APPLYING TWO STAY-TWO STRAY (TS-TS) STRATEGY OF REPORT TEXT IN STUDENTS' READING COMPREHENSION
(Pre-Experimental Research at the Second Grade of SMP PGRI 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 Education in English Department

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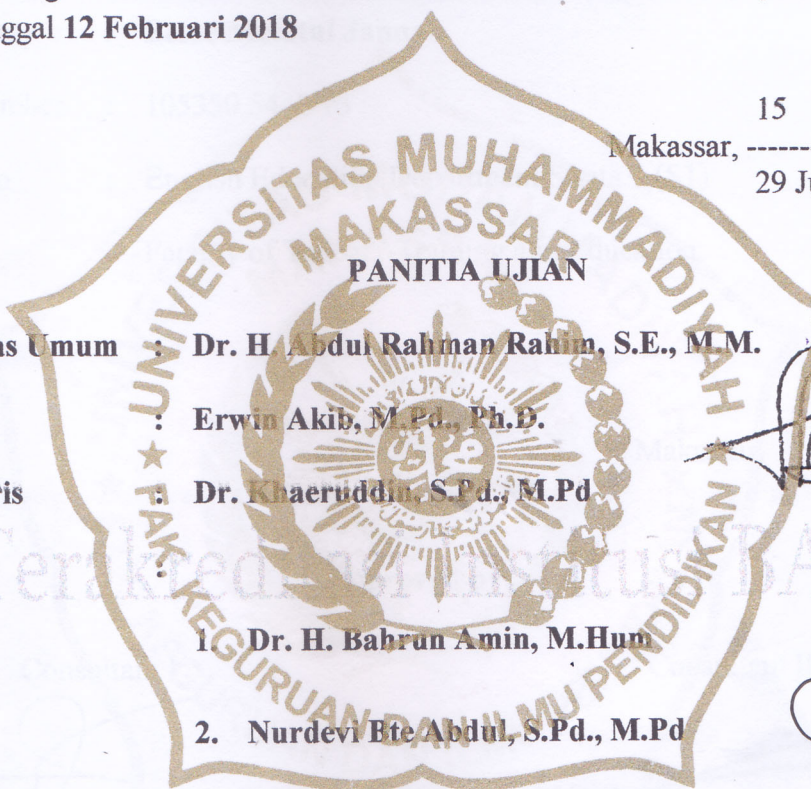**MUHAMMADIYAH UNIVERSITY OF MAKASSAR**
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UNIVERSITAS MUHAMMADIYAH MAKASSAR
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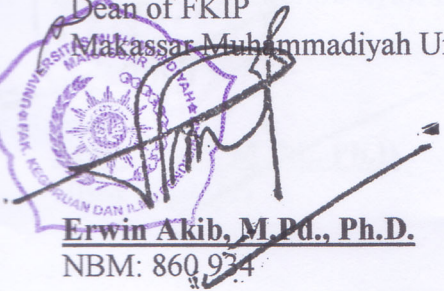Makassar,   Februari 2018

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Text in Students' Reading Comprehension

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4. Apabila saya melanggar perjanjian saya seperti pada butir 1, 2 dan 3, saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

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MOTTO

**"So, verily, with every difficulty, there is relief. Verily, with every
difficulty there is relief."
(Qs. Al-Insyirah 5-6.)**

**"When you have no choice other than jumping towards the
unknown, don't fear, just arm yourself with hope and faith.."
-Jebraw-**

DEDICATION

In the name of Allah, I dedicated my thesis to

My Beloved Parents, H. Ambo Dalle and Hj. Besse Yuliana

My Beloved brother Baso Fadli Sal and Baso Alga Zali

My Beloved sisters, Besse Reski Ramadhani and Besse Naila Salsabila

My Beloved Best friends and Friends

I thank them for all the love, prayers, support, and patience.

I LOVE YOU ALL.

ABSTRACT

Besse Metatul Jannah.2017. *Applying Two Stay-Two Stray (TS-TS) Strategy of Report Text In Students' Reading Comprehension (Pre-Experimental Research at the Second Grade of SMP PGRI Tamalate Makassar).*Faculty of Teachers Training and Education, Makassar Muhammadiyah University (supervised by Bahrun Amin and Muh. Arief Muhsin)

This research aimed to find out the improvement of the students' reading comprehension by using TS-TS Strategy that focused on literal comprehension the term of main idea and interpretive comprehension the term of conclusion.

This research employed pre-experimental design with one group pre-test and post-test design. There were two variables; Independent variable was utilization of Two Stay-Two Stray (TS-TS) Strategy and dependent variable was the students' literal and interpretive comprehension in reading activities at the second grade of SMP PGRI Tamalate Makassar . The semple consisted of 21 students.

The research findings showed that the students of SMP PGRI Tamalate Makassar had low score in pre-test. After treatment, their reading comprehension was significantly increased. The result of the research were the mean score literal reading obtained by the students through pre-test was 69 and post-test was 77.2 with the t-test value Literal is higher than t-table (7.8> 2.08). Mean score interpretive reading pre-test 67.3 and post-test 75 with the t-test value interpretive is higher than t-table (7.6> 2.08).

The use of TS-TS Strategy increased literal comprehension the term of main idea and interpretive comprehension score the term of conclusion. Literal comprehension improved 11.8% and interpretive improved 11.4%. The result of calculate the t-test of the indicators in the students' t-test reading comprehension (literal and interpretative comprehension) is higher than t-table 7.7> 2.08. It means that there is significant difference between before and after giving the treatment. It indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected.It was concluded that the use of TS-TS Strategy in reading English activity increase the students reading comprehension in report text exactly in identifying specific information.

Keywords: Reading Comprehension, Report Text, and TS-TS Strategy.

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

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The Writer

Besse Metatul jannah

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CHAPTER 1

INTRODUCTION

A. Background

Language is important in our daily communication. People communicate with other or express their feelings, by using language. According to Amberg&Vause (2000: 1) states that language is foremost a means of communication, and communication almost always takes place within some sort of social context. Among the four basic skills, reading is one of the most important skills in learning language because the success of their learning depends on the greater part of their ability to read. Based on Cline, F., Johnstone, C., & King, T. (2006: 2) defines that reading is the process of deriving meaning from text. For the majority of readers, this process involves decoding written text.

There are 11 genres of text in reading. They are descriptive, report, procedure, explanation, analytical exposition, hortatory exposition, narrative, recount, spoof, anecdote and news item. Report is useful in both the academic and the business world, so whether you are planning to continue your education or get a job after you complete your upgrading, this is a skill you will definitely need. A report is always expository writing; that is, it can be either informative or persuasive.

Based on the researcher's experience at the second grade students of SMP Tridharma Makassar, she found the problem in teaching reading comprehension. It means that the achievement of the students in reading comprehension is still low and its need the improvement. The students are difficulties to find out the

literal comprehension refers to main idea and interpretive comprehension refers to conclusion of the text that they read. This condition becomes the reason of the resercher to choose appropriate teaching technique that can cover the problem and the teachers are demanded to create some strategies or activities which can explore the students' reading comprehension by implementing the use of TS-TS Strategy

The researcher thinks that the use of TS-TS Strategy is an effective technique to increase reading comprehension of students that forces them to interact critically with the text. The purpose of this technique is to provide students' motivation to be active in reading activity with a group. It means that in a teaching-learning process, students are motivated to improve their ideas or opinion through asking some questions and answering to find out the literal comprehension refers to main idea and interpretive comprehension refers to conclusion of the text and they can share with the other friends.

Based on the reasons above, the researcher wants to conduct an experimental research in reading comprehension with the title: *Applying Two Stay-Two Stray (TS-TS) Strategy of Report Text in Students' Reading Comprehension (Pre-Experimental Research at the Second Grade of SMP PGRI Tamalate Makassar)*

B. Research Question

1. How does the students' reading comprehension achievement before and after applies Two Stay-Two Stray (TS-TS) Strategy at the second grade of SMP PGRI Tamalate Makassar?

2. Is there any significant different on the students' reading comprehension achievement before and after applies Two Stay-Two Stray (TS-TS) Strategy at the second grade of SMP PGRI Tamalate Makassar?

C. Objective of the Research

1. To find out the students' reading comprehension achievement before and after applies Two Stay-Two Stray (TS-TS) Strategy at the second grade of SMP PGRI Tamalate Makassar.

2. To find out whether there is any different of students' reading comprehension achievement before and after applies Two Stay-Two Stray (TS-TS) Strategy at the second grade of SMP PGRI Tamalate Makassar

D. Significance of the Research

The significance of this study can contribute some benefits to students, teachers and other researcher. They are;

1. Students

   This study is also expected to bring good effect for students' reading comprehension and also to achieve students' reading achievement.

2. Teacher

   For the English teachers in SMP PGRI Tamalate Makassar in order to offer them a good way to teach their students and help them in increasing their reading comprehension through cooperative learning, Two Stay Two Stray.

3. Other researcher

The researcher whishes that this study will help her to enrich his knowledge.

E. Scope of the Research

This research was focus on Applying Two Stay-Two Stray strategy in students' reading comprehension at the second grade of SMP PGRI Tamalate Makassar. The limitation of the research is the students' literal comprehension refers to the main idea and interpretive comprehension refers to conclusion. The research will use report text as material in teaching reading comprehension.

CHAPTER II

REVIEW OF REALATED LITERATURE

A. Previous Related Research Findings

Wijayati (2016) in her thesis The Effectiveness of Two Stay Two Stray Technique in Teaching Reading Through Procedure Text for Eleventh Grade Students of SMK Maospati in the Schooling Year Of 2015/2016. The result The process of applying TSTS technique in teaching reading through descriptive text is more effective. The progress of students' achievement increases after the teacher applied TSTS techniques in teaching reading, in fact the progress of students' achievement in descriptive text material is increases 21.6 point of each student. The advantages and disadvantages of TSTS technique in teaching reading through descriptive text, such as: a) advantages. (1) The students are enthusiastic and interested in teaching reading the text by using TSTS techniques. (2) The students can get information from the other group. (3) Low level students aren't ashamed to share or to give some opinions in the discussion and high level students help them when they find the problem in learning reading. b) disadvantages. (1) Some students are noisy when they visit the other group to get information about their exercise and sometimes they also stand up when they visit other group. (2) Two stay two stray technique needs a lot of times.

Kusuma, RantikaTirta. (2015). In her thesis The Reading Comprehension of The Seventh Grade Students of SMP Negeri 1 Jati Kudus in the Academic Year 2014/ 2015 Taught by Using TS-TS (Two Stay Two Stray) Technique.

The objective of the research is to find out weather there is any significant difference or not between the reading comprehensions of descriptive texts. This research categorized into experiment research without a control group.After analyzing, findings of the research, the research can be concluded that there is any significant difference between the reading comprehension of descriptive text of the seventh grade students of SMP Negeri 1 Kudus in academic year 2014/2015 before and after being taught by using TS-TS technique.

Nur Fatoni (2014) in her thesis the Influence of Using Two Stay Two Stray Technique in Learning Reading Comprehension. The objective of this study was to examine the effectiveness of using Two Stay Two Stray Technique on the students reading comprehension. This research using a quasi experimental research at second grade students of SMP Dharma Karya UT Pondok Cabe Ilir, Tangerang Selatan, Banten. The researcher found that the effectiveness of using Two Stay Two Stray Technique is significance in learning reading recount text compared to the use of other technique that currently used by the teacher on SMP Dharma Karya UT.

Based on the previous above the dissimilarity among research on Wijayati, Kusuma and Nurfatoni.Where , Kusumanand Nur Fatoni are improving and effective in reading comprehension in Classroom Action Research but Wijayati Using Two Stay and Two Stray in effective in speaking skill. So the researcher will conducts the Two Stay and Two Stray strategy in reading by using Pre Experiment and formulate the research under the title "*Applying Two Stay-Two*

Stray (TS-TS) Strategy of Report Text in Students' Reading Comprehension at The Second Grade of SMP PGRI Tamalate Makassar"

B. Concept of Reading Comprehension

1. Reading

a. Definition of Reading

Reading has various definitions; it depends on the variety of people's point of view, so the writer presents as follow definitions of reading. Bennete (2002: 23) states that reading is a visual process - vision is a symbolic process of seeing an item or symbol and translating it into an idea or image. Images are processed into concepts and whole dimensions of thought. In addition Zaremeans that (2013: 1667) Reading is a cognitive activity in It is believed that, strategic awareness and which the reader takes part in a conversation with the monitoring of the comprehension process are significantly author through the text.

Based on Perfetti (2001: 280) Reading is a processes depend on the language of the reader and the writing system that encodes that language. The units of the writing system are converted into mental representations that include the units of the language system. Specifically important are the identification of words and the engagement of language and general cognitive mechanisms that assemble these words into messages. It is visual word identification that is the process most distinctive to reading. Beginning with a visual input a string of letters perceptual processes produce the activation of the grapheme units (individual and multiple letters) that constitute words.

Based on the definitions above, it can be concluded that reading is not merely as a process of reading words by words of the printed page but it is also a collaboration of thinking process, recollection of the past experience, interaction and it acquired language faculty to interpret the author's intention. Reading is also a process of matching information since the activity of reading is the reader matches his information that he already had with the printed page in order to get the message.

b. Types of Reading

Alyousef (2005: 145) states that reading types of an English language course may include two type there are extensive and intensive reading

1) Extensive Reading is based on the assumption that exposing learners to large quantities of meaningful and interesting L2 material will, in the long run, produce a beneficial effect on the learners' command of the L2.Some use it to refer to describe skimming and scanning activities, others associate it to quantity of material.

2) intensive reading activity learners are in the main exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, syntactic or discours all system of the L2, or to provide the basis for targeted reading strategy practice; the goal of extensive reading, on the other hand, is to 'flood' learners with large quantities of L2 input with few or possibly no specific tasks to perform on this material.

c. Reading Comprehension

Pourkalhor& Kohan (2013: 53) explains thatcomprehension occurs in the transaction between the reader and the text. In reading comprehension, the reader is supposed to draw information from a text and then combine it with information he has, reading in second language is a complex and for reading comprehension learners must combine the skills to understand the text. Gambrell, Block, and Pressley (2002: 5) defines reading comprehension as acquiring meaning from written text, withtext being defined as a range of materialfrom traditional books to the computer screen. In this meaningmaking process, the reader interacts with the print and is involvedin making sense of the message. Readers comprehend text by acquiring meaning, confirming meaning, and creating meaning. Reading comprehension is the process of meaning making.

In addition Johnson (2008) states that comprehension is a process of making sense of a text in the most effective way. It is an active process in the construction of meaning and extracting the required information from text as effectively as possible. Reading comprehension became a vital component in reading process reading comprehension can be described as a complex process which needs reader's active thinking in constructing meaning to get deep understanding to the concepts and information displayed from the text (Westwood, 2008:31)

d. Level of Reading Comprehension

Teaimah in Al-Sagaby and Allamankhrah (2014: 102) classifies reading comprehension into three levels: comprehending the text, criticizing the text and interacting with the text. The others have identified reading levels suitable for Grade 4 stage and following stages:

1) Literal comprehension: This is called "reading on the lines". It includes the skills of enriching vocabulary, identifying and remembering details, outlining the general idea stated in the text, understanding the organizational structure of the text, and following instructions.

2) Interpretive comprehension: This is called "reading between the lines". It includes interpreting the figurative meanings of words, identifying the writer's main themes and point of views, drawing conclusions, outlining the central idea not stated in the text, interpreting feelings, and analyzing characters.

Applied comprehension: This is called "reading beyond the lines". It includes the following skills: evaluating the writer's degree of accuracy in expressing ideas, distinguishing between facts and opinions, and finding solutions to problems (Teaimah and Al-Sheibi in Al-Sagaby and Allamankhrah, 2014: 103

2. Reading Related To The Curriculum

a. The Curriculum 2013

Realizing the importance of English nowadays, our government states that English as a foreign language should become a compulsory subject at school. It is taught from Elementary School to University and it becomes one of the subjects in National Test (UN). Students need to understand spoken and written English to communicate their ideas effectively. In Indonesian education curriculum or content based on curriculums, students have to master the four language skills: listening, speaking, reading, and writing. In this case, teaching English must be conducted in every education field in Indonesia from elementary to university.

Nowadays, Indonesian education is using Curriculum 2013 and School-based Curriculum (KTSP). The government of Indonesian Education has announced new regulation from Ministry of Education No. 32 Year 2013 showing the changing from the previous regulation (Ministry of Education No. 19 Year 2005) about the National Education Standards. The 2013 Curriculum quickly was implemented to all school in Indonesia after the new regulation has announced. The changing influences the process of teaching-learning all subjects in the classroom. But in December 2014 Indonesian Government had changed the curriculum back to School Based Curriculum (KTSP) by published Regulation of the Minister No. 159 Year 2014 concerning the evaluation of the 2013 Curriculum. However,

some schools in Indonesia still use the 2013 Curriculum because they have permitted and been requested by the Region Government of Education.

All schools in Indonesia which use the 2013 Curriculum including Junior High School must use Scientific Approach for teaching and learning process in the classroom. Scientific approach is pedagogical approach used in classroom whereby teaching is approached with the same rigor as science at its best and it involves active learning strategies to engage students in the process of science and teaching methods that have been systematically tested and shown to reach diverse students. In scientific approach the teachers must develop and increase the student ability that is relevant with students' need, condition of the school, and link it to the environment.

The 2013 Curriculum has changed the classroom procedures. Scientific approach consists of five main steps in the learning cycle, namely: (1) observing (2) questioning (3) gathering of information or experimenting (4) associating or information processing and (5) communicating. The aim of the classroom procedure is to develop the students' attitudes, to express their idea briefly but succinctly, and develop their language skills.

b. Curriculum 2013 in SMP PGRI Tamalate Makassar

Teaching English has its own ways to make students engaged especially in Junior High School. It's necessary to conduct an interesting technique in teaching English activity. The implementation of technique

actually takes place in a classroom. It is a particularly trick, strategy, or contrivance used to accomplish the problem when teaching English is running. Technique used in teaching English based on Scientific Approach at Junior High School must be consistent with a method and therefore in harmony with an approach as well. Technique encompasses the actual moment to moment practices and behaviours that operate in teaching English according to a particular method. Then, the students can enjoy their learning process if the technique and method are appropriate with the situation and condition.

SMP PGRI Tamalate Makassar has been using Curriculum 2013 from 2013 until now, but the implementation is just for first grade and third grade because the twelfth grade still uses School-based Curriculum (KTSP). The researcher is interested in teaching English at the school because the writer wants to know the implementation of Scientific Approach for teaching English by the teachers. In SMP PGRI Tamalate Makassar, English becomes a favourite subject. The students like learning reading, speaking, writing, and listening. Then, teaching reading in SMP PGRI Tamalate Makassar has various techniques in order to make the students more interested in the classroom. The process of teaching English is created to be effective and efficient. The various learning theories and concepts are used to make the students familiar and enjoy learning English language. The teaching learning process becomes effective because the

students like studying English and want to maximize their English skill ability.

3. **Two Stay Two Stray (TS-TS) Strategy**

    a. Definition of Stay Two Stray (TS-TS) Strategy

    One of the learning models in cooperative learning is the Two Stay Two Stray (TS-TS) model.The structure of TS-TS gives a chance to the group to share the result and information to other groups. It is done because a lot of learning activities are individual oriented activities. The students work by alone and are not allowed to look at other students' work. Though, in fact, in the real life out of the school life, the life and the work of the people depends one to another.

    Elita, Zainil, &Radjab (2015: 70) Two Stay Two Stray technique is completely students' centered since the students may change the teacher's roles to suit their particular situation. In TS-TS technique, not only the teacher can speak and explain in front of students, but the students have opportunities to speak and explain in front of their friends, too. This means that each student has the chance to contribute and to learn something which causes each student develops his/her accountability. Meanwhile, engaging students a competency based class need employing TS-TS strategy since using this strategy students have a chance to answer, ask questions, apply the knowledge they have acquired and gain feedback from group members while they are socializing in groups.

b. Procedure of Stay Two Stray (TS-TS) Strategy

Maonde et al (2015: 145) explains that Two Stay Two Stray (TSTS) used cooperatively with number head together. This method is commonly used for all subjects and students' level. This method enables the students to share information to the other groups. The procedure of TS-TS as follows;

1) The teacher explains the report text to the students

2) The teacher give materials of report text

3) Students work together in a group of four,

4) Each group make their report from the text

5) After finished, two members from each group stray to two other groups,

6) Two members stayed have jobbed to share their work and information to those who come to their group,

7) The two strayed members get back to their own group and report what they have found, and

8) The groups match and discuss their work.

The Stay Two Stray (TS-TS) Strategy consists of some steps (Lie, 2004: 60-61):

1) The teacher give topic and report text

2) The students are set in group of four students and read the text and make a report from their own words.

3) Then two students of each group will leave the group, each of the two students will stray to other groups.

4) The two staying students have tasked to share information and work result in their guests.

5) The guests excuse themselves and back to their group and report their findings from other groups.

6) The group matches and discusses the information.

c. The Advantages and Disadvantages of Two Stay Two Stray (TS-TS) Strategy

Lie (2002) mentions point out the advantages and disadvantages ofTwo Stay Two Stray strategy will explain as follows;

The advantages of Two Stay Two Stray (TS-TS) Strategy:

1) Giving an opportunity to the students to decide their own concept by solving the problem which is given to them.

2) Giving an opportunity to the students to build their creativity and to communicate with their friends in group.

3) Forming the habit of the students to open their mind with their friends.

4) Increasing the students' motivation in learning.

5) Helping teacher to reach learning goal because the cooperative learning method is easy to be applied.

The disadvantage of' Two Stay Two Stray (TS-TS) Strategy;

1) TS-TS needs more time for discussion.

2) Students who seldom work in group will feel difficult to cooperate.

3) Generally, fluent students in discussing usually dominate the discussion.

4. Report Text

Report is always expository writing; that is, it can be either informative orpersuasive. Many students think of report writing as a long, dreary process with few uses in the"real world". Reports are probably the most common form of work related writing. Reports can be any length, from a single paragraph too many pages, and they can beeither formal or informal in tone. Reports can be written or spoken. Depending onthe circumstances, a report may be based on your own personal knowledge of asubject or on information you have gathered through reading, listening, andinterviewing specifically for the project.

Any time you gather information, organize it, and pass it along,you have created a report. For example, when you comment toa co-worker that "It sure is a cold, grey day with lots ofblowing snow" you have, in fact, gathered information fromyour own experience about the temperature, the precipitation,the wind, etc. and passed it along in the form of a short oralreport. If, on the other hand, you had written this sameinformation in a letter to your best friend, - even if it were only one sentence long -you would have created a written report.

The term report is difficult to define because it refers to such a wide variety ofdocuments. Reports can be as simple as filling in the blanks or answering a fewquestions about an accident, or they can be long and involved requiring years ofstudy, hundreds of contributors, and several thick volumes to record the results. What then are the basic characteristics of a report?

a. All reports are factual. You must be able to back up any facts you include.

b. All reports organize facts into a meaningful presentation.

c. Most reports interpret the information gathered.

d. Many reports make recommendations.

e. Almost all reports are assigned or requested.   This means that your purpose and audience are determined before you start to work.

C. Conceptual Framework

```
                    ┌─────────────┐
                    │    INPUT    │
            ┌───────┴─────────────┴───────┐
            │   READING COMPREHENSION     │
            └──────────────┬──────────────┘
                           │
                           ▼
                    ┌─────────────┐
                    │   PROCESS   │
            ┌───────┴─────────────┴───────┐
            │  TWO STAY-TWO STRAY (TS-TS)  │
            │          STRATEGY            │
            └──────────────┬──────────────┘
                           │
                           ▼
                    ┌─────────────┐
                    │   OUTPUT    │
            ┌───────┴─────────────┴───────┐
            │    IMPROVING READING         │
            │     COMPREHENSION            │
            └──────────────┬──────────────┘
                           │
              ┌────────────┴────────────┐
              ▼                         ▼
      ┌───────────────┐         ┌────────────────┐
      │    LITERAL    │         │ INTERPRETATIVE │
      │ COMPREHENSION │         │ COMPREHENSION  │
      └───────┬───────┘         └────────┬───────┘
              ▼                          ▼
      ┌───────────────┐         ┌────────────────┐
      │   MAIN IDEA   │         │   CONCLUSION   │
      └───────────────┘         └────────────────┘
```
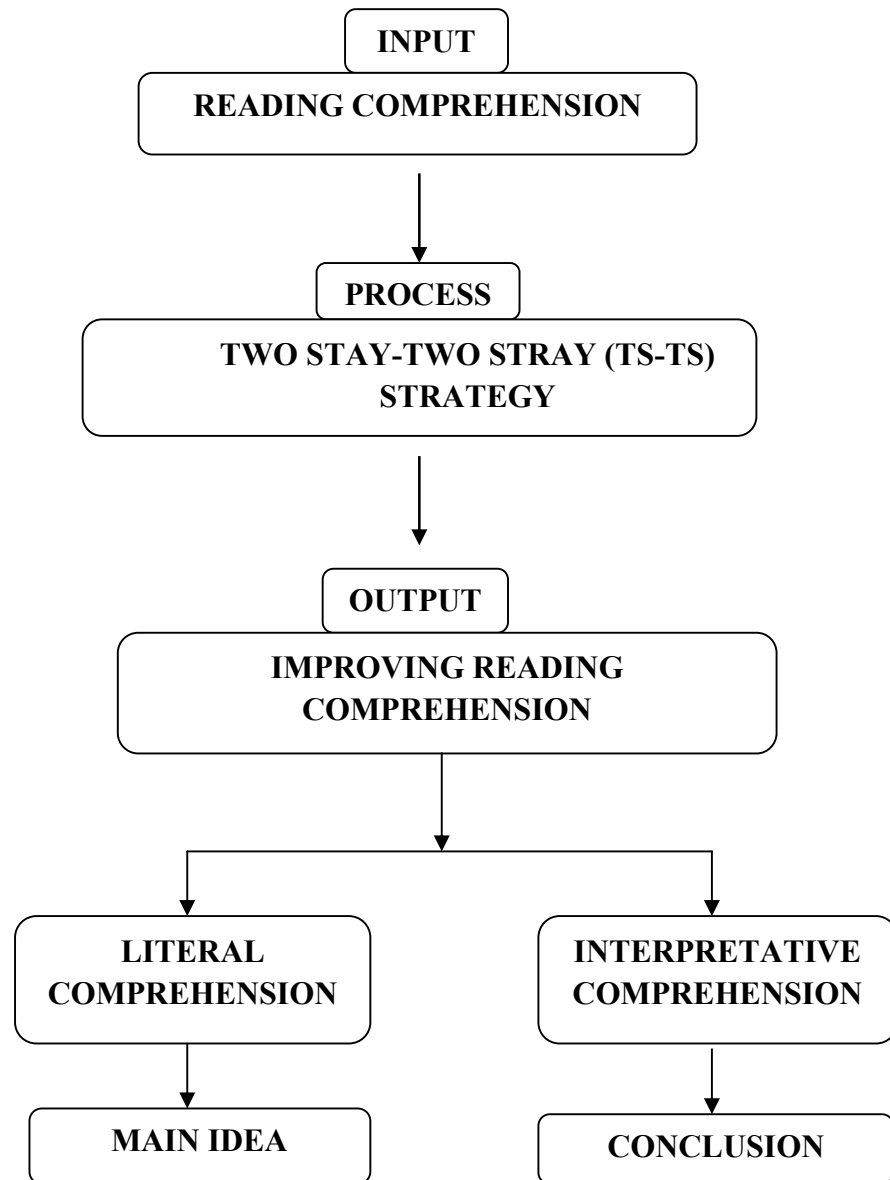
Figure 2.1

1. Input refers to report text that will give to the students.

2. Process refers to teaching process through TwoStay - Two Stray (TS-TS) Strategy there are grouping, reading activities,stray to two other groupsand discussion

3. Output refers to the students' reading comprehension and it focuses in literal refer main idea and interpretative comprehension refer conclusion. After analyzing the pre-test and post-test of the two classes. The researcher will know the improvement of students' reading comprehension through Stay Two Stray (TS-TS) Strategy.

D. Hypotheses

The hypothesis of this research is formulated as follows:

1. Alternative Hypothesis (H_1)

   Teaching reading through Two Stay Two Stray (TS-TS) Strategy can improve the students' reading comprehension of report textat the second grade of SMP PGRI Tamalate Makassar

2. Null Hypothesis (H_0)

   Teaching reading through Two Stay Two Stray (TS-TS) Strategy can not improve the students' reading comprehensionof report text at the second grade of SMP PGRI Tamalate Makassar

CHAPTER III

RESEARCH METHOD

A. Research Design

This research applied a pre-experimental design (one group pre-test and post-test), this design involved one group that is pre-test (O1), expose to treatment (X) and post-test (O2). It aimed to know whether there is significant development before and after using TS-TS Strategy and to know whether by using TS-TS Strategycan improve reading skill.

Table 3.1 Pretest and posttest

Pre-test	Treatment	Post-test
O_1	X	O_2

B. Notes:

C. O_1= Pre-Test

D. X = Treatment

E. O_2 = Post-Test

(Emzir, 2008: 97)

B. **Research Variable**

In this research the researcher took two variables, these were:

a. Independent variable (X)

An independent variable was variable which can give influence or response to dependent variable. In this research, the independent variable

was the result of the test from the use of Two Stay-Two Stray (TS-TS) Strategy .

b. Dependent variable (Y)

A dependent Variable was variable which caused or influenced by the other variable. Dependent variable in this research was the result of the test about students' literal and interpretive comprehension in reading activities at the second grade of SMP PGRI Tamalate Makassar.

C. **Research Indicators**

1. Literal reading comprehension of related to finding the main idea

2. Interpretive reading comprehension of related to finding conclusion

D. **Population and Sample**

1. Population

The population of this research was VIII A and VIII B of SMP PGRI 1 Tamalate Makassar in 2017-2018 academic year. Each class contains of 25 students, so the total population is 50 students.

2. Sample

The researcher choose VIII B class as a sample of this research. The sample took 21 students by used purposive sampling technique. I Choose VIII B Class as sample because based on the teacher observation they are less understandable about reading comprehension. They difficult to find out Literal and Interpretive comprehension. It was the best part to be the sample of the research and it was chosen not randomly but only chance by the researcher

.

E. Research Instrument

In this research, the researcher used reading test in essay form which consists of 8 items. The reading test was only focus in finding the literal comprehension refers to the main idea and interpretative comprehension refers to conclusion of the text because the students' achievement in reading comprehension is less understandable. The test used essay questions in which the students were expected to answer the questions based on the students' knowledge about the literal comprehension refer to the main idea and interpretive comprehension refers to conclusion of the text. The pre-test used to see the students' ability to comprehend the text before treating the using TS-TS strategy. Then, the post-test was administered to know the students' reading achievement in literal and interpretive reading comprehension after giving treatment by using Two Stay-Two Stray (TS-TS) Strategy.

F. Data Collection

The procedure of collecting data in this research:

1. Pre-test

Before giving treatment, the researcher gave pre-test for the experimental class. The researcher distributed the reading material test that consist of report text that was relevant with the based material on the curriculum the second grade of SMP PGRI Tamalate Makassar.

2. Posttest

After giving treatment the researcher gave the post-test to find out the value of treatment whether or not the result of the post-test is better than the result of the pre-test. The content of the pre-test is the same as the post-test.

G. Technique of Data Analysis

The steps were undertaken in quantitative employing the following formulate as follows;

Table 3.2 Rubric of Main Idea

No	Criteria	Score
1	The answer includes a clear generalization that states or implies the main idea	4
2	The answer states or implies the main idea from the story	3
3	Indicator inaccurate or incomplete understanding of main idea	2
4	The answer includes minimal or no understanding of main idea	1

Pollard (2007: 17)

Table 3.3 Rubric of Conclusion

No	Criteria	Score
1	Conclusion reflects resource readings in development of idea it is excellent.	4
2	Conclusion reflects readings in development of idea it is good.	3
3	Conclusion reflects only reading in development of idea it is poor.	2
4	Conclusion does not reflect any reading of resources in development idea.	1

Pollard (2007: 17)

1. Calculation the mean of the students answered by using formula:

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

Where: $\bar{X}$ = Mean core

           x = The raw of all score

           N   = The number of subjects

(Subana, et al, 2005: 63)

2. The percentage of increasing achievement used the following formula: X_2-X_1

$$P = \frac{X2 - X1}{X1} x 100\%$$

Where: P= Percentage

           X_2= Average score of Post-test

           X_1= Average score of Pre-test

(Gay in Goestina, 2016: 39)

3. After collecting the data of the students, the researcher classified the score of the students into the following criteria:

Table 3.4 Classify the score of the students

Score	Classifications
96 – 100	Excellent
86 – 95	Very Good
76 – 85	Good
66 – 75	Fairly Good
56 – 6.5	Fair
36 – 55	Poor
00 – 35	Very Poor

(Depdikbud in Goestina 2016: 39)

4. The significance difference between the students' pre- test and post-test, the writer applied the formula as follow:

$$t = \frac{Md}{\sqrt{\dfrac{\sum d^2 - \dfrac{(\sum d)^2}{N}}{N(N-1)}}}$$

Where:

T   = Test of significance

D   = The difference between the method pairs (X1 – X_2)

Md   = The mean of Ds

d^2 = The sum of the square

(d)2 = The square of d

N= Number of students

(Subana, et al, 2005: 132)

5. The criteria for the hypothesis testing was as follows:

Table 3.5 Hypothesis Testing

Comparison	Hypothesis	
	H0	H1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

(Subana, et al, 2005: 121)

The table 3.5 meant (1) the t-test value is smaller than t-table value, the null hypothesis was accepted, while the alternative hypothesis was rejected, and (2) the t-test value was equal to greater than t-table value, the null hypothesis was rejected while the alternative was accepted.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of the research that teaching reading comprehension by using Two Stay-Two Stray (TS-TS) Strategy could increase students' reading comprehension in literal comprehension and also could increase students' reading comprehension in interpretive comprehension. In the further interpretation of the data analysis were given below:

1. Students' Literal Reading Comprehension by Using Two Stay-Two Stray (TS-TS) Strategy In Term of the Main Idea

Students' literal reading comprehension by using Two Stay-Two Stray (TS-TS) Strategy have different in pre-test and post-test. In pre-test the students' achievement in reading comprehension is less understandable about main idea but after applied the use of Two Stay-Two Stray (TS-TS) Strategy the students more understandable about main idea, it can be seen clearly in Table 4.1

Table 4.1 Students' Literal Reading Comprehension by Using TS-TS Strategy

No	Literal Reading Comprehension	The Student's Mean Score		Improvement (%)
		Pre-Test	Post-Test	
	Main Idea	69	77.2	11.8%

Table 4.1 showed that the score of literal 11.8% from of students in post-test improved after teaching reading comprehension in terms of main idea and supporting ideas by using TS-TS strategy . The mean score of the students in pre-test were 69 and post-test which to be 77.2.
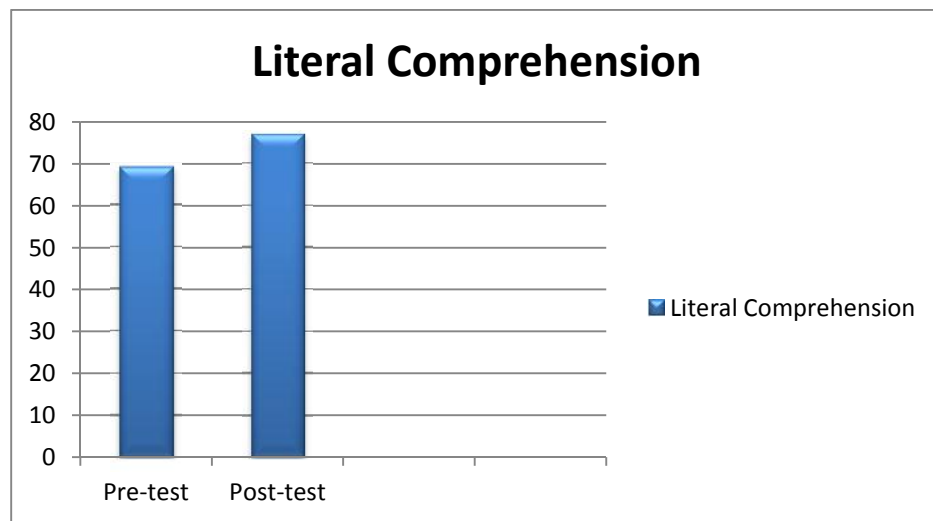
**Graphic 4.1 The Mean Score and Increase of The Students'
ReadingComprehension in Terms of Main Idea**

Graphic 4.1 showed that there was improvement of the students in reading comprehension in terms of literal comprehension from pre-test with the mean score was 69 to post-test with the mean score was 77.2 and the improvement of pre-test to post-test was 11.8 %.

Table 4.2Classification of the students Score Reading Comprehension in Term of the Main Idea (Pre-Test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0
2	Very Good	86-95	0	0
3	Good	76-85	1	5%
4	Fairly Good	66-75	12	57%
5	Fairly	56-65	7	33%
6	Poor	36-55	1	5%
7	Very Poor	0.0-35	0	0
Total			21	100%

Table 4.2 showed that the Classification of the students Score Reading Comprehension in term of literal comprehension in pre-test there are 1 (5%) student good, 12 (57%) students got fairly good, 7 (33%) students got fairly, and 1 (5%) student got poor.

Table 4.3Classification of the students Score Reading Comprehension in Term of the Main Idea (Post-Test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0
2	Very Good	86-95	2	10%
3	Good	76-85	11	52 %
4	Fairly Good	66-75	5	24%
5	Fairly	56-65	3	14%
6	Poor	36-55	0	0
7	Very Poor	0.0-35	0	0
Total			21	100%

Table 4.3 showed that the Classification of the students Score Reading Comprehension in term of literal comprehension in post-test there are 2

(10%) students very good, 11 (52%) students got good, 5 (24%) students got

fairly good and 3 (14%) students got fairly.

2. Students' Interpretive Reading Comprehension by Using TS-TS Strategy in Terms of Making Conclusion

    a. Students' Interpretive Reading Comprehension

        Students' interpretive reading comprehension by using TS-TS

strategy have different in pre-test and post-test. In pre-test students still

less understand about conclusion but after using TS-TS strategy the

students more understand about conclusion, it can be seen clearly in Table

4.4

Table 4.4 Students' Interpretive Reading Comprehension by Using TS-TS Strategy

No	Interpretive Reading Comprehension	The Student's Mean Score		Improvement (%)
		Pre-Test	Post-Test	
	Conclusion	67.3	75	11.4%

        Table 4.4 showed that the score of interpretive 11.4 % from of

students in post-test improved after teaching reading comprehension in

terms of conclusion by using TS-TS strategy . The mean score of the

students in pre-test were 67.3 and post-test which to be 75.
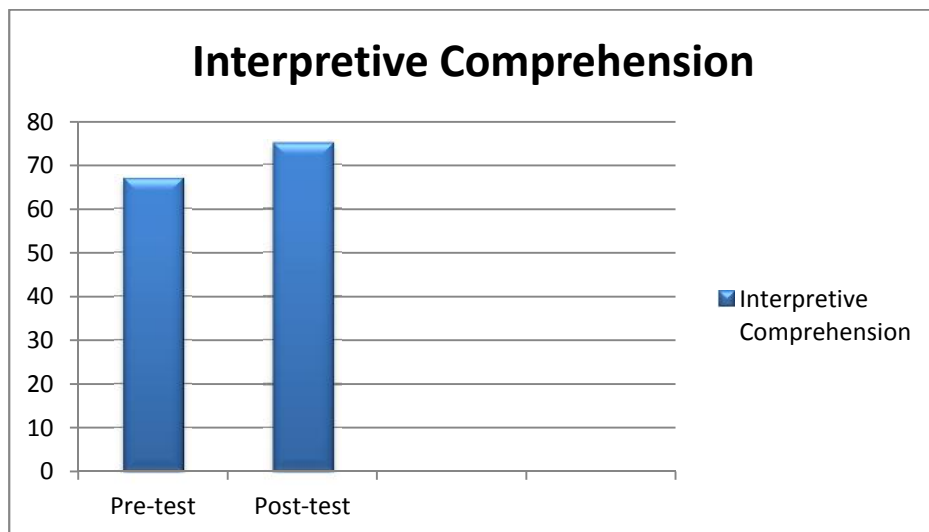
Graphic 4.2 The Mean Score and Increase of The Students' Reading Comprehension in Terms of Conclusion

The graphic 4.2 showed that there was improvement of the students in reading comprehension in terms of interpretive comprehension from pre-test with the mean score was 67.3 to post-test with the mean score was 75 and the improvement of pre-test to post-test was 11.4%.

Table 4.5 Classification of the students Score Reading Comprehension in Term of Interpretive Refer to the Conclusion (Pre-Test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0
2	Very Good	86-95	0	0
3	Good	76-85	1	5%
4	Fairly Good	66-75	8	38%
5	Fairly	56-65	11	52%
6	Poor	36-55	1	5%
7	Very Poor	0.0-35	0	0
Total			21	100%

Table 4.5 showed that the Classification of the students score interpretive reading in term of conclusion in pre-test there are 1(5%) student got good, 8 (38%) students fairly good, 11 (52%) students got fairly, and 1 (5%) students got poor.

Table 4.6 Classification of the students Score Reading Comprehension in Term of Conclusion (Post-Test)

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0
2	Very Good	86-95	0	0
3	Good	76-85	8	38%
4	Fairly Good	66-75	9	43%
5	Fairly	56-65	4	19%
6	Poor	36-55	0	0
7	Very Poor	0.0-35	0	0
Total			21	100%

Table 4.6 showed that the Classification of the students score interpretive reading in term of conclusion in post-test there are 8 (38%) students good, 9 (43%) students got fairly good, and 4 (19%) students fairly.

b. Hyphotheses Testing

The hypothesis was tested by using inferential analysis. In this case, the researcher used t-test (test of significance) for independent sample test, that was a test to know the significant difference between the result of students' mean scores in pretest and posttest the writer used t-test analysis on the level of significant (α) = 0.05 with the degree of freedom (df) = N – 1, where N = Number of subject (21 students) then the value of t-table was 2.08 the t-test statistical, analysis for independent sample was applied.

The result of the data analysis t-test of the students' reading comprehension by using TS-TS strategy in Table 4.7

Table 4.7 The Comparison of T-test and T-table Score of the Students'
Reading Comprehension

Variables	t-test	t-table	Description
Literal reading comprehension	7.8	2.08	
Interpretive reading Comprehension	7.6	2.08	
X	15.4	2.08	
X	15.4/2= 7.7	2.8	Significance

Table4.7 showed that the value of the t- test is higher than the value of t-table. The t-test value of literal comprehension was higher than t-table (7.8>2.08) and t-test value of interpretive are higher than t-table (7.6> 2.08) The mean result of calculating t-test of both variables namely literal and interpretive reading comprehension washigher than t-table (7.7> 2.08). In the other word, it is said that the null hypothesis (Ho) was rejected and the alternative hypothesis (H1) wasaccepted. It meant that there was a significance difference between, the result of the students' literal and interpretive reading comprehension in reading by using TS-TS strategy after treatment.

If the t-test value was higher than t-table at the level of significance 0.05 and degree freedom (df) 21 (N-1=21-1), thus the alternative hypothesis (H1) was accepted and null hypothesis (HO) was rejected. In contrary, if the value was lower than t-table at the level of significance

0.05 and the degree freedom 20, thus the alternative hypothesis was rejected and null hypothesis was accepted.

B. Discussion

The research findings indicated that the students' reading comprehension by using TS-TS strategy shows the improvement of the students reading comprehension in the term of main idea and conclusion. From the improvement shows the process in pretest and post test. The result of the students reading in pretest is low, especially in finding the main idea and conclusion. It shows that the students could not express their ideas and their understandable. It is before using TS-TS strategy in reading activity.

Based on the problem above, the researcher gave the treatment by using TS-TS strategy, so that the students could show the improvement in post-test. In pretest, only gave the exercise (reading text) to know their prior knowledge before using TS-TS strategy.

At the beginning, their reading comprehension was very bad. Almost of them were confused and spent much time to think about the meaning of the word in the reading text. They only read, but they did not understand about how to find out the main idea, supporting idea, and conclusion of the reading text.

The researcher gave the treatment by using TS-TS strategy . As the result, students become active and enjoy in reading activity. They will be easy to do the reading activity. Most of their utterance were correct and no need to read for a long time to understand what they read.

The description of the data collection through reading test as explained to the previous finding section that the students' achievement after using TS-TS strategy is significant. In using TS-TS strategy in reading activity, the researcher found that the mean score of post-test students' achievement is greater than pretest. In Table 4.1 showed that the score of find out the main idea which the mean score of pretest is 69 and after using TS-TS Strategy, the mean score of post-test is 77.2. Meanwhile, the means score of find out the main idea in pretest is 67.3 and the mean score of find out the conclusion in post-test is 75. Therefore, the researcher indicated that there is a significant improvement after using TS-TS strategy in the treatment.

Through the result of pre-test and post-test, the result of t-test value of the level of the significant = 0.05, degree of the freedom (df) = 20 indicated that t-table value was 2.08 and t-test value was 15.4. Therefore, it can be concluded that statistically hypothesis of H_I was accepted and the statistically hypothesis of H_O was rejected. It meant that the use of TS-TS strategy in teaching reading comprehension could improve the students' comprehension of reading.

By seeing the effectiveness of the students' literal and interpretive comprehension in reading skill. It was concluded that the use of TS-TS strategy improve the students' comprehension in literal and interpretive in reading. It could be showed from the students' reading test in pretest and posttest. In pre-test, some students were difficult to answer the questions and find out main idea, conclusion. But, the students' reading comprehension in post-test, which the content of

reading comprehension could understand. Then, the students were easy to answer the questions and find out main idea, conclusion.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the Experimental Research about the Use of TS-TS strategy in teaching reading comprehension and based on the researcher findings in the previous chapter, the researcher concluded that:

1. The use of TS-TS strategy is effective to increase the students' *literal reading comprehension in main idea*, it was proved by the mean score of literal comprehension before and after giving treatment is *69* becomes *77,2* improve 11,8% with the t-test value main idea comprehension is greater than t-table *(7,8> 2,08)*.

2. The use of TS-TS strategy is effective to increase the students' *interpretive reading comprehension in conclusion*, it was proved by the mean score interpretive comprehension before and after giving treatment is *67,3* becomes *75* improve 11,4% with the t-test value interpretive comprehension is greater than t-table *(7,6> 2,08)*. The result of calculating t-test of the indicators in the student's t-test reading comprehension (literal and interpretive comprehension) is greater than t-table *7,7> 2,08*. It means that there is significance difference between before and after giving the treatment.

B. Suggestion

Based on the conclusion above, the researcher presents some suggestions as follows:

1. It is suggested that the teacher especially for the English Teacher at the second grade of SMP PGRI Tamalate Makassar, they can use a TS-TS strategy as one alternative among other teaching that can be used in teaching reading comprehension.

2. It is suggested that the English Teacher at English Teacher at the second grade of SMP PGRI Tamalate Makassar, they can use a TS-TS Strategy in presenting the reading comprehension materials because it is effective to increase the students' reading comprehension

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APPENDIXES

APPENDIX A

DATA ANALYSIS

APPENDIX A

A.1 The Students' Row Scores of Pre-test and post-test

A.2. The students' mean score of pretest and posttest in reading for literal comprehension and interpretative comprehension

A.3. The percentage of the students' development in reading comprehension

A.4. The students' Scores of Pretest (X_1) and Post-test (X_2), Gain/Difference between the Matched Pairs (D), and Square of the Gain (D^2)

A.5. The students' mean score of gain (D) literal comprehension and interpretative comprehension

A.6. Test of significance

A.7. The percentage of student's achievement in Literal comprehension

A.8. Table distribution of T-Value

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APPENDIX A.1

The Students' Row of Pre-test (X_1) and post-test (X_2)

Respondents	Pre-test (X_1)		Post-test (X_2)	
	Literal Comprehension	Interpretative Comprehension	Literal Comprehension	Interpretative Comprehension
	Main Idea	Conclusion	Main Idea	Conclusion
S-1	70	75	80	85
S-2	75	70	85	85
S-3	65	60	70	70
S-4	68	65	75	75
S-5	55	65	60	65
S-6	65	70	70	75
S-7	75	65	80	80
S-8	60	55	65	70
S-9	75	65	75	65
S-10	80	75	90	85
S-11	72	70	80	75
S-12	75	64	80	70
S-13	60	60	75	65
S-14	75	70	85	80
S-15	70	75	80	85
S-16	70	65	80	75
S-17	75	80	90	85
S-18	65	65	82	70
S-19	60	65	75	75
S-20	75	75	80	80
S-21	65	60	65	60
Total	$\sum X = 1450$	$\sum X = 1414$	$= 1622$	$= 1575$
Mean Score (X)	X= 69	X= 67,3	X= 77,2	X= 75

APPENDIX A.2

The Students' Mean Score of Pretest and Posttest in Reading for Literal Comprehension and Interpretative Comprehension

a. The students' mean score of pre-test and post-test in reading for literal comprehension

Pre-test: $\bar{X}_1 = \dfrac{\Sigma X}{N}$

$= \dfrac{1450}{21}$

$= 69$ (Fairly Good)

Post-test: $\bar{X}_2 = \dfrac{\Sigma X}{N}$

$= \dfrac{1622}{21}$

$= 77{,}2$ (Good)

b. The students' mean score of pre-test and post-test in reading for interpretive comprehension

Pre-test: $\bar{X}_1 = \dfrac{\Sigma X}{N}$

$= \dfrac{1414}{21}$

$= 67{,}3$ (Fairly Good)

Post-test: $\bar{X}_2 = \dfrac{\Sigma X}{N}$

$= \dfrac{1575}{21}$

$= 75$ (Good)

APPENDIX A.3

The Percentage of The Students' Development in Reading Comprehension

1. Literal Comprehension

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

$$P = \frac{772 - 69}{69} \times 100\%$$

$$P = \frac{8,2}{59} \times 100\%$$

$$P = 11,8\ \%$$

2. Interpretive Comprehension

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

$$P = \frac{75 - 67,3}{67,3} \times 100\%$$

$$P = \frac{7,7}{57,3} \times 100\%$$

$$P = 11,4\ \%$$

APPENDIX A.4

The students' Scores of Pretest (X_1) and Post-test (X_2), Gain/Difference between The matched pairs (D), and Square of the Gain (D^2)

Respondents	Literal Comprehension				Interpretative Comprehension			
	(X_1)	(X_2)	D (X2-X1)	D^2	(X_1)	(X_2)	D (X2-X1)	D^2
S-1	70	80	10	100	75	85	10	100
S-2	75	85	10	100	70	85	15	225
S-3	65	70	5	25	60	70	10	100
S-4	68	75	7	49	65	75	10	100
S-5	55	60	5	25	65	65	0	0
S-6	65	70	5	25	70	75	5	25
S-7	75	80	5	25	65	80	15	225
S-8	60	65	5	25	55	70	15	225
S-9	75	75	0	0	65	65	0	0
S-10	80	90	10	100	75	85	10	100
S-11	72	80	8	64	70	75	5	25
S-12	75	80	5	25	64	70	6	36
S-13	60	75	15	225	60	65	5	25
S-14	75	85	10	100	70	80	10	100
S-15	70	80	10	100	75	85	10	100
S-16	70	80	10	100	65	75	10	100
S-17	75	90	15	225	80	85	5	25
S-18	65	82	17	289	65	70	5	25
S-19	60	75	15	225	65	75	10	100
S-20	75	80	5	25	75	80	5	25
S-21	65	65	0	0	60	60	0	0
Total	$\frac{75}{65}=$ $\bar{x}$ 1430	$\frac{80}{65}=1$ $\bar{x}$ 622	$=172$ d	$=$ $d2$ 1852	$\frac{5}{10}=$ $\bar{x}$ 1414	$\frac{8}{6}=15$ $\bar{x}$ 75	$=161$ d	$=$ $d2$ 1601

APPENDIX A.5

The students' mean score of gain (D) literal comprehension and interpretative comprehension

a. The students' Mean score of gain (D) literal comprehension

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{172}{21}$$

$$Md = 8,2$$

b. The students' Mean score of gain (D) interpretive comprehension

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{161}{21}$$

$$Md = 7,6$$

APPENDIX A.6

Test of significance

a. Test of significance of Literal Comprehension

$$T = \frac{Md}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{N}}{N(N-1)}}}$$

$$= \frac{8,2}{\sqrt{\frac{1852 - \frac{(172)^2}{21}}{21(21-1)}}}$$

$$= \frac{8,2}{\sqrt{\frac{1852 - \frac{29584}{21}}{21(21-1)}}}$$

$$= \frac{8,2}{\sqrt{\frac{1852 - 1408}{420}}}$$

$$= \frac{8,2}{\sqrt{\frac{444}{420}}}$$

$$= \frac{8,2}{\sqrt{1,05}}$$

$$= \frac{8,2}{1,02}$$

$$= 7,8$$

b. Test of significance of interpretive comprehension

$$T = \frac{Md}{\sqrt{\dfrac{\sum d^2 - \dfrac{(\sum d)^2}{N}}{N(N-1)}}}$$

$$= \frac{7,6}{\sqrt{\dfrac{1661 - \dfrac{(161)^2}{21}}{21(21-1)}}}$$

$$= \frac{7,6}{\sqrt{\dfrac{1661 - \dfrac{25921}{21}}{21(21-1)}}}$$

$$= \frac{7,6}{\sqrt{\dfrac{1661 - 1234}{420}}}$$

$$= \frac{7,6}{\sqrt{\dfrac{427}{420}}}$$

$$= \frac{7,6}{\sqrt{1,01}}$$

$$= \frac{7,6}{1,00}$$

$$= 7,6$$

APPENDIX A.7

Scoring Classification of The Students Pretest and Posttest Literal and interpretive

Respondents	Literal Comprehension				Interpretative Comprehension			
	(X_1)	Classification	(X_2)	Classifications	(X_1)	Classifications	(X_2)	Classifications
S-1	70	Fairly Good	80	Good	75	Fairly Good	85	Good
S-2	75	Fairly Good	85	Good	70	Fairly Good	85	Good
S-3	65	Fairly	70	Good	60	Fairly	70	FairlyGood
S-4	68	Fairly Good	75	Fairly Good	65	Fairly	75	FairlyGood
S-5	55	Poor	60	Fairly	65	Fairly	65	Fairly
S-6	65	Fairly	70	Fairly Good	70	Fairly Good	75	Fairly Good
S-7	75	Fairly Good	80	Good	65	Fairly	80	Good
S-8	60	Fairly	65	Fairly	55	Poor	70	Fairly Good
S-9	75	Fairly Good	75	Fairly Good	65	Fairly	65	Fairly
S-10	80	Good	90	Very Good	75	Fairly Good	85	Good
S-11	72	Fairly Good	80	Good	70	Fairly Good	75	Fairly Good
S-12	75	Fairly Good	80	Good	64	Fairly	70	Fairly Good
S-13	60	Fairly	75	Fairly Good	60	Fairly	65	Fairly
S-14	75	Fairly Good	85	Good	70	Fairly Good	80	Good
S-15	70	Fairly Good	80	Good	75	Fairly Good	85	Good
S-16	70	Fairly Good	80	Good	65	Fairly	75	Fairly Good
S-17	75	Fairly Good	90	Very Good	80	Good	85	Good
S-18	65	Fairly	82	Good	65	Fairly	70	Fairly Good
S-19	60	Fairly	75	FairlyGood	65	Fairly	75	Fairly Good
S-20	75	Fairly Good	80	Good	75	Fairly Good	80	Good
S-21	65	Fairly	65	Fairly	60	Fairly	60	Fairly

APPENDIX A.8

The Percentage of Student's Achievement In Literal Comprehension
1. Pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0
2	Very Good	86-95	0	0
3	Good	76-85	1	%= 1/21x100=5%
4	Fairly Good	66-75	12	%= 12/21x100=57%
5	Fairly	56-65	7	%= 7/21x100=33%
6	Poor	36-55	1	%= 1/21x100=5%
7	Very Poor	0.0-35	0	0
	Total		21	100%

2. Post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0
2	Very Good	86-95	2	%= 2/21x100=10%
3	Good	76-85	11	%= 11/21x100=52 %
4	Fairly Good	66-75	5	%= 5/21x100=24%
5	Fairly	56-65	3	%= 3/21x100=14%
6	Poor	36-55	0	0
7	Very Poor	0.0-35	0	0
	Total		21	100%

The Percentage of Student's Achievement In Interpretive Comprehension
1. Pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0
2	Very Good	86-95	0	0
3	Good	76-85	1	%= 1/21x100=5%
4	Fairly Good	66-75	8	%= 8/21x100=38%
5	Fairly	56-65	11	%= 11/21x100=52%
6	Poor	36-55	1	%= 1/21x100=5%
7	Very Poor	0.0-35	0	0
	Total		21	100%

2. Post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0
2	Very Good	86-95	0	0
3	Good	76-85	8	%= 8/21x100=38%
4	Fairly Good	66-75	9	%= 9/21x100=43%
5	Fairly	56-65	4	%= 4/21x100=19%
6	Poor	36-55	0	0
7	Very Poor	0.0-35	0	0
Total			21	100%

APPENDIX A.8

TABLE DISTRIBUTION OF T-VALUE

Degree of freedom (df) = N – 1=21 – 1= 20, T- table= 2.08596

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.0000	3.07768	6.31375	12.7062	31.82052	63.65674	318.30
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.327
3	0.7648	1.63774	2.35336	3.18245	4.54070	5.84091	10.214
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.1731
5	0.7266	1.47588	2.01505	2.57058	3.36493	4.03214	5.8934
6	0.7175	1.43976	1.94318	2.44691	3.14267	3.70743	5.2076
7	0.7111	1.41492	1.89458	2.36462	2.99795	3.49948	4.7852
8	0.7063	1.39682	1.85955	2.30600	2.89646	3.35539	4.5007
9	0.7027	1.38303	1.83311	2.26216	2.82144	3.24984	4.2968
10	0.6998	1.37218	1.81246	2.22814	2.76377	3.16927	4.1437
11	0.6974	1.36343	1.79588	2.20099	2.71808	3.10581	4.0247
12	0.6954	1.35622	1.78229	2.17881	2.68100	3.05454	3.9296
13	0.6938	1.35017	1.77093	2.16037	2.65031	3.01228	3.8519
14	0.6924	1.34503	1.76131	2.14479	2.62449	2.97684	3.7873
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.7328
16	0.6901	1.33676	1.74588	2.11991	2.58349	2.92078	3.6861
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.6457
18	0.6883	1.33039	1.73406	2.10092	2.55238	2.87844	3.6104
19	0.6876	1.32773	1.72913	2.09302	2.53948	2.86093	3.5794
20	0.6869	1.32534	1.72472	2.08596	2.52798	2.84534	3.5518
21	0.6863	1.32319	1.72074	2.07961	2.51765	2.83136	3.5271
22	0.6858	1.32124	1.71714	2.07387	2.50832	2.81876	3.5049
23	0.6853	1.31946	1.71387	2.06866	2.49987	2.80734	3.4849
24	0.6848	1.31784	1.71088	2.06390	2.49216	2.79694	3.4667
25	0.6844	1.31635	1.70814	2.05954	2.48511	2.78744	3.4501
26	0.6840	1.31497	1.70562	2.05553	2.47863	2.77871	3.4350
27	0.6836	1.31370	1.70329	2.05183	2.47266	2.77068	3.4210
28	0.6833	1.31253	1.70113	2.04841	2.46714	2.76326	3.4081
29	0.6830	1.31143	1.69913	2.04523	2.46202	2.75639	3.3962
30	0.6827	1.31042	1.69726	2.04227	2.45726	2.75000	3.3851
31	0.6824	1.30946	1.69552	2.03951	2.45282	2.74404	3.3749
32	0.6822	1.30857	1.69389	2.03693	2.44868	2.73848	3.3653
33	0.6820	1.30774	1.69236	2.03452	2.44479	2.73328	3.3563
34	0.6817	1.30695	1.69092	2.03224	2.44115	2.72839	3.3479
35	0.6815	1.30621	1.68957	2.03011	2.43772	2.72381	3.3400
36	0.6813	1.30551	1.68830	2.02809	2.43449	2.71948	3.3326
37	0.6811	1.30485	1.68709	2.02619	2.43145	2.71541	3.3256
38	0.6810	1.30423	1.68595	2.02439	2.42857	2.71156	3.3190
39	0.6808	1.30364	1.68488	2.02269	2.42584	2.70791	3.3127
40	0.6806	1.30308	1.68385	2.02108	2.42326	2.70446	3.3068

(Subana, et al, 2005: 206)

APPENDIX B

INSTRUMENT

POST TEST

Name:

Read the text above and answer the questions !

JELLYFISH

Jellyfish are not really fish. They are invertebrate animals. This means that unlike fish or people, they have no backbones. In fact, they have no bones at all.

Jellyfish have stomatchs and mouths, but no heads. They have nervous systems for sensing the world around them, but no brains. They are made almost entirely of water, which is why you can look through them.

Some jellyfish can glow in dargkness by making their own light. The light is made by a chemical reaction inside the jellyfish. Scientists believe jellyfish glow for several reason. For example, thay may glow to scare away predators or to attract animals they like to eat.

More jellyfish live in salt water, apart from a few types that live in fresh water. Jellyfish are found in oceans and seas all over tha world. Thay live in war, tropical seas and in icy waters near the North and South poles.

1. What is the main idea of the first paragraph?
2. Write down the supporting ideas of the first paragraph!
3. What is the main idea of the second paragraph?
4. Write down the supporting ideas of the second paragraph!
5. What is the main idea of the third paragraph?
6. Write down the supporting ideas of the third paragraph?
7. What is the main idea of the last paragraph?
8. Write down supporting ideas of the third paragraph?

Read the text above and answer the questions !

HOUSE

A house is a building that functions as a home, ranging from rudimentary huts of nomadic tribes to complex, fixed structures of wood, brick, concrete or other materials containing plumbing, ventilation and electrical systems. Many houses have several large rooms and several small rooms with their specialized functions. Most modern houses usually consist of a bedroom, bathroom, kitchen or cooking area, and a living room.

Houses use a various roofing system to keep precipitation such as rain from getting into the dwelling space. Houses may have doors and locks to secure the dwelling space from burglars or other trespassers. A house may have a separate dining room or an integrated eating area with another room. Some large houses in North America even have a recreation room. In traditional agriculture-oriented societies, domestic animals such as chickens may share part of the house with humans. A social unit living in a house is known as a household.

1. Write down the conclusion of paragraph 1 ?
2. Write down the conclusion of paragraph 2 ?

APPENDIX C

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

SMP/MTS   : SMP PGRI TAMALATE MAKASSAR

Kelas/Semester   : VIII (Delapan) / 1

Standar Kompetensi : 5. Memahami makna teks tulis fungsional dan esei pendek
                     sederhana berbentuk *report* yang berkaitan dengan lingkungan
                     sekitar

Kompetensi Dasar   : 5.2 Merespon makna dalam teks tulis fungsional pendek
                     sederhana secara akurat, lancar dan berterima yang berkaitan
                     dengan lingkungan sekitar

Jenis teks   : lisan fungsional dan monolog *report*

Tema   : *report text*

Aspek/Skill   : Membaca

Alokasi Waktu   : 2 x 40 menit (1x pertemuan)

Pertemuan   :1

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

a.   Menjawab pertanyaan berdasarkan teks halaman website
b.   Melengkapi informasi berdasarkan isi surat
c.   Melengkapi email dengan pilihan jawaban yang tersedia
d.   Membuat kalimat dengan kata keterangan yang terlihat pada tabel

❖ **Karakter siswa yang diharapkan :**   Dapat dipercaya (Trustworthines)
                                          Rasa hormat dan perhatian (*respect*)

                                          Tekun (*diligence*)

2. Materi Pembelajaran

       Bacaan teks lisan fungsional: halaman website *LIGHTING* dan daftar
pertanyaan

3. Metode Pembelajaran: Two Stay-Two Stray (Ts-Ts) Strategy

4. **Langkah-langkah Kegiatan**

   A. Kegiatan Pendahuluan

   Apersepsi :

   - Tanya jawab tentang teknologi informasi
   - Tanya jawab tentang cara pengiriman informasi jarak jauh (email dan surat)

   Motivasi :

   - Melengkapi informasi yang tersedia berdasarkan isi surat

   B. Kegiatan Inti

   Eksplorasi

   Dalam kegiatan eksplorasi, guru:

   ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;

   ☞ penjelasan tentang email dengan jawaban yang tersedia

   ☞ Menulis kalimat dengan melihat informasi kegiatan masing-masing orang pada tabel

   ☞ Menulis jawaban di papan tulis untuk memeriksa jawaban yang tepat

   ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;

   ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;

   ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan

   ☞ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

   Elaborasi

   Dalam kegiatan elaborasi, guru:

   ☞ Guru mempresentasikan dan menyajikan

   ☞ Guru membagi peserta didik ke dalam kelompok yang terdiri dari 4-5 peserta didik yang memiliki kemampuan heterogen.

   ☞ Peserta didik bekerja dalam kelompok untuk membahas materi atau tugas yang diberikan guru. Materi atau tugas tiap kelompok boleh sama atau berbeda.

   ☞ Dua atau tiga orang dari tiap kelompok berkunjung ke kelompok lain untuk mencatat hasil pembahasan materi atau tugas dari kelompok lain, dan sisa anggota kelompok tetap di kelompoknya untuk menerima peserta didik yang bertamu ke kelompoknya.

   ☞ Peserta didik yang bertamu kembali ke kelompoknya dan menyampaikan hasil kunjungannya kepada anggota lain. Hasil kunjungan di bahas bersama dan dicatat.

☞ Hasil diskusi dan kegiatan berkunjung dikumpulkan dan salah satu kelompok diminta membacakan hasilnya.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,

☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,

☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,

☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:

    ☞ Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;

    ☞ Membantu menyelesaikan masalah;

    ☞ Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;

    ☞ Memberi informasi untuk bereksplorasi lebih jauh;

    ☞ Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

☞ Guru bertanya jawab tentang hal-hal yang belum diktahui siswa

☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;

☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;

☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;

☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;

☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. **Sumber belajar**
   a. Buku teks yang relevan..
   b. CD / kaset.

c. Gambar-gambar yang relevan

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
• Mengidentifikasi fungsi sosial teks fungsional pendek Mengidentifikasi ciri kebahasaan teks fungsional pendek	Tes tertulis	Uraian	*Answer the following questions based on the text*

a.Instrumen:

LIGHTNING

Lightning is a sudden, violent flash of electricity between a cloud and the ground, or from cloud to cloud. A lightning flash, or bolt, can be several miles long. It is so hot, with an average temperature of 34,000° Centigrade, that the air around it suddenly expands with a loud blast. This is the thunder we hear.

Lightning occurs in hot, wet storms. Moist air is driven up to a great height. It forms a type of cloud called cumulonimbus. When the cloud rises high enough, the moisture freezes and ice crystals and snowfl akes are formed. These begin to fall, turning to rain on the way down. This rain meets more moist air rising, and it is the friction between them which produces static electricity. When a cloud is fully charged with this electricity, it discharges it as a lightning flash.

1. Untuk tiap nomor, tiap jawaban benar skor 3

2. Jumlah skor maksimal x 3 = 15

3. Nilai maksimal = 10

4. Nilai Siswa = $\dfrac{SkorPerolehan}{SkorMaksimal} x10$

a. Rubrik Penilaian

Rubrik penilaian Main Idea

No	Criteria	Score
1	The answer includes a clear generalization that states or implies the main idea	40
2	The answer states or implies the main idea from the story	30
3	Indicator inaccurate or incomplete understanding of main idea	20
4	The answer includes minimal or no understanding of main idea	10

Pollard (2007: 17)

Rubrik penilaian Conclusion

No	Criteria	Score
1	Conclusion reflects resource readings in development of idea it is excellent.	40
2	Conclusion reflects readings in development of idea it is good.	30
3	Conclusion reflects only reading in development of idea it is poor.	20
4	Conclusion does not reflect any reading of resources in development idea.	10

Pollard (2007: 17)

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

SMP/MTS	: SMP PGRI TAMALATE MAKASSAR
Kelas/Semester	: VIII (Delapan) / 1
Standar Kompetensi	: 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *report* yang berkaitan dengan lingkungan sekitar
Kompetensi Dasar	: 5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *report*
Jenis teks	: monolog *report*
Tema	: *report*
Aspek/Skill	: Membaca
Alokasi Waktu	: 2 x 40 menit (1x pertermuan)
Pertemuan	: 2

1. **Tujuan Pembelajaran**

   Pada akhir pembelajaran, siswa dapat merespon makna dalam:

   - Menentukan benar, salah atau tidak relevannya suatu pernyataan berdasarkan informasi yang terdapat dalam bacaan *report*
   - Menentukan benar, salah atau tidak relevannya suatu pernyataan berdasarkan informasi yang terdapat dalam *report*
   - Menjawab pertanyaan-pertanyaan berdasarkan informasi yang terdapat dalam bacaan

   ❖ **Karakter siswa yang diharapkan :**   Dapat dipercaya (Trustworthines)
   Rasa hormat dan perhatian (*respect*)

   Tekun (*diligence*)

2. **Materi Pembelajarana**

   Text bacaan "coconut"

3. **Metode Pembelajaran:** Two Stay-Two Stray (Ts-Ts) Strategy

4. **Langkah-langkah Kegiatan**

   A. Kegiatan Pendahuluan

   Apersepsi :

   - Tanya jawab tentag bacaan yang akan dibaca
   - Menulis hal-hal yang ingin diketahui tentang bacaan

   Motivasi :

   - Menjawab pertanyaan berdasarkan informasi dalam bacaan

   B. Kegiatan Inti

   Eksplorasi

   Dalam kegiatan eksplorasi, guru:

   ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;

   ☞ Membaca bacaan 'What the British Eat'

   ☞ Menyatakan benar, salah atau tidak relevannya suatu pernyataan berdasarkan bacaan

   ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;

   ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;

   ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan

   ☞ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

   Elaborasi

   Dalam kegiatan elaborasi, guru:

   ☞ Guru mempresentasikan dan menyajikan

   ☞ Guru membagi peserta didik ke dalam kelompok yang terdiri dari 4-5 peserta didik yang memiliki kemampuan heterogen.

   ☞ Peserta didik bekerja dalam kelompok untuk membahas materi atau tugas yang diberikan guru. Materi atau tugas tiap kelompok boleh sama atau berbeda.

   ☞ Dua atau tiga orang dari tiap kelompok berkunjung ke kelompok lain untuk mencatat hasil pembahasan materi atau tugas dari kelompok lain, dan sisa anggota kelompok tetap di kelompoknya untuk menerima peserta didik yang bertamu ke kelompoknya.

   ☞ Peserta didik yang bertamu kembali ke kelompoknya dan menyampaikan hasil kunjungannya kepada anggota lain. Hasil kunjungan di bahas bersama dan dicatat.

☞ Hasil diskusi dan kegiatan berkunjung dikumpulkan dan salah satu kelompok diminta membacakan hasilnya.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,

☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,

☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,

☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:

   ☞ Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;

   ☞ Membantu menyelesaikan masalah;

   ☞ Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;

   ☞ Memberi informasi untuk bereksplorasi lebih jauh;

   ☞ Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

☞ Guru bertanya jawab tentang hal-hal yang belum diktahui siswa

☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;

☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;

☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;

☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;

☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. **Sumber belajar**
   a. Buku teks yang relevan..
   b. CD / kaset.

c. Gambar-gambar yang relevan

d.

6. **Penilaian**

a. Instrumen:

<div align="center">Coconut</div>

Coconut is a common name for the fruit of a tree in palm family. It is classified as Cocos Nucifera. People usually call the tree as coconut palm. Coconut palm trees grow well in tropical countries. They grow especially on san soil.

The trees can grow up to 30 m high. They have a cylindrical trunk. At the top of the trunk there is a crown of leaves. The leaves are long, about 3 to 4,5 m long.

The fruit grows in clusters. In one cluster, there about 5 to 20 coconuts. The fruit is oval and about 30 cm long. It has a thick husk and hard shell. Inside the shell there white oily fresh. Inside the shell there is also sweet fluid.

Coconut is high in sugar. It also contains a lot of fat, protein and vitamin. The young coconut water can be very refreshing drink which contains a lot of minerals.

Coconut palm are very useful plants. People can use every single inch of the tree. They dry the coconut meat into copra. After that, they can get oil from it and use it for daily cooking or make it into soaps or candles. People also use the trunks to build houses. For the roof, they dry the leaves. People can also make rope and doormats from the coconut's husk.

Coconuts are usually propagated by seeds. But experts have been trying to clone coconuts or propagate them by tissue culture

b. Pedoman Penilaian

1. Untuk tiap nomor, tiap jawaban benar skor 3

2. Jumlah skor maksimal x 3 = 15

3. Nilai maksimal = 10

4. Nilai Siswa = $\dfrac{SkorPerolehan}{SkorMaksimal} x 10$

c. Rubrik Penilaian

Rubrik penilaian Main Idea

No	Criteria	Score
1	The answer includes a clear generalization that states or implies the main idea	40
2	The answer states or implies the main idea from the story	30
3	Indicator inaccurate or incomplete understanding of main idea	20
4	The answer includes minimal or no understanding of main idea	10

Pollard (2007: 17)

Rubrik penilaian Conclusion

No	Criteria	Score
1	Conclusion reflects resource readings in development of idea it is excellent.	40
2	Conclusion reflects readings in development of idea it is good.	30
3	Conclusion reflects only reading in development of idea it is poor.	20
4	Conclusion does not reflect any reading of resources in development idea.	10

Pollard (2007: 17)

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

SMP/MTS	: SMP PGRI TAMALATE MAKASSAR
Kelas/Semester	: VIII (Delapan) / 1
Standar Kompetensi	: 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *report* yang berkaitan dengan lingkungan sekitar
Kompetensi Dasar	: 5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *report*
Jenis teks	: monolog *report*
Tema	: *report*
Aspek/Skill	: Membaca
Alokasi Waktu	: 2 x 40 menit (1x pertermuan)
Pertemuan	: 3

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- Menentukan benar, salah atau tidak relevannya suatu pernyataan berdasarkan informasi yang terdapat dalam bacaan *report*
- Menentukan benar, salah atau tidak relevannya suatu pernyataan berdasarkan informasi yang terdapat dalam *report*
- Menjawab pertanyaan-pertanyaan berdasarkan informasi yang terdapat dalam bacaan

❖ **Karakter siswa yang diharapkan :**   Dapat dipercaya (Trustworthines)
Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

2. Materi Pembelajarana
Text bacaan "Monumen Yogyakarta"

3. Metode Pembelajaran: Two Stay-Two Stray (Ts-Ts) Strategy

4. Langkah-langkah Kegiatan
A.Kegiatan Pendahuluan

   Apersepsi :

- Tanya jawab tentag bacaan yang akan dibaca
- Menulis hal-hal yang ingin diketahui tentang bacaan

Motivasi :

- Menjawab pertanyaan berdasarkan informasi dalam bacaan

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;

☞ Membaca bacaan 'What the British Eat'

☞ Menyatakan benar, salah atau tidak relevannya suatu pernyataan berdasarkan bacaan

☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;

☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;

☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan

☞ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:

☞ Guru mempresentasikan dan menyajikan

☞ Guru membagi peserta didik ke dalam kelompok yang terdiri dari 4-5 peserta didik yang memiliki kemampuan heterogen.

☞ Peserta didik bekerja dalam kelompok untuk membahas materi atau tugas yang diberikan guru. Materi atau tugas tiap kelompok boleh sama atau berbeda.

☞ Dua atau tiga orang dari tiap kelompok berkunjung ke kelompok lain untuk mencatat hasil pembahasan materi atau tugas dari kelompok lain, dan sisa anggota kelompok tetap di kelompoknya untuk menerima peserta didik yang bertamu ke kelompoknya.

☞ Peserta didik yang bertamu kembali ke kelompoknya dan menyampaikan hasil kunjungannya kepada anggota lain. Hasil kunjungan di bahas bersama dan dicatat.

☞ Hasil diskusi dan kegiatan berkunjung dikumpulkan dan salah satu kelompok diminta membacakan hasilnya.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,

☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,

☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,

☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:

   ☞ Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;

   ☞ Membantu menyelesaikan masalah;

   ☞ Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;

   ☞ Memberi informasi untuk bereksplorasi lebih jauh;

   ☞ Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

☞ Guru bertanya jawab tentang hal-hal yang belum diktahui siswa

☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;

☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;

☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;

☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;

☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar
a. Buku teks yang relevan..
b. Gambar-gambar yang relevan

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
• Mengidentifikasi fungsi sosial teks fungsional pendek Mengidentifikasi ciri kebahasaan teks fungsional pendek	Tes tertulis	Uraian	*Answer the following questions based on the text*

a. Instrumen:

MONUMEN YOGYA

The Yogya Kembali Monument is located in Yogyakarta. It is three kilometres north of the Yogya city centre in the Jongkang village of the Sleman Regency. The monument was inaugurated on June 29th, 1985 to commemorate the historic Indonesian struggle for independence. Yogya Kembali means Yogya Returns, as a reminder of the returning of the Indonesian Republic Government.

There are two sections of the Yogya Kembali Monument. The first section of the Cureng Aircraft is on the eastern gate, while the other section of Guntai Aircraft stands closer to the western entrance of the monument. The Monument has two wheeled-machine guns which can be seen from a podium towards the eastern and the western side. In the southern end of the yard, there is a wall engraved with 420 names of freedom fighters who lost their lives during a great struggle, from December 19th, 1948 to June 29th, 1949. A poem by Chairil Anwar, titled Karawang Bekasi, is written on one side of the wall dedicated to these unknown patriots.

The Yogya Kembali Monument is surrounded by fish ponds. It is divided into four alleys which lead to the main building. The main building consists of different floors displaying a wide range of collections during and after the war times. It shows dioramas, carved reliefs or collection of clothes and weapons.

b. 1. Untuk tiap nomor, tiap jawaban benar skor 3

2. Jumlah skor maksimal x 3 = 15

3. Nilai maksimal = 10

4. Nilai Siswa = $\dfrac{SkorPerolehan}{SkorMaksimal} x10$

Rubrik penilaian Main Idea

No	Criteria	Score
1	The answer includes a clear generalization that states or implies the main idea	40
2	The answer states or implies the main idea from the story	30
3	Indicator inaccurate or incomplete understanding of main idea	20
4	The answer includes minimal or no understanding of main idea	10

Pollard (2007: 17)

Rubrik penilaian Conclusion

No	Criteria	Score
1	Conclusion reflects resource readings in development of idea it is excellent.	40
2	Conclusion reflects readings in development of idea it is good.	30
3	Conclusion reflects only reading in development of idea it is poor.	20
4	Conclusion does not reflect any reading of resources in development idea.	10

Pollard (2007: 17)

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

SMP/MTS	: SMP PGRI TAMALATE MAKASSAR
Kelas/Semester	: VIII (Delapan) / 1
Standar Kompetensi	: 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *report* yang berkaitan dengan lingkungan sekitar
Kompetensi Dasar	: 5.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar
Jenis teks	: lisan fungsional dan monolog *report*
Tema	: *report text*
Aspek/Skill	: Membaca
Alokasi Waktu	: 2 x 40 menit (1x pertemuan)
Pertemuan	:4

1. **Tujuan Pembelajaran**

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- Menjawab pertanyaan berdasarkan teks halaman website
- Melengkapi informasi berdasarkan isi surat
- Melengkapi email dengan pilihan jawaban yang tersedia
- Membuat kalimat dengan kata keterangan yang terlihat pada tabel

❖ **Karakter siswa yang diharapkan :**   Dapat dipercaya (Trustworthines)
Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

2. **Materi Pembelajaran**

Bacaan teks lisan fungsional: Butterflies daftar pertanyaan

3. **Metode Pembelajaran:** Two Stay-Two Stray (Ts-Ts) Strategy

4. **Langkah-langkah Kegiatan**

A.Kegiatan Pendahuluan

Apersepsi :

Tanya jawab tentang teknologi informasi

Tanya jawab tentang cara pengiriman informasi jarak jauh (email dan surat)

Motivasi :

Melengkapi informasi yang tersedia berdasarkan isi surat

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;

☞ penjelasan tentang email dengan jawaban yang tersedia

☞ Menulis kalimat dengan melihat informasi kegiatan masing-masing orang pada tabel

☞ Menulis jawaban di papan tulis untuk memeriksa jawaban yang tepat

☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;

☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;

☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan

☞ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:

☞ Guru mempresentasikan dan menyajikan

☞ Guru membagi peserta didik ke dalam kelompok yang terdiri dari 4-5 peserta didik yang memiliki kemampuan heterogen.

☞ Peserta didik bekerja dalam kelompok untuk membahas materi atau tugas yang diberikan guru. Materi atau tugas tiap kelompok boleh sama atau berbeda.

☞ Dua atau tiga orang dari tiap kelompok berkunjung ke kelompok lain untuk mencatat hasil pembahasan materi atau tugas dari kelompok lain, dan sisa anggota kelompok tetap di kelompoknya untuk menerima peserta didik yang bertamu ke kelompoknya.

☞ Peserta didik yang bertamu kembali ke kelompoknya dan menyampaikan hasil kunjungannya kepada anggota lain. Hasil kunjungan di bahas bersama dan dicatat.

☞ Hasil diskusi dan kegiatan berkunjung dikumpulkan dan salah satu kelompok diminta membacakan hasilnya.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

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☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,

☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:

  ☞ Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;

  ☞ Membantu menyelesaikan masalah;

  ☞ Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;

  ☞ Memberi informasi untuk bereksplorasi lebih jauh;

  ☞ Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

☞ Guru bertanya jawab tentang hal-hal yang belum diktahui siswa

☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;

☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;

☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;

☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;

☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. **Sumber belajar**
1. Buku teks yang relevan..
2. CD / kaset.
3. Gambar-gambar yang relevan

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
• Mengidentifikasi fungsi sosial teks fungsional pendek Mengidentifikasi ciri kebahasaan teks fungsional pendek	Tes tertulis	Uraian	*Answer the following questions based on the text*

a. Instrumen:

BUTTERFLIES

Butterflies are a type of insect with large and often colorful wings. They start out as eggs. They lay their eggs on leaves. The eggs hatch into caterpillars with tabular body. The caterpillar eats leaves, beds, or flowers of plants.

When a caterpillar is full sized, it goes into another stage called chrysalis. Caterpillars attach themselves to something solid before becoming a chrysalis. The caterpillar inside the chrysalis changes into a butterfly. Some butterflies make the change in one week. Some others take years to change.

When the change is complete, the adult butterfly splits the chrysalis. The insect unfolds its wings and pumps blood and air into then. It spreads out the wings until they become dry and harder. The beautiful butterfly then flies to get nectar from flowers. Most butterflies live only for one or two weeks.

b.Untuk tiap nomor, tiap jawaban benar skor 3

Jumlah skor maksimal x 3 = 15

Nilai maksimal = 10

Nilai Siswa = $\dfrac{SkorPerolehan}{SkorMaksimal} x10$

Rubrik penilaian Main Idea

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Pollard (2007: 17)

Rubrik penilaian Conclusion

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4	Conclusion does not reflect any reading of resources in development idea.	10

Pollard (2007: 17)

APPENDIX D

DOCUMENTATION

DOCUMENTATIONS

CURRICULUM VITAE

Besse Metatul jannah was born on October o4th, 1995 in Aluppange. She has 2 brothers and 2 sisters. She lives at Aluppange, Wajo regency. She is the third child from the couple of H.Ambo Dalle and Hj. Besse Yuliana. She started her education, first was in elementary school at SDN 153 Alewadeng and she graduated in 2007. Then, she continued at SMP 3 Sajoanging, she graduated in 2010. And she continued at SMA 1 Sajoanging and graduated in 2013. In the same time, she entered the English Department field at Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis with title **APPLYING TWO STAY-TWO STRAY (TS-TS) STRATEGY OF REPORT TEXT IN STUDENTS' READING COMPREHENSION (Pre-Experimental Research at the Second Grade of SMP PGRI Tamalate Makassar)**