untuk Bertanya				
10.	Menyimpulkan Materi				
11.	Penguasaan Kelas				
12.	Menutup Pelajaran				

: Baik

2: Cukup

4: Sangat Baik

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LEMBAR PENGAMATAN PROSES BELAJAR MENGAJAR

Sekolah : SMP PGRI 1 TAMALATE

Tahun Ajaran : 2016/2017

Kelas/Semester : VIII.A/ 2 (Genap)

Siklus/Pertemuan : I/3

No	Kegiatan	Sangat Baik	Baik	Cukup	Kurang
1.	Memulai pelajaran (Salam, Doa, Absen, Persepsi)				
2.	Membuka pelajaran				
3.	Penjelasan Materi				
4.	Penguasaan Media/Alat Mengajar				
5.	Antusias Dalam Kegiatan Mengajar				
6.	Pengetahuan Pembelajaran				
7.	Variasi/Gaya Mengajar				
8.	Bahan yang Mudah Dan Jelas				
9.	Memberikan Kesempatan Kepada Siswa Untuk Bertanya				
10.	Menyimpulkan Materi				
11.	Penguasaan Kelas				
12.	Menutup Pelajaran				

:

Baik

2: Cukup

4: Sangat Baik

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LEMBAR PENGAMATAN PROSES BELAJAR MENGAJAR

Sekolah : SMP PGRI 1 TAMALATE

Tahun Ajaran : 2016/2017

Kelas/Semester : VIII.A/ 2 (Genap)

Siklus/Pertemuan : I/4

No	Kegiatan	Sangat Baik	Baik	Cukup	Kurang
1.	Memulai pelajaran (Salam, Doa, Absen, Persepsi)				
2.	Membuka pelajaran				
3.	Penjelasan Materi				
4.	Penguasaan Media/Alat Mengajar				
5.	Antusias Dalam Kegiatan Mengajar				
6.	Pengetahuan Pembelajaran				
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10.	Menyimpulkan Materi				
11.	Penguasaan Kelas				
12.	Menutup Pelajaran				

:

Baik

2: Cukup

4: Sangat Baik

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CURICULUM VITAE



Andi Nirwana is the first child of couple Ahmad Siddik and Bau Opu. She was born on January 19th 1993 in Barugaia, District Bontomanai, Selayar Islands District. She has one sister. She lives in Baruagaia, Selayar Island regency. She finished her study at SDI Barugaia in 2005, Junior High School at MTS Amalaiyah Mare-Mare in 2008, and Senior High School at SMA Negeri 1 Benteng in 2011. She was registered as a student of Muhammadiyah University of Makassar at English Education Department 2011.