

**IMPROVING STUDENTS' READING COMPREHENSION
BY USING THINK AHEAD AND WRITE
(TAW) STRATEGY**

(A Classroom Action Research at The Eight Grade Students of SMP Negeri 3
Alla, Enrekang)



A THESIS

*Proposed as the Fulfillment to Accomplish Sarjana Degree
At Faculty of Teacher Training and Education
Makassar Muhammadiyah University*

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**ENGLISH DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
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2014



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Title : Improving Students Reading Comprehension by Using Think Ahead and Write at the Second Year Students of SMPN 3 Alla, Enrekang 2013/2014)

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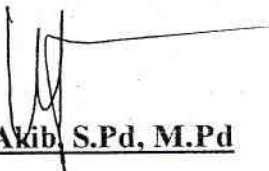
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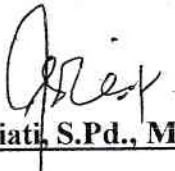
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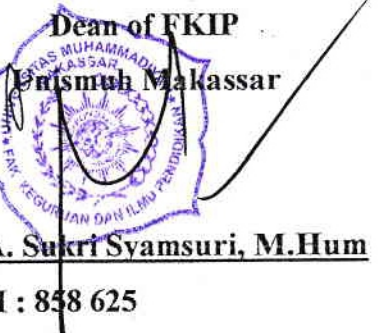
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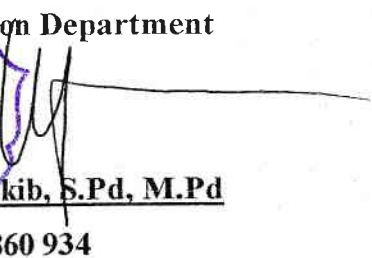
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ABSTRACT

Budiarno Bahrun D. 2014. Improving students' reading comprehension by using Think Ahead and Write (TAW strategy). *Research at The eight grade of SMP Negeri 3 Alla, Enrekang*. (Supervised by Erwin Akib, and St. Asriati).

The objective of the research was to find out how the improvement of students' reading comprehension in literal through think ahead and write (TAW) strategy of SMP Negeri 3 Alla, Enrekang in the 2014/2015 academic year. This research used A Classroom Action Research (CAR) and consisted of two cycles. The object of this research consisted of 22 students those consisted of 12 men and 10 women. The research obtained the data by using essay test (reading test) and observation.

The result of the students' reading test in cycle I and Cycle II had significantly different scores. There was a better increase of students' at the end of action in cycle II. In cycle I, the students' achievement of main ideas was 6.24, but after evaluation in cycle II the students' achievement became 7.34. Furthermore, the students' detail information was improvement too from cycle I to cycle II, whereas in the students' achievement of detail information was 6.64, but after evaluation in cycle II the students' achievement became 7.52. From the findings indicated that there was improvement in the students' reading comprehension from cycle I to cycle II. From this finding, the research concluded that by using Think Ahead and Write (TAW) Strategy could improve the students' reading comprehension achievement.

ACKNOWLEDGMENTS



Alhamdulillah Robbil Alamin, the writer expresses her sincere gratitude to the almighty God, Allah S.W. T, who has given guidance, mercy, and good health, so that she could finish writing this thesis with the title *“Improving students’ reading Comprehension By Using Think-Ahead and Write (TAW) Strategy (A Classroom Action Research at The Eight Grade Students of SMP Negeri 3 Alla Enrekang)”*. Greeting and Shalawat are addressed to the beloved and chosen messenger, the Prophet Muhammad SAW (peace is upon Him).

In writing this thesis the writer found many difficulties, so the writer realized that the thesis has a lot of mistakes and weakness. In order to become perfect, the writer needs correction and suggestion. The writer would like to say thank you very much for the people who gave spirit, advice, suggestion, and helping to the write as follows:

1. My highest appreciation and deepest thankful to my beloved parents, who always be my best parents.
2. My highest appreciation for the Rector of Makassar Muhammadiyah University, Dr. H. Irwan Akib, M.Pd.
3. My highest appreciation and deepest thankful are due to Erwin Akib, S.Pd., M.Pd as my first consultant and St. Asriati, S.Pd., M.Hum as my

second consultant, that always give motivation, suggestion, support, and advice in writing this thesis.

4. My deeply and most great full to Dr.A. Sukri Syamsuri, M.Hum as the Dean of FKIP Unismuh Makassar, and also all lecturers who have taught the Reading during study at Makassar Muhammadiyah University.
5. My special gratitude and extended to my best friends Bayu, Ode, Baronang, Ros, Lisa, Ida, Ani, Indah, Ichal Kori for their kindness, help, and understanding.
6. The last gratitude also goes to all my friends from EDSA and especially for class I in 2008 that cannot mentioned one by one.

It never been forgotten. I love u all.

The Writer

TABLE OF CONTENTS

	Page
TITLE PAGE	i
APPROVAL SHEET	ii
CONSELLING SHEET	iii
SURAT PERNYATAAN.....	iv
SURAT PERJANJIAN	v
ABSTRACT	vi
ACKNOWLEDGMENT	vii
TABLE OF CONTENTS	ix
LIST OF TABLE	xi
LIST OF CHART.....	xii
LIST OF APPENDIX	xiii
 CHAPTER I: INTRODUCTION	
A. Background	1
B. Problem Statement	3
C. Objective of the Research	4
D. Significance of the Research.....	4
E. Scope of the Research	4
 CHAPTER II: REVIEW OF RELATED LITERATURE	
A. Previous Related Findings.....	5
B. Think-Ahead and Write (TAW Strategy).....	7
C. Concept of Reading Comprehension.....	10

D. Conceptual Framework	18
CHAPTER III: RESEARCH METHOD	
A. Research Design.....	19
B. Research Variables and Indicators	23
C. Research Subject	23
D. Instrument of The Research	23
E. Procedure of Collecting Data	24
F. Technique of Analysis Data	24
CHAPTER IV: FINDING AND DISCUSSION	
A. Findings.....	26
B. Discussion	34
CHAPTER V: CONCLUSION AND SUGGESTIONS	
A. Conclusion.....	36
B. Suggestions	36
BIBLIOGRAPHY	
APPENDIX.....	

LIST OF TABLES

Table 1. The Improvement of Student' Literal Comprehension.....	26
Table 2. The Percentage of Student' Main Idea in Literal Comprehension.....	29
Table 3. The Percentage of Student' Detail Achievement.....	31
Table 4. The Observation Result of Students' Activeness in Learning Process..	32

LIST OF CHART

- Figure 1.** The Improvement of Students' Literal Comprehension27
- Figure 2.** The Improvement of students' Literal Reading Comprehension.....28
- Figure 3.** The Observation Result of Students' Activeness in Learning Process.....33

LIST OF APPENDIX

Appendix A : Rencana Pelaksanaan Pembelajaran (RPP)

Appendix B : Teaching material

Appendix C : Instrument of Cycle I & Cycle II

Appendix D : The Result of Students' Test in Diagnostic Test, Cycle I & Cycle II

Appendix E : The Result of the students' Activeness in Cycle I & Cycle II

Appendix F : Lembar Observasi Aktivitas Belajar Siswa

CHAPTER I

INTRODUCTION

A. Background

Language plays an important role in human life, one tries to acquire, learn and use language as a tool of communication and simultaneously as social symbol of humanity. A language is considered to be a system of communicating with other people using sounds, symbols and word in expressing, ideas or thought (Widdowson, 1978). Conceptual meaning is predominant in the informational use of language.

In Indonesia, English is used as a foreign language, taught in school. The students have a little time to learn in communicating in English, because they just do it in the classroom activities. Consequently, the students cannot reach a satisfactory progress in learning English.

In learning English, there are four skills that should be mastered by the students. They are listening, speaking, reading and writing. These skills always become the target or final learning objectives. In other words, the four language skills application of the knowledge of language that the learners get during the process.

Reading is one of important aspects in learning English. Reading itself is complex and applicated process because it involves the internal and external factor of students. The internal factors are everything from the students which can be thought, as a result of an interaction in reading process and external factors from outside of the students (Nunan in Nurhikmah 2011 : 14).

Reading comprehension is a term to identify those skills needed to understand and apply information contained within written material. Reading with comprehension means that understand what has been read. It is an active thinking process that depends not only on comprehension skill but also experience and prior knowledge.

However, comprehending reading or getting answers from the questions in people's mind is not as easy as people think especially if it is related with English. Some people prefer reading novel, magazine, short story, etc to academic books for pleasure. Whatever they read, it gives them some information about something or certain things get answers from the questions in their mind if they understand or comprehend what they are reading.

In formal education, students asked to read academic books. Besides hearing explanation from their teachers, sometimes they have to understand their lessons by reading it directly. However, reading academic books sometimes make students bored especially in English lessons.

One of the ways to help students understand English passages is finding good strategies in reading. Teachers can give students strategies or guidelines to understand different types of texts, such as newspapers, fiction books, or academic books. Strategies can help them comprehend texts.

Reading comprehension is not an easy matter. Many learners of English have problem in reading, for instance. The researcher found out that there are many students still low of their reading mastery.

When doing an observation (diagnostic test) at SMP Negeri 3 Alla, the researcher found that the reading comprehension in identifying main ideas and got details of the eighth grade student of SMP Negeri 3 Alla is still low. It is proved by the mean score of the eighth grade students of SMP Negeri 3 Alla only 5.0 where the students' mean score may not be under the minimum achievement criteria (KKM) that is 6.5.

In relation with the problem, the researcher was give solution in improving reading for the eighth grade students through TAW Strategy.

Based on the explanation above, the researcher wants to conduct a research under title “Improving the Students Reading Comprehension by Using Think Ahead and Write (TAW) Strategy”.

B. Problem Statements

Based on the statement above, the researcher formulated a research question:
“How is the improvement of the students’ reading in literal comprehension through Think Ahead and Write (TAW) strategy At the Eighth Grade Students’ of SMP Negeri 3 Alla, Enrekang?”

C. Objectives of the Research

In relation to the problem statement above, the objective of this research was to find out how the improvement of students' reading comprehension in literal through Think Ahead and Write (TAW) strategy at the eighth grade students' of SMP Negeri 3 Alla, Enrekang.”

D. Significance of the Research

The result of the research is expected to solve problem in reading comprehension and make the students have good capability in reading English passage. To give information for English teachers to use think-ahead and write (TAW) strategy in teaching reading English passages; to become an alternative technique in teaching reading materials. It is also expected to be one way to motivate students in reading.

E. Scope of the Research

The scope of the research was limited to improve students' reading comprehension through Think Ahead and Write (TAW) strategy that was focused on literal reading comprehension. In this case, the students were leaded to be able to find out the information stated on the text.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

The research reports the identification of using several techniques to improve the students' reading comprehension. Some research findings are briefly cited as follows:

1. Rukiah (2001) conducted research in SMU Negeri 1 Bantaeng on *Improving the Reading Comprehension Achievement of the First Year Students Through Communicative Text*. She then concluded that the communicative language teaching can increase and improve the learners' motivation, provided meaningful task practice, encourage natural learning, and create a context that supports the learning.
2. Asma (2002) conducted research on *The Ability of The First Year Students of SMU Muhammadiyah 6 Makassar to Comprehend The Main Idea of Paragraph in Reading*. She state that by having ability to comprehend the main idea of paragraph, the readers would be able to comprehend the author's message in this writing. Also state that the first and the most essential reading comprehension are finding the main idea of paragraph.
3. Rahayu (2004) conducted research in SMU Negeri 1 Watangsoppeng on *Improving Reading Comprehension of The Second Year Students Through*

Story Mapping. She concluded that story mapping is an effective strategy to improve the reading comprehension of the second year students of SMU Negeri 1 Watangsoppeng.

4. Ismawati (2008). Reported from her thesis *developing the students' Reading Comprehension Through Cognitive Reading Strategies* at The First Year students of SMK YPKK Limbung, the result of the data analysis showed that there was a significant difference between pre – test and post – test. It can be concluded that the cognitive reading strategy is effective to improve the students' reading comprehension.
5. Yusril, (2005:7) report in her thesis *Improving reading Comprehension through think ahead and write strategy at SPM 2 Takalar*. Her expected to the students can solve their problem in reading comprehension and make the students have good capability in reading English passage. The result of data analysis showed that the students reading achievement in cycle I (7, 68) and cycle II was (8,45). It means that purpose setting method was effective in improving students' reading comprehension.

From the explanation of several research findings above the research conclude that there are many kinds of methods or strategies that can be used to improve the students' reading comprehension and those method are very effective in improving and increasing the students' reading comprehension.

B. Think-Ahead and Write (TAW) Strategy

1. Definition of Think-Ahead Write (TAW) Strategy

TAW is one of the strategies that can be applied in teaching reading. It helps students easily understand English passages. Valery Gold and Pintozzi in their book (1997: 41) calls (TAW) as a predicting. It is a process that requires readers to ask questions, create mental images, and relate what readers already know about the topic to readers own experiences. Like the visual learner, reader develops mental pictures about the topic.

Think-Ahead and Write (TAW) is a strategy to help students comprehend texts. This strategy consist of some parts that help students develop their thinking ability. They will be taught to ask questions, create mental image and relate what they are reading. This strategy also make them think critically in reading passages with combining some parts in this strategy. Think-ahead and write (TAW) strategy is a way to make readers understand or comprehend what they are reading, and comprehend main idea of the text. This strategy combine some ways to comprehend text.

Think-ahead and write (TAW) strategy consists of asked question and creating mental images or writing down readers' understanding. This strategy has advantages to students, that is to made readers or students easy comprehend in reading passages and think about what they are reading. Because teaching students to think about what they are reading is an important way for them to use their skills to

comprehend science, history, social studies, math, and many other subjects they will study throughout their education.

2. The application of TAW the students should follow the following steps:

In the application of TAW the students should follow the following steps:

- a. Reading the title, subheadings, and first sentences of paragraphs of the selection. Then Ask questions, guess the answers, and write them down. There is no “right” or “wrong” predictions at this point.
- b. Develop pictures in mind about the selection, and write about these images or they may prefer to draw these mental images.
- c. Connecting between what already know about the topic and reading election.
Write down these connections.
- d. Reading the entire selection to check the accuracy of their predictions.

Predicting	Creating Mental Images	Connecting	Read
<i>Read the Title, ask questions, guess the answer, and write down</i>	<i>Develop Picture in readers' mind or write about the images</i>	<i>Make connection between the shared knowledge and the selection text</i>	<i>Check the accuracy of the prediction.</i>

Based on the explanation above, the researcher concluded that think-ahead

and write strategy is a good strategy to apply in reading and make students easier to understand what they are reading.

Resume

Reading is one way to get answers from questions in people's mind and comprehension is the reason for reading. With comprehending texts, students as readers can get some information from what they are reading. Knowing that comprehension is very important in reading, readers have to find ways to make reading texts easy to be understood. One of the way is finding good strategies. Good strategy can solve some problems that students may face in reading. Think-ahead and write (TAW) strategy is a good strategy to overcome students' difficulties in comprehending English passages. This strategy consists of some parts that make students thinking while reading. In TAW strategy, they will be taught to predict, create mental image, and connect between the shared knowledge and the selection text. This strategy are expected to give significant contribution to students in learning because they have some benefits and easy to be applied.

C. Concept of Reading Comprehension

1. Definition of Reading Comprehension

Reading and comprehension cannot be separated. Even though, each of them has their own meaning but relate each other. Goodman (1967) states that reading is a psycholinguistic guessing game. It involves an interaction between thought and language. While comprehension is the act of understanding the meaning of printed or spoken language. Comprehension is understanding the information that words and sentences are communicating.

Reading skill as a part of receptive competence. According to Grab (2002:273) In Richards and Renandya (2002:273) that in many second of foreign language teaching situations, reading receives a special focus. Much of what you know today you have learned through your reading and much of what you will need to find out in the future you will search for in books, magazine and newspaper (Brewton, 1962: 1). Between both suggestions, we can got concluded.

In relation to the reading comprehension, Ramirez (1995:201) states that the comprehension of written text is a complex process involving many linguistics sub skills and systems of knowledge, including the social uses of written language and structures for organizing information. The reading process can be conceived as an interaction between the writer and the reader. Reading is a combination of mechanics, understanding, retention, and use. Readers should be able not only perform the mechanics and comprehend the meaning of the words, but critically evaluate the ideas expressed and apply them to his or her situation (Carrilo 1971:2).

The basic goals of reading are to enable students to gain an understanding of the world and of themselves, to develop appreciation and interest, to find solutions to their personal and group problems, and to develop strategies by which they can become independent comprehending. Logically comprehension should be considered the heart of reading instruction, and the major goal of that instruction should be the provision of learning activities that will enable students to think about and react to what they read short, to read for meaning (Robert . J 1985 : 38).

Gregson (1983:64) states that comprehension is the ability to understand and interpret spoken and written language. It is also implies that comprehension is a subject in its own through every activity included the curriculum and extends into every faced of living.

Reading and comprehension cannot be separated. Even though, each of them has their own meaning but relate each other reading is a psycholinguistic guessing game. It involves an interaction between thought and language. While comprehension is the act of understanding the meaning of printed or spoken language. Comprehension is understanding the information that words and sentences are communicating.

Furthermore, Taylor (1988: 200) states that reading comprehension is a metacognitive process in which readers are aware of and have control over their comprehension. Thus, comprehension plays an important part in reading. It is the reason for reading and also the main goal of learning to read.. If readers can read the words but do not understand what they are reading, they are not really reading.

Comprehending what the readers read is very important to give new information to them. Because of comprehending, it makes the questions in readers' mind get answers. Taylor in her book (1988: 200) states that successful comprehends of text generally understand that the purpose of reading is to read for meaning. Reading to understand what the author is trying to talk about, getting the information that the researchers want to deliver.

In conclusion, the writer conclude that literacy approach is an approach that focused to all four language skills. In literacy approach we can creating and interpreting the meaning of the text by use socially, historically, and culturally situated practices.

2. Levels of Reading

Burns in Lutfiah (2008:16) states four levels of reading skills. They are literal reading, interpretive reading, and creative reading. Each of these skills could be explained as follows:

a. Literal Reading

Literal reading refers to the acquisition of meaning of ideas or information that is explicitly stated in the text. Some specific reading skill at the literal level of comprehension are: identifying specific information or nothing details, sequencing ideas when explicitly signal are given, and following instruction. These skills, specially the first two are scanning skill.

1) Identifying Specific Information

This reading requires one to focus his attention only on one or some particular information or detail which he need form a text; the rest of the text may not be read anymore. That information may be a name, a date, a scientific term, or a place or just anything, the search for which motivates the person to read. In looking for a detail, the reader must look for signals in the environment of the needed information or in the information itself.

2) Sequencing Events or Idea

Meaningful reading results from the reader's ability to follow the flow of thought of the writer. This is so because any discourse is made up of words and sentences which are not only grammatically linked to one another, but are also logically related and sequence of ideas as presented by the writer enables him to summarize, outline and infer correctly.

3) Following Instruction

Students can take the lesson and knowledge from the reading.

b. Interpretive Reading

Sometimes an information or concept is not explicitly stated in a text so that the reader has to go through the process of inferring beyond the literal meaning. This is the interpretative level or the "Thinking Side" of comprehension interpretation is reading or getting meaning between the lines which requires the reader's sensitivity to clues and the ability to link these clues to his own experience to arrive at the new information. It is mentally exploring and taking

position in relation to the facts and related details. When the reader does this he is inferring.

Inferences can be categorized as implications, conclusions, generalization and predictions.

- 1) *Implication*. Implication is any inference expectancy that maybe logically implied or understood, but not directly stated, form the author's arguments in a text or utterance.
- 2) *Conclusion*. Conclusion draws together factual evidence into a statement about the nature of phenomenon.
- 3) *Generalization*. Generalization is statement about the behavior of a large population based on the observable behavior of a similar but smaller sample group
- 4) *Prediction*. Prediction is a statement about future behavior or action.

c. Creative Reading

Critical reading is evaluating written material comparing the ideas discovered in the material with known standard and drawing conclusion about their accuracy, appropriateness, and timeliness. Critical reading compares previous experience to element in the new material such as content style, expression, information, and ideas or values of the author. In this level of reading skill, the reader must be an active reader, questioning, searching for fact, and suspending judgment until her or she has considered all the material

1. Comprehension Strategies

Zimmerman, how Contributor (2010) showed some of strategies or techniques for helping to understand what is being read. They are;

a. Monitoring Comprehension

Have you ever read a page and remembered absolutely nothing about it? Readers who monitor their comprehension realize when they haven't understood a word, sentence, or page. They realize that they need to clarify their understanding. Sometimes simply rereading the text can help them do this. If rereading does not help, they use the subsequent strategies to help them comprehend.

b. Activating Background Knowledge

When readers activate background knowledge, they connect things they already know with what they are reading in the text. Reading a fictional story set during the Civil War, for example, causes them to remember what they learned about the Civil War during history class. Young readers get used to activating background knowledge by looking through the pictures in a picture book before trying to read it or reading the comprehension questions before reading the text.

c. Questioning the Text

Good reading comprehension requires not only asking, "Do I understand what I am reading?" but, "What else do I want to know?" Many people use post-it notes to write down their questions while reading. Sometimes it may be as simple as wanting to know what a specific word mean, or as complex as knowing about an historical event.

d. Drawing Inferences

Reading comprehension also means to combine prior knowledge and current reading to predict what may happen next in the text or to figure out what a word means by its use in the text.

e. Visualizing

Often when books are adapted into movies, there is criticism that this actor or that setting was, "wrong". That's because reading comprehension involves creating mental images of the people, places and things in books. When directors choose things that don't fit readers' mental images, book fans are often outraged. But visualizing isn't only an aspect of reading fiction, it's also important for reading non-fiction, such as how-to articles.

f. Determining Importance

Finding the main idea, that popular part of comprehension questions, is only a part of determining importance. Good comprehension requires that readers can not only determine the main idea, but also themes, secondary ideas and clues as to what will happen next.

g. Synthesizing Information

Readers who infer from, question and connect to the text are then able to synthesize the information. Synthesizing is the Holy Grail of reading comprehension, in that it allows readers to take and retain new information from the text.

Based on the some of method or techniques for helping to understand what is being read above the researcher conclude that there are many kinds method or techniques which can we use to understand what we read. So, reading is not a difficult matter.

2. Levels of Comprehension

Abderson in Yatim (1996-107) divided comprehension into three levels including reading between the lines. They are:

a. Reading the lines

At this level, a reader s expected to comprehend what the author says in order words, in reading the lines a reader tries to recall what the author explicitly states in writing.

b. Reading between the lines

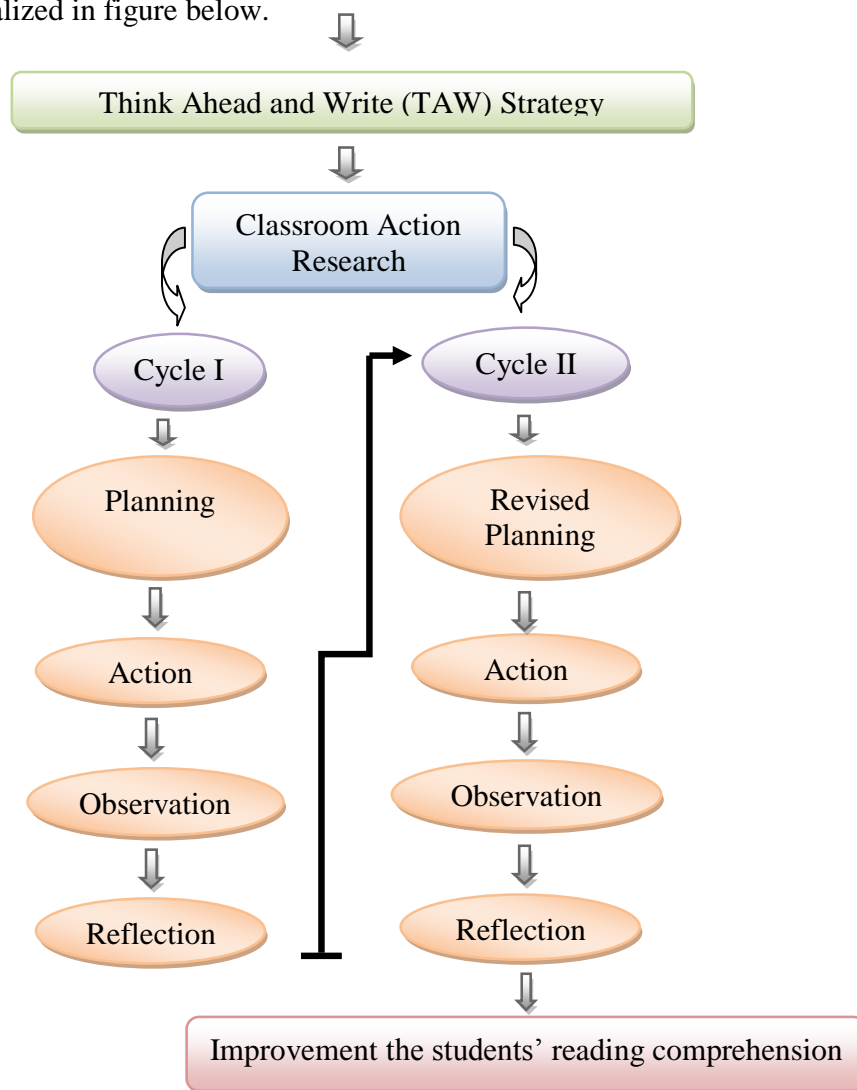
This level is higher and more difficult than reading the lines. At this level a reader is demanded to understand what the author means not just what author says when the reader comprehends the lines.

c. Reading beyond the lines

This level highest from the others, a reader at this level, is of drawing inferences and making generalization of what the reader has read.

C. Conceptual Framework

The conceptual framework that will be the basic from this research and can be visualized in figure below.



In this research, the researcher use Classroom Action Research to Improve students reading comprehension through Think Ahead and Write (TAW) method. This research divided into two cycle namely cycle I and Cycle II. Each cycle include planning, action, observation and reflection.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was designed for a Classroom Action research (CAR) that consisted of planning, observing the action, and reflecting the result of the action. It used some instruments to collect the data that were tabulated and put into percentage. The research was divided into two cycles, they were: cycle I and cycle II. Each cycle consists of planning, action, observation and reflection.

Cycle 1

1. Planning

Before conducting the teaching process and applying the method, firstly the researcher prepared some things that were considered important and useful for supporting the teaching process. In this case, there were three things that researcher prepared, they are:

- a. The researcher arranged the steps used in applying Think Ahead and Write Strategy.
- b. The researcher prepared teaching materials related to students' grade.
- c. The researcher prepared an instrument that was used to collect some data about students' achievement after the method applied.

2. Action

The researcher began to teach based on the procedure of the Think Ahead and Write strategy through the following ways:

- a. Researcher made some groups (4 – 5 students/group) then gave a text or story.
- b. Researcher asked students to preview the entire passage.
- c. Researcher asked students about click and clunk while reading.
- d. Researcher asked them to tell the text about the person, place, or thing.
- e. Researcher teaches students to ask some questions about information of the text.

3. Observation

In this phase, researcher concluded that a lot of students were serious, always ask about the material and paying attention during the learning process. And there were also some students only played in the classroom.

4. Reflection

Through reflection, action evaluated, the results of the data that has been examined, researcher concluded in cycle I was not successful because it does not according to the required standards so that this research will continue to cycle II by doing some changes.

Cycle II

The cycle II has conducted after finishing the cycle I and the target of improving students' reading comprehension through Think Ahead and Write strategy has not achieved or success yet. It was also conduct after getting reflection of the cycle I. By considering the finding fact in the cycle I, a revised plan was applied in the cycle II.

In this cycle II just like the first cycle I, the cycle II was planned as along four times meeting. The phase that was done in this cycle was not completely different with the previous cycle. It was done based on the reflection of cycle I. Thus, everything that was stalled less in the cycle I was improved in this cycle.

1. Revised Plan

After analyzing the result of the cycle I showed that there were some weaknesses on particular items need repairing, the researcher then concluded to revise some particular items and they were presented as follows:

- a. The researcher arranged the new steps used in applying Think Ahead and Write Strategy.
- b. The researcher prepared new teaching materials related to students' grade.
- c. The researcher prepared a new instrument that was used to collect some data about students' achievement after the method applied.

2. Action

The action was conducted in this cycle is quite different from the action that have been conducted in the previous cycle. The action that was conducted in this cycle related to the reflection of cycle I. However, the ways of teaching are still in line with the procedure of Think Ahead and Write Strategy.. Based on the cycle I, reflection find that some students are still difficult to identify to getting meaning and main ideas of the text. By considering those found facts, the researcher formulates the new action, as follow:

- a. Researcher made some groups (2 – 3 students/group) then gave a text/ a story.
- b. Students preview the entire passage before they read each section to learn as much about the passage as they can in a brief period of time.
- c. Students click and clunk while reading each section of the passage (identify the parts of the sentence that they do not understand).
- d. Researcher asked them to tell the text in their own words the most important idea about the person, place, or thing.
- e. Students learn to wrap up by formulating questions and answers about what they have learned and by reviewing key ideas.

3. Observation

In this phase, the researcher concluded that during the study, many students were diligently during the learning process takes place. They had dared to ask or issuing their own opinion.

4. Reflection

Through reflection, action evaluated, the results of the data that have been examined, and some changes have been made, researcher concluded in a study of cycle II success because had been according with the required standards.

B. Research Variables and Indicators

1. Variables

There were two variables of this research. The students' improvement in reading comprehension was dependent variables and the use of Think Ahead and Write (TAW) Strategy was independent variable.

2. Indicators

The students understand literal reading in identifying main ideas and details of the text.

C. Research Subject

Research subject in this classroom action research was the eighth grade students of SMP Negeri 3 Alla, Enrekang. The class consisted of 22 students with 10 women and 12 men.

D. Research Instrument

The instrument that was used cycle I and cycle II was the reading material and reading comprehension test. The aim of the test was to get information about the students' reading in literal comprehension through think ahead and write strategy.

E. Procedures of Data Collection

The technique of data collection that was done this research was test. The teacher gave the text for students after that students found the main idea and details on the text, and the researcher gave reading test to the students in order to know their improvement the type of reading test which was used in this research in discussion. The research gave reading text for students.

F. Technique of Data Analysis

The data from cycle I and II will analyzed through the following ways:

1. Scoring students correct answer in reading

No.	Criteria	Score
1.	The details and main idea are correct	4
2.	The detail is correct and main idea of errors	3
3.	Some errors of detail and main idea	2
4.	The detail and main idea incorrect	1
5.	No answer	0

$$scoring = \frac{TotalCorrectAnswer}{TotalNumberofItems} \times 10$$

(Depdikbud in Budiyanto, 2004:27)

2. Calculation the means score by applying the formula:

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

Note:

\bar{X} = Mean Score

$\sum X$ = Total score of the students' response

N = The number of students / sample

Gay in Sukardi, (2008:88)

3. Tabulating the score of the students' formula into the following classification.

No	Rate of score	Categories
1	9,6 – 10	Excellent
2	8,6 – 9,5	Very good
3	7,6 – 8,5	Good
4	6,6 – 7,5	Fairly good
5	5,6 - 6,5	Fair
6	3,6 – 5,5	Poor
7	0,0 -3,5	Very poor

4. Calculation the percentage of the students' activity in learning process using

formula:

$$P = \frac{f}{N} \times 100$$

Note:

P = Percentage

F = Frequency

N = Total Number of Subject

Gay, (1981:130)

CHAPTER IV

FINDINGS AND DISCUSSIONS


In this chapter consists of the finding research and discussion. The findings of the research presented the result of development the student's reading Comprehension that covers the students literal Comprehension and the students' main idea, and the discussion of the research covers further explanation of the finding.

A. Findings

1. The Improvement of the Students' Literal Comprehension

The improvement of the students' literal comprehension at the eighth grade students of SMP Negeri 3 Alla, Enrekang through Think Ahead and Write (TAW) strategy can be seen clearly in the following table.

Table 1: The Improvement of Students' Literal Comprehension

N O	Indicators	The Students' Mean Score			Improvement (%)		
		D-T	Cycle 1	Cycle 2	DT-CI	CI-CII	DT-CII
1	Main Idea	5.42	6.24	7.34	15.13	17.63	35.42
2	Details	6.01	6.64	7.52	10.48	13.25	25.12
	ΣX	11.43	12.88	14.86	25.61	30.88	60.55
		5.72	6.44	7.43	12.81	15.44	30.27

The table above indicates that the improvement of the students' main idea and details in literal comprehension before application of Think A Head

Strategic Reading method indicates that the diagnostic-test assessment (5.72) and after application in cycle I, the assessment of the student literal comprehension become higher (6.44) and the Students' assessment in cycle II (7.43). The assessment of Cycle II is greater than Cycle I ($7.43 > 6.44$) and classified as good which there is improvement (15.44%) of the students reading comprehension. and then, the improvement from D-Test to Cycle I is greater than D-test to Cycle II ($30.27\% > 18.21\%$) and classified as fairly good to good.

Based on the percentages above there are significant improvement of the students by using Think Ahead and Write strategy. To use clearly the improvement of the students' literal comprehension, the following chart is presented.

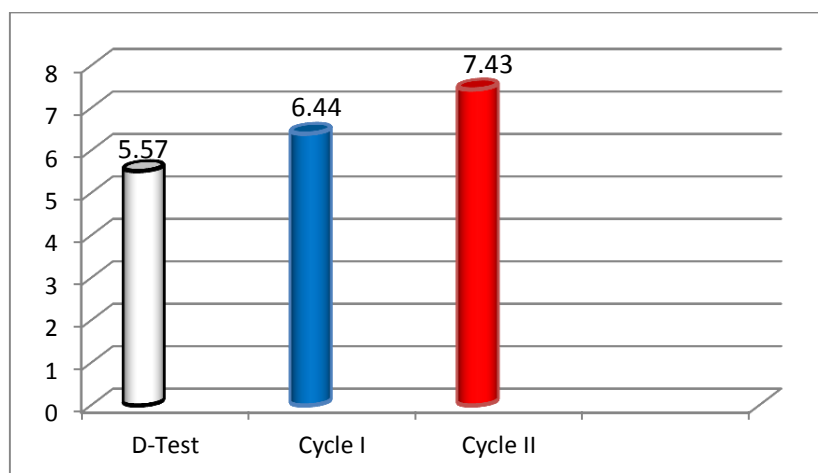


Figure I: The Improvement of Student Literal Comprehension

From the chart above shows the improvement of the students' literal in Cycle II is higher (7.43) then Cycle I (6.44) and D-test (5.57). The result of D-test is contest achievement (D-test – Cycle I – Cycle II).

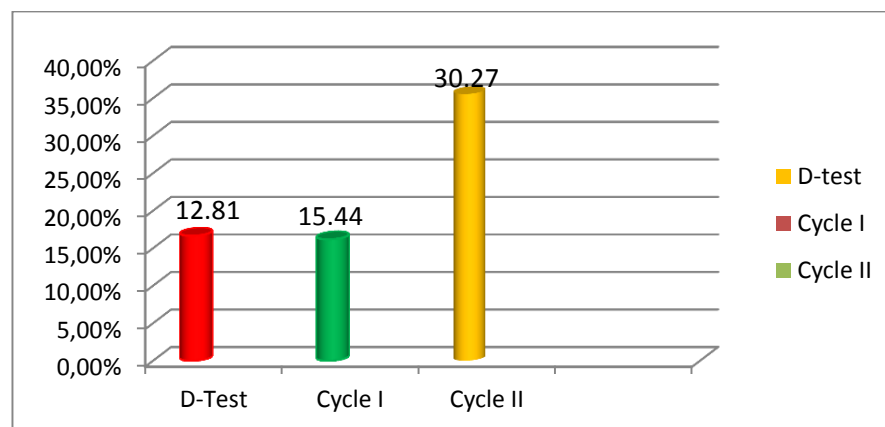


Figure II: The Improvement of Students' Literal Reading Comprehension

The chart above shows that the improvement of the students' literal reading comprehension in which cycle II is greater than in cycle I and the result of the diagnostic-test (12.81%), from diagnostic-test to cycle I the improvement of the students' literal reading comprehension is (15.44%), from cycle I to cycle II where the develop is (5.72%) and from diagnostic-test to cycle II where the improvement is (30.27%).

2. The improvement of the students' reading comprehension dealing with main and details:

a. Main idea

The application Think Ahead and Write (TAW) in improvement of the students' reading literal comprehension in terms of main idea can be see the difference by considering the result of the students' diagnostic-test and the students' achievement after taking action in cycle I and cycle II through the application of Think Ahead and Write (TAW) in teaching and learning process.

Table 2: The Percentage of Students' Main Idea in Literal Comprehension.

No	Classification	Score	D-test		Cycle I		Cycle II	
			F	(%)	F	(%)	F	(%)
1	Excelent	9.6-10	0	0	0	0	0	0
2	Very Good	8.6-9.5	0	0	0	0	3	13.64
3	Good	7.6-8.5	2	9.10	3	13.63	10	45.45
4	Fairly Good	6.6-7.5	8	36.36	13	59.09	7	31.81
5	Fair	5.6-6.5	4	18.18	4	18.18	2	9.1
6	Poor	3.6-5.5	5	22.73	2	9.1	0	0
7	Very Poor	0-3.5	3	13.63	0	0	0	0
Total			22	100	22	100	22	100

The table above shows that the percentage of the students' main idea in reading diagnostic-test indicates that 2 students (9.10%) get good, 8 students (36.36%) get fairly good, 4 students (18.18%) get fair, 5 students (22.73%) get poor, 3 students (13.63%) get very poor and good of students for the other classification.

After taking an action in cycle I by using Think Ahead and Write (TAW), the percentage of the students' main idea is 3 students (13.63%) get good, 13 students (59.09%) get fairly good, 4 students (18.18%) get fair, 2 students (9.10%) get poor and good of the students other for the other classification.

In Cycle II, the percentage of the students' main idea in literal comprehension is 3 students (13.63%) get very good, 10 students (45.45%) get good, 7 students (31.81%) get fairly good, 2 students (9.10) get fair and none of the students for other Think Ahead and Write (TAW) in able to improvement of the students' main idea where the result of Cycle II is higher in than Cycle I and diagnostic-test.

b. Details

The application of Think Ahead and Write (TAW) in improvement of the students' literal comprehension in terms of detail can be seen the difference by considering the result of the students' literal diagnostic-test and the students' achievement after taking action in Cycle I and Cycle II through

the application of Think Ahead and Write (TAW) in teaching and learning process.

Table 3: The Percentage of Students' Details Achievement

No	Classification	Score	D-test		Cycle I		Cycle II	
			F	(%)	F	(%)	F	(%)
1	Excelent	9.6-10	0	0	0	0	0	0
2	Very Good	8.6-9.5	0	0	0	0	2	9.1
3	Good	7.6-8.5	0	0	0	0	12	54.54
4	Fairly Good	6.6-7.5	7	31.81	11	50	8	36.36
5	Fair	5.6-6.5	13	59.09	11	50	0	0
6	Poor	3.6-5.5	2	9.1	0	0	0	0
7	Very Poor	0-3.3	0	0	0	0	0	0
Total			22	100	22	100	22	100

The table above shows the percentage of the students' details achievement in Diagnostic-test indicates that 7 students (31.81%) get fairly good, 13 students (59.09%) get fair, 2 students (9.10%) gets poor and none of the students for the other classification after taking in Cycle I by using Collaborative Strategic Reading method, the percentage of the students details achievement improve where 2 students (9.10%) get very good, 12 students (54.54%) get good, 8 students (36.36%) get fairly good and very good of the students for the other classification in Cycle II.

3. The Result of the Students' Activeness in Teaching and Learning Process

The result of observation of the students' activeness in teaching and learning process toward the application of Think Ahead and Write to improving the students' reading comprehension at the eighth grade of SMP Negeri 3 Alla, Enrekang which is conducted in two cycles during eight meeting is taken by the observer through observation sheet. It can be seen clearly through the following table:

Table 4: The Observation Result of Students' Activeness in Learning Process.

Cycle	Meeting				Average Score	Improvement (%)
	I	II	III	IV		
I	61.36	68.16	62.05	67.08	64.66	23.89
II	79.54	76.13	80.68	84.09	80.11	

The result above is formulated based on the technique of data analysis and the students' score that are collected through observation sheet. From the table above shows that in cycle I the students' activeness in each meeting improvement significantly. It can be see 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 (61.36) and it improvement to activeness (68.16) in the second meeting, and then students'

activeness in the third meeting is (62.05) improving to (67.08) in the fourth meeting, so the average of the students' activeness in cycle I is (64.66).

In the cycle II the improving of the students' activeness is up and down. Where in the first meeting in Cycle II the students' activeness is (79.54) improving to (76.13) in the second meeting and it is higher than the first meeting. In the third meeting in Cycle II the students' activeness is (80.68). It is caused by the discussed topic is not interested for students'. Then the fourth meeting of the students' activeness increases to (84.09). This is caused by the teaching material is really interesting for the students' and the teacher gives them game when opens the class. So the average of the students' activeness in Cycle II is (80.11). Later, the result is presented in the graphic below that shows the average of students' activeness in the first Cycle and the second Cycle.

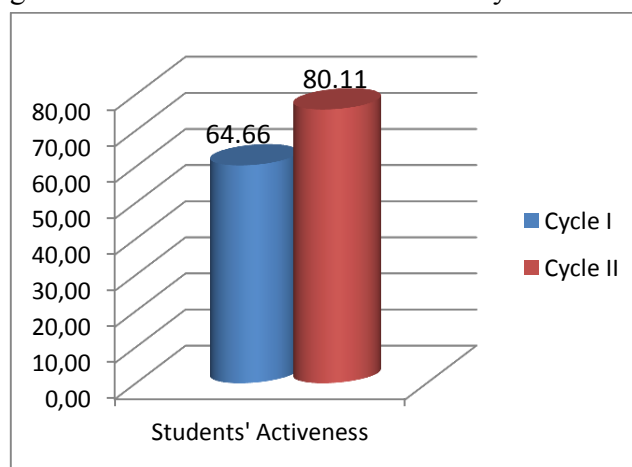


Figure III: The Observation Result of Students' Activeness in Learning Process.

The Graphic above shows that there is improvement of the students' activeness in teaching learning process where in Cycle I is (64.66) lower than Cycle II, but after conducting Cycle II the students' activeness in Learning process becomes (80.11) (Cycle I < Cycle II). The increase of the students' activeness from Cycle I to Cycle II is (15.45%).

B. Discussion

The improvement of students' reading comprehension covering the students' literal comprehension. The result of the data analysis through the reading test shows that the students' reading comprehension in terms of literal comprehension improves significantly it is indicator by the main idea score of result the students' Diagnostic-test is (5.57) it is classified as poor achievement. It is also lower than the mean score of the students' reading test in cycle I that is (6.44) that is classified as fair and cycle II is (7.43) it is classified as good those score are got from the result test of the students' literal comprehension.

The students' literal comprehension at the eighth grade of SMP Negeri 3 Alla, Enrekang in 2014-2015 academic years through Think Ahead and Write Strategy.

The indicators of main idea of the students' literal comprehension in cycle I has improved from Diagnostic-test. The improvement can be see after testing and observation the students where the improvement of the students main idea is (15.13%) and the students' main idea mean score is (6.24). It is classified as fair in cycle II, the students' main idea also improves from cycle I to cycle II where the development is (17.63%) and the students' main idea mean score is (7.34) that is

classification. To improvement from Diagnostic-test to cycle I is significantly. The research is not continued to the third cycle because the target score has been achieved in cycle II.

The indicator from details of the students' literal comprehension in the cycle I has improved from Diagnostic-test. The improvement can be seen after testing and observation the students' detail is (10.48%) and the students' details also improves from cycle I to cycle II mean score is (13.25%) and the students' mean score is (7.52) that is classified as fairly good classification. To improvement from Diagnostic-test to cycle I is significantly. The research is not continued to the third cycle because the target score has been achieved in cycle II.

CHAPTER V

CONCLUSION AND SUGGESTIONS

The chapter consists of two section, the first section deals with suggestion of the finding, and the second one deals with suggestion that cover recommendation concerning the classroom implication of the findings and for further related researcher.

A. Conclusion

Based on the finding and discussion of the previous chapter the researcher inferential in the following conclusion:

1. The use of Think Ahead and Write (TAW) strategy can improve the students' literal comprehension of the eighth grade of SMP Negeri 3 Alla, Enrekang (30.27%).
2. The use of Think Ahead and Write (TAW) strategy can make the students' active in teaching and learning process (23.89%).

B. Suggestion

The improved of reading comprehension command of the students' the researcher puts forward these suggestions:

1. The researcher in the future are suggested that the improve these research findings to investigate the reading comprehension in any level of students', especially junior high school level, moreover, the use classroom action research is research design can be first research implication to secure the issues of problem in improving the students' reading comprehension

2. The researcher conducts similar research forgetting better result of the research, so that the students' get improvement in their learning.
3. The students' is also more cheerful to get active independent and diligent to follow the class. They can do all their activities together and also share their information to each other.
4. For the next research, this reading method can be tried to use in reading the other kinds of reading text.

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APPENDIX A

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama sekolah : SMP Negeri 3 Alla

Mata pelajaran : Bahasa Inggris

Kelas/ Semester : VIII/1

Pertemuan : 1

Alokasi waktu : 2 x 40 menit

A. STANDAR KOMPETENSI

Memahami makna teks tulis fungsional dan essay pendek sederhana yang berbentuk description and descriptive yang berkaitan dengan lingkungan sekitar.

B. KOMPETENSI DASAR

Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk description and descriptive pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

C. INDIKATOR

1. Kognitif: produk

Menjawab pertanyaan (answer questions)

2. Kognitif: proses

Memperoleh informasi dari text bacaan (getting information)

3. Psikomotor

Memahami bacaan (reading comprehension in the text)

4. Afektif

- Bertanya dan menyampaikan gagasan (keaktifan).
- Mengerjakan Tugas
- Menghormati guru.

D. TUJUAN PEMBELAJARAN

1. Pengetahuan : produk

Setelah kegiatan pembelajaran siswa dapat menjawab pertanyaan sesuai dengan text bacaan.

2. Pengetahuan : proses

Setelah kegiatan pembelajaran siswa dapat memperoleh informasi yang terdapat dalam text bacaan.

3. Psikomotor

Setelah kegiatan pembelajaran siswa dapat memahami makna bacaan.

4. Afektif

- Setelah kegiatan pembelajaran siswa lebih proaktif dalam bertanya dan menyampaikan pendapat.
- Setelah kegiatan pembelajaran siswa dapat mengerjakan tugas yang diberikan.
- Setelah kegiatan pembelajaran siswa menghargai guru dalam proses pembelajaran maupun diluar sekolah.

E. MATERI PEMBELAJARAN

Read the text carefully

Two thin Goats

Once there were two goats. Both of them were hungry. They were tied together with a brown rope. They wanted to eat the green leaves from two separated bushes. One bush was on the left. The other bush was on the right.

The goats thought they could do everything on their own. However, the rope was short. They tried and tried but they could not reach the bushes. They were sad.

Then, the goats decided to work together. First, they ate the leaves on the right. Then, they ate the leaves on the left. The leaves were delicious. The goats were happy.

F. MODEL/METODE PEMBELAJARAN

- Think Ahead and Write (TAW) strategy.

G. KEGIATAN PEMBELAJARAN

Langkah	Kegiatan guru/siswa	waktu
<ul style="list-style-type: none">• Kegiatan awal	<ol style="list-style-type: none">a. Apersepsi (salam dan pengenalan)b. Absensic. Menjelaskan tujuan pembelajaran serta memotifasi siswa.	10 menit
<ul style="list-style-type: none">• Kegiatan inti	<ol style="list-style-type: none">a. Guru menjelaskan materi pembelajaran.b. Siswa diberikantext/a storyc. Guru membacakan bacaan didepan siswad. Siswa membaca teks dan memahami teks.e. Latihan soalf. Pemberian tugas	60 menit
<ul style="list-style-type: none">• Kegiatan akhir	<ol style="list-style-type: none">a. Guru bersama siswa menyimpulkan pembelajaranb. Penutup dan doa	10 menit

H. PENILAIAN HASIL BELAJAR

- Penilaian produk: LKS (lampiran)
- Penilaian kinerja: bertanya (keaktifan), memahami teks.

I. SUMBER PEMBELAJARAN

- Buku Contextual English untuk SMP kelas II (VIII)
- Internet.

LAMPIRAN SOAL DAN JAWABAN

a. Soal

Answer the question!

1. Find the main idea of each paragraph in the text (there are three paragraphs).
2. How many goats are there in the story?
3. What did the goats want to eat?
4. Why did the goats want to eat?
5. Why were the goats sad?
6. How did the goats finally reach the bushes?
7. Why the goats can't reach a bushes?
8. How many separated bushes?
9. How mien the goats to reach aa bushes?
10. Does the leaves not delicious?

b. Kunci jawaban

1. The main idea of each paragraph!
 - a. The main idea of the first paragraph is two thin goats
 - b. The main idea of the second paragraph is the goats could do everything on their own.
 - c. The main idea of the last paragraph is the goats decided to work together.
2. Two goats.
3. Green leaves.
4. They were hungry.
5. They could not reach the bushes.
6. By working together.
7. Because the rope was short.
8. Two separate bushes, one on the left and other on the right.
9. They were worked together.
10. No, it dose delicious.

c. Pedoman penilaian

Untuk menilai kemampuan inferensial siswa.

No	Criteria	Score
1	The detail and main idea are correct	4
2	The detail is correct and main idea of errors	3
3	Some errors of detail and main idea	2
4	The detail and main idea incorrect	1
5	No answer	0

$$\text{Scoring} = \frac{\text{Total Correct Answer}}{\text{Total Number of Items}} \times 10$$

Kalosi, Agustus 2014

Mahasiswa peneliti;

Budiarno Bahrund
Nim: 105353402 08

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah : SMP Negeri 3 Alla
Mata pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/1
Pertemuan : 2
Alokasi waktu : 2 x 40 menit

A. STANDAR KOMPETENSI

Memahami makna teks tulis fungsional dan esei pendek sederhana yang berbentuk description and descriptive yang berkaitan dengan lingkungan sekitar.

B. KOMPETENSI DASAR

Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk description and descriptive pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

C. INDIKATOR

1. Kognitif: produk
Menjawab pertanyaan (answer questions)
2. Kognitif: proses
Memperoleh informasi dari text bacaan (getting information)
3. Psikomotor
Memahami bacaan (reading comprehension in the text)
4. Afektif
 - Bertanya dan menyampaikan gagasan (keaktifan).
 - Mengerjakan Tugas
 - Menghormati guru.

D. TUJUAN PEMBELAJARAN

1. Pengetahuan : produk

Setelah kegiatan pembelajaran siswa dapat menjawab pertanyaan sesuai dengan text bacaan.

2. Pengetahuan : proses

Setelah kegiatan pembelajaran siswa dapat memperoleh informasi yang terdapat dalam text bacaan.

3. Psikomotor

Setelah kegiatan pembelajaran siswa dapat memahami makna bacaan.

4. Afektif

- Setelah kegiatan pembelajaran siswa lebih proaktif dalam bertanya dan menyampaikan pendapat.
- Setelah kegiatan pembelajaran siswa dapat mengerjakan tugas yang diberikan.
- Setelah kegiatan pembelajaran siswa menghargai guru dalam proses pembelajaran maupun diluar sekolah.

E. MATERI PEMBELAJARAN

Read the text carefully

MY KOKO

Koko is a male tabby cat. He is very adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. He always meows when he feels hungry. Actually, his voice is not suitable with his giant body. When I come home, he usually give me a kiss.

Koko is a nice playmate. I'm happy to spend my time with him. Most of the time, he's a good boy. It's almost impossible for to be angry at him. In the morning, he always wake up early, when he wakes up earlier, he waits quietly by my bedside until I wake up.

F. MODEL/METODE PEMBELAJARAN

- Think Ahead and Write (TAW) strategy

G. KEGIATAN PEMBELAJARAN

Langkah	Kegiatan guru/siswa	waktu
<ul style="list-style-type: none">• Kegiatan awal	<ol style="list-style-type: none">a. Apersepsi (salam dan perkenalan)b. Absensic. Menjelaskan tujuan pembelajaran serta memotifasi siswa.	10 menit
<ul style="list-style-type: none">• Kegiatan inti	<ol style="list-style-type: none">a. Guru menjelaskan materi pembelajaran.b. Siswa diberikan text/a storyc. Guru membacakan bacaan didepan siswad. Siswa membaca teks dan memahami teks.e. Latihan soalf. Pemberian tugas	60 menit
<ul style="list-style-type: none">• Kegiatan akhir	<ol style="list-style-type: none">a. Guru bersama siswa menyimpulkan pembelajaranb. Penutup dan doa	10 menit

H. PENILAIAN HASIL BELAJAR

- Penilaian produk: LKS (lampiran)
- Penilaian kinerja: bertanya (keaktifan), memahami teks.

I. SUMBER PEMBELAJARAN

- Buku Contextual English untuk SMP kelas II (VIII)
- Internet.

LAMPIRAN SOAL DAN JAWABAN

a. Soal

Answer the question!

1. Find the main idea of each paragraph in the text (there are two paragraphs).
2. Who is Koko?
3. What is his characteristic?
4. What does he do when he wakes up earlier?
5. When does he usually give a kiss to the writer?
6. Why is the writer almost impossible to be angry at his cat?
7. Why the writer happy to spent time with him?
8. Why he not suitable with his voice?
9. When he always meows?
10. Why he is very adorable?

b. Kunci jawaban

1. The main idea of each paragraph!
 - a. Koko is male tabby cat.
 - b. Koko is nice playmate.
2. Koko is a male tabby cat.
3. He is very adorable with his soft stripe fur, he has innocent round eyes.
4. He waits quietly by my bedside until I wake up.
5. When he come home.
6. Because he is a god boy.
7. Because he is a nice playmate.
8. Because he has giant body.
9. When he feels hungry.
10. Because he has soft stripes fur.

c. Pedoman penilaian

Untuk menilai kemampuan inferensial siswa.

No	Criteria	Score
1	The detail and main idea are correct	4
2	The detail is correct and main idea of errors	3
3	Some errors of detail and main idea	2
4	The detail and main idea incorrect	1
5	No answer	0

$$\text{Scoring} = \frac{\text{Total Correct Answer}}{\text{Total Number of Items}} \times 10$$

Kalosi, Agustus 2014

Mahasiswa peneliti;

Budiarno Bahrund
Nim: 105353402 08

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah : SMP Negeri 3 Alla
Mata pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/1
Pertemuan : 3
Alokasi waktu : 2 x 40 menit

A. STANDAR KOMPETENSI

Memahami makna teks tulis fungsional dan esei pendek sederhana yang berbentuk description and descriptive yang berkaitan dengan lingkungan sekitar.

B. KOMPETENSI DASAR

Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk description and descriptive pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

C. INDIKATOR

1. Kognitif: produk
Menjawab pertanyaan (answer questions)
2. Kognitif: proses
Memperoleh informasi dari text bacaan (getting information)
3. Psikomotor
Memahami bacaan (reading comprehension in the text)
4. Afektif
 - Bertanya dan menyampaikan gagasan (keaktifan).
 - Mengerjakan Tugas
 - Menghormati guru.

D. TUJUAN PEMBELAJARAN

1. Pengetahuan : produk

Setelah kegiatan pembelajaran siswa dapat menjawab pertanyaan sesuai dengan text bacaan.

2. Pengetahuan : proses

Setelah kegiatan pembelajaran siswa dapat memperoleh informasi yang terdapat dalam text bacaan.

3. Psikomotor

Setelah kegiatan pembelajaran siswa dapat memahami makna bacaan.

4. Afektif

- Setelah kegiatan pembelajaran siswa lebih proaktif dalam bertanya dan menyampaikan pendapat.
- Setelah kegiatan pembelajaran siswa dapat mengerjakan tugas yang diberikan.
- Setelah kegiatan pembelajaran siswa menghargai guru dalam proses pembelajaran maupun diluar sekolah.

E. MATERI PEMBELAJARAN

Read the text carefully

An Accident

Last Friday two cars were going along Jl. Nangka. A doctor was driving a Mercedes and a young man was driving a VW. The doctor was driving slowly and carefully. The young man wasn't driving carefully, he was looking at a girl walking along the street. He was still looking at the girl when suddenly a boy came out of a side road. He couldn't stop his car and so he hit the boy.

The boy was seriously injured and the doctor went out of his car and helped the boy. The doctor was bandaging the boy's head when the police arrived. The doctor suggested that the boy should be take to hospital. So, the policeman went to the nearest phone box and called for an

ambulance. Meanwhile the young man was taken to the police station. The policeman was interrogating him when the doctor phoned from the hospital and said that the boy was dead.

F. MODEL/METODE PEMBELAJARAN

- Think Ahead and Write (TAW) method

G. KEGIATAN PEMBELAJARAN

Langkah	Kegiatan guru/siswa	Waktu
<ul style="list-style-type: none"> • Kegiatan awal 	a. Apersepsi (salam dan perkenalan) b. Absensi c. Menjelaskan tujuan pembelajaran serta memotifasi siswa.	10 menit
<ul style="list-style-type: none"> • Kegiatan inti 	a. Guru menjelaskan materi pembelajaran. b. Siswa diberikantext/a story c. Guru membacakan bacaan didepan siswa d. Siswa membaca teks dan memahami teks. e. Latihan soal f. Pemberian tugas	60 menit
<ul style="list-style-type: none"> • Kegiatan akhir 	a. Guru bersama siswa menyimpulkan pembelajaran b. Penutup dan doa	10 menit

H. PENILAIAN HASIL BELAJAR

- Penilaian produk: LKS (lampiran)
- Penilaian kinerja: bertanya (keaktifan), memahami teks.

I. SUMBER PEMBELAJARAN

- Buku Contextual English untuk SMP kelas II (VIII)
- Internet.

LAMPIRAN SOAL DAN JAWABAN

a. Soal

Answer the question!

1. Find the main idea of each paragraph in the text (there are two paragraphs)!
2. When did the accident happen?
3. Why a boy did came out of a side road?
4. Who is called a ambulance?
5. Where did the boy die?
6. What the car which driving a doctor and young man?
7. Where the boy looked at a girl?
8. What done a doctor when accident?
9. What done a policemen when a boy dead?

b. Kunci jawaban

1. The main idea of each paragraph!
 - a. Last Friday two cars were going along JL. Nangka.
 - b. The boy was seriously injured and the doctor went out of his car and helped the boy.
2. The accident happens in last Friday.
3. Because a boy was still looking at the girl walking along the street.
4. The called a ambulance is policeman.
5. The boy die of the hospital.
6. A doctor was driving a Mercedes and young man was driving a VW.
7. The street in Jl.Nangka.
8. The doctor went out of his car and helped a boy.
9. The policemen interrogation a boy.

C. Pedoman penilaian

Untuk menilai kemampuan inferensial siswa.

No	Criteria	Score
1	The detail and main idea are correct	4
2	The detail is correct and main idea of errors	3
3	Some errors of detail and main idea	2
4	The detail and main idea incorrect	1
5	No answer	0

$$\text{Scoring} = \frac{\text{Total Correct Answer}}{\text{Total Number of Items}} \times 10$$

Kalosi, Agustus 2014

Mahasiswa peneliti;

Budiarno Bahrund
Nim: 105353402 08

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama sekolah : SMP Negeri 3 Alla
Mata pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/1
Pertemuan : 6
Alokasi waktu : 2 x 40 menit

A. STANDAR KOMPETENSI

Memahami makna teks tulis fungsional dan esei pendek sederhana yang berbentuk description and descriptive yang berkaitan dengan lingkungan sekitar.

B. KOMPETENSI DASAR

Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk description and descriptive pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

C. INDIKATOR

1. Kognitif: produk
Menjawab pertanyaan (answer questions)
2. Kognitif: proses
Memperoleh informasi dari text bacaan (getting information)
3. Psikomotor
Memahami bacaan (reading comprehension in the text)
4. Afektif
 - Bertanya dan menyampaikan gagasan (keaktifan).
 - Mengerjakan Tugas
 - Menghormati guru.

D. TUJUAN PEMBELAJARAN

1. Pengetahuan : produk

Setelah kegiatan pembelajaran siswa dapat menjawab pertanyaan sesuai dengan text bacaan.

2. Pengetahuan : proses

Setelah kegiatan pembelajaran siswa dapat memperoleh informasi yang terdapat dalam text bacaan.

3. Psikomotor

Setelah kegiatan pembelajaran siswa dapat memahami makna bacaan.

4. Afektif

- Setelah kegiatan pembelajaran siswa lebih proaktif dalam bertanya dan menyampaikan pendapat.
- Setelah kegiatan pembelajaran siswa dapat mengerjakan tugas yang diberikan.
- Setelah kegiatan pembelajaran siswa menghargai guru dalam proses pembelajaran maupun diluar sekolah.

E. MATERI PEMBELAJARAN

Read the text carefully

Survivor

Bill and John are pilots. Last year their plane crashed in the Pacific Ocean. They were in a rubber boat for more than one week, a few days on an island. They didn't have much water and didn't have many things to eat. They had a few biscuits and a little beer from their plane. They had not bread, but they caught a lot of fish that they are everyday. They had only a little chocolate and few apples.

At the end of the second week, they ran out of all the beer, all the apples. They only things left now were a little water, some fish, and a little chocolate. On the third day of second week, they only had a few fish to eat but nothing to drink.

Fortunately, their boat was brought by a big wave to an island. There, they found some coconut trees with a lot of coconuts on them and some water springs, but all the water was dirty. Then only thing they could drink was coconut water. After two days on the Island, they saw a ship which rescued them.

F. MODEL/METODE PEMBELAJARAN

- Think Ahead and Write (TAW) strategy

G. KEGIATAN PEMBELAJARAN

Langkah	Kegiatan guru/siswa	Waktu
<ul style="list-style-type: none"> • Kegiatan awal 	a. Apersepsi (salam dan perkenalan) b. Absensi c. Menjelaskan tujuan pembelajaran serta memotifasi siswa.	10 menit
<ul style="list-style-type: none"> • Kegiatan inti 	a. Guru menjelaskan materi pembelajaran. b. Siswa diberikantext/a story c. Guru membacakan bacaan didepan siswa d. Siswa membaca teks dan memahami teks. e. Latihan soal f. Pemberian tugas	60 menit
<ul style="list-style-type: none"> • Kegiatan akhir 	a. Guru bersama siswa menyimpulkan pembelajaran b. Penutup dan doa	10 menit

H. PENILAIAN HASIL BELAJAR

- Penilaian produk: LKS (lampiran)
- Penilaian kinerja: bertanya (keaktifan), memahami teks.

I. SUMBER PEMBELAJARAN

- Buku Contextual English untuk SMP kelas II (VIII)
- Internet.

LAMPIRAN SOAL DAN JAWABAN

a. Soal

Answer the question!

1. Find the main idea of each paragraph in the text (there are three paragraphs)!
2. Who are Bill and John?
3. What they had on the second week to eat?
4. How many days after were saw a ship in the Island?
5. What they found in the Island (Pacific Ocean)?
6. What they brought foods in the Pacific Ocean?
7. What they caught is every day.
8. How week their ran out of all the beer and all apples?
9. What their boat was brought.
10. What does brought a bread?

b. Kunci jawaban

1. The main idea of each paragraph!
 - a. Bill and John are Pilots.
 - b. At the end of the second week in the Island they ran out of all the beer and all the apples.
 - c. Their boat was brought by a big wave to an island.
2. They are pilots and their plane crashed in the Pacific ocean (Island).
3. They had some fish, little water and little coconut.
4. Two days in the Island.

5. They found some coconut trees with a lot of coconuts.
6. They brought foods are apples, biscuit, chocolate, water and beer.
7. The caught a lot of fish every day.
8. The second week.
9. A big wave to Island.
10. No, doesn't bought.

C. Pedoman penilaian

Untuk menilai kemampuan inferensial siswa.

No	Criteria	Score
1	The detail and main idea are correct	4
2	The detail is correct and main idea of errors	3
3	Some errors of detail and main idea	2
4	The detail and main idea incorrect	1
5	No answer	0

$$\text{Scoring} = \frac{\text{Total Correct Answer}}{\text{Total Number of Items}} \times 10$$

Kalosi, Agustus 2014

Mahasiswa peneliti;

Budiarno Bahrund
Nim: 105353402 08

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama sekolah : SMP Negeri 3 Alla
Mata pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/1
Pertemuan : 4
Alokasi waktu : 2 x 40 menit

A. STANDAR KOMPETENSI

Memahami makna teks tulis fungsional dan esei pendek sederhana yang berbentuk description and descriptive yang berkaitan dengan lingkungan sekitar.

B. KOMPETENSI DASAR

Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk description and descriptive pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

C. INDIKATOR

1. Kognitif: produk
Menjawab pertanyaan (answer questions)
2. Kognitif: proses
Memperoleh informasi dari text bacaan (getting information)
3. Psikomotor
Memahami bacaan (reading comprehension in the text)
4. Afektif
 - Bertanya dan menyampaikan gagasan (keaktifan).
 - Mengerjakan Tugas
 - Menghormati guru.

D. TUJUAN PEMBELAJARAN

1. Pengetahuan : produk

Setelah kegiatan pembelajaran siswa dapat menjawab pertanyaan sesuai dengan text bacaan.

2. Pengetahuan : proses

Setelah kegiatan pembelajaran siswa dapat memperoleh informasi yang terdapat dalam text bacaan.

3. Psikomotor

Setelah kegiatan pembelajaran siswa dapat memahami makna bacaan.

4. Afektif

- Setelah kegiatan pembelajaran siswa lebih proaktif dalam bertanya dan menyampaikan pendapat.
- Setelah kegiatan pembelajaran siswa dapat mengerjakan tugas yang diberikan.
- Setelah kegiatan pembelajaran siswa menghargai guru dalam proses pembelajaran maupun diluar sekolah.

E. MATERI PEMBELAJARAN

Read the text carefully

Little Jason

Jason lived in the country, and he loved playing in a very shallow river near his house. It was not longer. When his father got a job in a big city, he moved to the city with his family. Their new house has a garden, but the garden was very small. Jason was not very happy. "Is there a river near here, Mom?" he asked his mother in the first morning. His mother answered, "No, there isn't but there's a beautiful park near here, Jason, and there's a pool in it.

Mother and Jason will go there this afternoon." Then Jason was happy. After lunch, Jason and his mother went to the park. Jason wanted to

walk near the pool, but there was a sign in front of him. His mother read it to him: WARNING. The pool is dangerous. 367 people have fallen into the pool.”Jason looked into the pool carefully.

F. MODEL/METODE PEMBELAJARAN

- Think Ahead and Write (TAW) strategy

G. KEGIATAN PEMBELAJARAN

Langkah	Kegiatan guru/siswa	Waktu
<ul style="list-style-type: none"> • Kegiatan awal 	a. Apersepsi (salam dan perkenalan) b. Absensi c. Menjelaskan tujuan pembelajaran serta memotifasi siswa.	10 menit
<ul style="list-style-type: none"> • Kegiatan inti 	a. Guru menjelaskan materi pembelajaran. b. Guru membacakan bacaan didepan siswa c. Siswa diberikan label d. Guru dan siswa memilih text yang akan dipelajari. e. Siswa membaca teks dan memahami teks. f. Latihan soal g. Pemberian tugas	60 menit
<ul style="list-style-type: none"> • Kegiatan akhir 	a. Guru bersama siswa menyimpulkan pembelajaran b. Penutup dan doa	10 menit

H. PENILAIAN HASIL BELAJAR

1. Penilaian produk: LKS (lampiran)
2. Penilaian kinerja: bertanya (keaktifan), memahami teks.

I. SUMBER PEMBELAJARAN

- Buku Contextual English untuk SMP kelas II (VIII)
- Internet.

LAMPIRAN SOAL DAN JAWABAN

a. Soal

Answer the question!

1. Find the main idea of each paragraph in the text (there are two paragraphs)!
2. Does Jason and his family live out of the city at first?
3. How many people fallen into pool?
4. Does Jason used to play in the river?
5. Does Jason very happy with his new house in the city?
6. Where did jason play in the country?
7. Why wasn't he happy in the city?
8. What did he asked his mother?
9. Why did his family move to the city?
10. Where was the sig placed?

b. Kunci jawaban

1. The main idea of each paragraph!
 - a. Jason lived in the country, and he loved playing in a very shallow river near his house.
 - b. Mother and jason will go there this afternoon.
2. Yes, Jason and his family live out of the city at first.
3. 367 people fallen into pool.
4. Yes, he does loved playing in a very shallow river hear his house.
5. No, he doesn't very happy.
6. Jason loved playing in a very shallow rives near his house.

7. In their new house.
8. He asked about there a river.
9. Because his father got a job in a big city.
10. In the park.

C. Pedoman penilaian

Untuk menilai kemampuan inferensial siswa.

No	Criteria	Score
1	The detail and main idea are correct	4
2	The detail is correct and main idea of errors	3
3	Some errors of detail and main idea	2
4	The detail and main idea incorrect	1
5	No answer	0

$$\text{Scoring} = \frac{\text{Total Correct Answer}}{\text{Total Number of Items}} \times 10$$

Kalosi, Agustus 2014

Mahasiswa peneliti;

Budiarno Bahrund
Nim: 105353402 08

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah : SMP Negeri 3 Alla
Mata pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/1
Pertemuan : 5
Alokasi waktu : 2 x 40 menit

A. STANDAR KOMPETENSI

Memahami makna teks tulis fungsional dan esei pendek sederhana yang berbentuk description and descriptive yang berkaitan dengan lingkungan sekitar.

B. KOMPETENSI DASAR

Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk description and descriptive pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

C. INDIKATOR

1. Kognitif: produk
Menjawab pertanyaan (answer questions)
2. Kognitif: proses
Memperoleh informasi dari text bacaan (getting information)
3. Psikomotor
Memahami bacaan (reading comprehension in the text)
4. Afektif
 - Bertanya dan menyampaikan gagasan (keaktifan).
 - Mengerjakan Tugas
 - Menghormati guru.

D. TUJUAN PEMBELAJARAN

1. Pengetahuan : produk

Setelah kegiatan pembelajaran siswa dapat menjawab pertanyaan sesuai dengan text bacaan.

2. Pengetahuan : proses

Setelah kegiatan pembelajaran siswa dapat memperoleh informasi yang terdapat dalam text bacaan.

3. Psikomotor

Setelah kegiatan pembelajaran siswa dapat memahami makna bacaan.

4. Afektif

- Setelah kegiatan pembelajaran siswa lebih proaktif dalam bertanya dan menyampaikan pendapat.
- Setelah kegiatan pembelajaran siswa dapat mengerjakan tugas yang diberikan.
- Setelah kegiatan pembelajaran siswa menghargai guru dalam proses pembelajaran maupun diluar sekolah.

E. MATERI PEMBELAJARAN

Read the text carefully

A Lot of Rubbish

There have been many complaints recently about the colony's garbage collection service. The Urban Service Department has agreed that the service needs improvement. But nothing has been done. The Urban Service Department cannot give shortage of trucks or workmen as an excuse. There are now more than twenty new trucks and there is no shortage of workmen.

Ten percent of the working population is unemployed. Why is the service so inefficient?, the answer is that there is no proper supervision of the workmen. In some streets the garbage is collected only once a month because the workmen are not supervised.

In other streets collection is more frequent but half of the garbage is left in the road. The workmen are too lazy to pick it up and put it in the trucks. In some parts of the Colony, house holders are dumping their garbage on the waste land. This is dangerous and an unhealthy thing to do. These dumps may catch fire and they will certainly attract rats and flies. It is the duty of urban service Department to called all the garbage efficiently and regularly.

F. MODEL/METODE PEMBELAJARAN

- Think Ahead and Write (TAW) strategy

G. KEGIATAN PEMBELAJARAN

Langkah	Kegiatan guru/siswa	Waktu
<ul style="list-style-type: none"> • Kegiatan awal 	<ol style="list-style-type: none"> Apersepsi (salam dan perkenalan) Absensi Menjelaskan tujuan pembelajaran serta memotifasi siswa. 	10 menit
<ul style="list-style-type: none"> • Kegiatan inti 	<ol style="list-style-type: none"> Guru menjelaskan materi pembelajaran. Guru membacakan bacaan didepan siswa Siswa diberikan label Guru dan siswa memilih text yang akan dipelajari. Siswa membaca teks dan memahami teks. Latihan soal Pemberian tugas 	60 menit

<ul style="list-style-type: none"> • Kegiatan akhir 	<ol style="list-style-type: none"> a. Guru bersama siswa menyimpulkan pembelajaran b. Penutup dan doa 	10 menit
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H. PENILAIAN HASIL BELAJAR

1. Penilaian produk: LKS (lampiran)
2. Penilaian kinerja: bertanya (keaktifan), memahami teks.

I. SUMBER PEMBELAJARAN

- Buku Contextual English untuk SMP kelas II (VIII)
- Internet.

LAMPIRAN SOAL DAN JAWABAN

a. Soal

Answer the question!

1. Find the main idea of each paragraph in the text (there are three paragraphs)!
2. What has caused people's complaint?
3. Why is the service so poor?
4. Why is half of the garbage left on the street?.
5. Why is the garbage on waste land unhealthy?
6. Why some streets the garden in collected only one a mount?
7. How many trucks in the Urban Service Department?

b. Kunci jawaban

1. The main idea of each paragraph!
 - a. There have been many complaints recently about the colony's garbage collection service.
 - b. Ten percent of the working population is unemployed.
 - c. In other streets collection is more frequent but half of the garbage is left in the road

2. The ineffective garbage collection service.
3. Because the workmen are not supervised properly.
4. Because the workmen are too lazy to pick it up.
5. Because it will soon become full of rats and flies.
6. Because the workmen are not supervised.
7. Twenty new trucks.

C. Pedoman penilaian

Untuk menilai kemampuan inferensial siswa.

No	Criterial	Score
1	The detail and main idea are correct	4
2	The detail is correct and main idea of errors	3
3	Some errors of detail and main idea	2
4	The detail and main idea incorrect	1
5	No answer	0

$$\text{Scoring} = \frac{\text{Total Correct Answer}}{\text{Total Number of Items}} \times 10$$

Kalosi, Agustus 2014

Mahasiswa peneliti;

Budiarno Bahrund
Nim: 105353402 08

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah : SMP Negeri 3 Alla
Mata pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/1
Pertemuan : 7
Alokasi waktu : 2 x 40 menit

A. STANDAR KOMPETENSI

Memahami makna teks tulis fungsional dan esei pendek sederhana yang berbentuk description and descriptive yang berkaitan dengan lingkungan sekitar.

B. KOMPETENSI DASAR

Membaca nyaring bermakna teks tulis fungsional dan essai berbentuk description and descriptive pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

C. INDIKATOR

1. Kognitif: produk
Menjawab pertanyaan (answer questions)
2. Kognitif: proses
Memperoleh informasi dari text bacaan (getting information)
3. Psikomotor
Memahami bacaan (reading comprehension in the text)
4. Afektif
 - Bertanya dan menyampaikan gagasan (keaktifan).
 - Mengerjakan Tugas
 - Menghormati guru.

D. TUJUAN PEMBELAJARAN

1. Pengetahuan : produk

Setelah kegiatan pembelajaran siswa dapat menjawab pertanyaan sesuai dengan text bacaan.

2. Pengetahuan : proses

Setelah kegiatan pembelajaran siswa dapat memperoleh informasi yang terdapat dalam text bacaan.

3. Psikomotor

Setelah kegiatan pembelajaran siswa dapat memahami makna bacaan.

4. Afektif

- Setelah kegiatan pembelajaran siswa lebih proaktif dalam bertanya dan menyampaikan pendapat.
- Setelah kegiatan pembelajaran siswa dapat mengerjakan tugas yang diberikan.
- Setelah kegiatan pembelajaran siswa menghargai guru dalam proses pembelajaran maupun diluar sekolah.

E. MATERI PEMBELAJARAN

Read the text carefully

My Mother

I will tell you something about my mother. My mother's name is Diana. She is from Bekasi, but she has lived in Demak, her husband's is Herman for 23 years. She is a tender woman. For example, when my sister and I are sleeping, she comes into our room, no matter what the hour, and she kisses us. She does the same thing every night.

My mother helps people wherever they need her. One day, a poor boy came to our home with a big wound on his arm, and my mother cured him. However, when she gets angry, she really does. Last year, my brother broke a living room lamp, and she made him buy a new one with his own

money. Right now she is living in a small town with my father and her children.

F. MODEL/METODE PEMBELAJARAN

- Think Ahead and Write (TAW) strategy

G. KEGIATAN PEMBELAJARAN

Langkah	Kegiatan guru/siswa	Waktu
<ul style="list-style-type: none"> • Kegiatan awal 	a. Apersepsi b. (salam dan perkenalan) c. Absensi d. Menjelaskan tujuan pembelajaran serta memotifasi siswa.	10 menit
<ul style="list-style-type: none"> • Kegiatan inti 	a. Guru menjelaskan materi pembelajaran. b. Guru membacakan bacaan didepan siswa c. Siswa diberikan label d. Guru dan siswa memilih text yang akan dipelajari. e. Siswa membaca teks dan memahami teks. f. Latihan soal g. Pemberian tugas	60 menit
<ul style="list-style-type: none"> • Kegiatan akhir 	a. Guru bersama siswa menyimpulkan pembelajaran b. Penutup dan doa	10 menit

H. PENILAIAN HASIL BELAJAR

1. Penilaian produk: LKS (lampiran)
2. Penilaian kinerja: bertanya (keaktifan), memahami teks.

I. SUMBER PEMBELAJARAN

- Buku Contextual English untuk SMP kelas II (VIII)
- Internet.

LAMPIRAN SOAL DAN JAWABAN

a. Soal

Answer the question!

1. Find the main idea of each paragraph in the text (there are two paragraphs)!
2. Who name her mother?
3. Where from her mother?
4. What is her brother made in last year?
5. What is characteristic her mother?
6. Does her mother like help people?
7. Why her mother get really angry with her brother?
8. Where her mother lived?
9. Who name her father?
10. What her mother do when her children sleeping?

b. Kunci jawaban

1. The main idea of each paragraph!
 - a. I will tell you something about my mother.
 - b. My mother helps people wherever they need her
2. Her mother name is Diana.
3. Her mother from Bekasi.
4. Last year her brother broke a living room lamp.
5. She is tender and like helped people.
6. Yes, she does.

7. Because her brother very naughty.
8. Her mother lived in Demak.
9. Her father name is Herman.
10. She kisses hr children

C. Pedoman penilaian

Untuk menilai kemampuan inferensial siswa.

No	Criteria	Score
1	The detail and main idea are correct	4
2	The detail is correct and main idea of errors	3
3	Some errors of detail and main idea	2
4	The detail and main idea incorrect	1
5	No answer	0

$$Scoring = \frac{\text{Total Correct Answer}}{\text{Total Number of Items}} \times 10$$

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Kalosi, Agustus 2014

Mahasiswa peneliti;

Budiarno Bahrund
Nim: 105353402 08

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah : SMP Negeri 3 Alla
Mata pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/1
Pertemuan : 8
Alokasi waktu : 2 x 40 menit

A. STANDAR KOMPETENSI

Memahami makna teks tulis fungsional dan esei pendek sederhana yang berbentuk description and descriptive yang berkaitan dengan lingkungan sekitar.

B. KOMPETENSI DASAR

Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk description and descriptive pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

C. INDIKATOR

1. Kognitif: produk
Menjawab pertanyaan (answer questions)
2. Kognitif: proses
Memperoleh informasi dari text bacaan (getting information)
3. Psikomotor
Memahami bacaan (reading comprehension in the text)
4. Afektif
 - Bertanya dan menyampaikan gagasan (keaktifan).
 - Mengerjakan Tugas
 - Menghormati guru.

D. TUJUAN PEMBELAJARAN

1. Pengetahuan : produk

Setelah kegiatan pembelajaran siswa dapat menjawab pertanyaan sesuai dengan text bacaan.

2. Pengetahuan : proses

Setelah kegiatan pembelajaran siswa dapat memperoleh informasi yang terdapat dalam text bacaan.

3. Psikomotor

Setelah kegiatan pembelajaran siswa dapat memahami makna bacaan.

4. Afektif

- Setelah kegiatan pembelajaran siswa lebih proaktif dalam bertanya dan menyampaikan pendapat.
- Setelah kegiatan pembelajaran siswa dapat mengerjakan tugas yang diberikan.
- Setelah kegiatan pembelajaran siswa menghargai guru dalam proses pembelajaran maupun diluar sekolah.

E. MATERI PEMBELAJARAN

Read the text carefully

Susilo Bambang Yudhoyono

Susilo Bambang Yudhoyono is the president of Republic of Indonesia. He was born at September 9, 1949. He is the sixth president of Indonesia. He reigns over Indonesia for 5 years. He started became the president of Indonesia in 2004.

Susilo Bambang Yudhoyono was educated in the United States, where he received his Masters degree in management from Webster University in 1991. He continued his study and earned a Doctorate degree in Agricultural economics from Bogor Institute of Agriculture, West Java, Indonesia, in 2004. President Yudhoyono was awarded with two honorary doctorates in 2005, respectively in the field of law from his alma mater, Webster University; and in

political science from Thammasal University in Thailand. He is really qualified to become the president of Indonesia.

Susilo Bambang Yudhoyono is a large-size man. He is about 80 kg weigh and about 170 cm tall. He has a white skin and a black hair. He has black eyes and slight eyebrows. He always bears a smile in his face. SBY (susilo Bambang Yudhoyono) is a tidy person. He always wears proper uniform for different occasions. When he attends formal occasions, he wears his black coat and a tie, and sometime a hat. When he attends informal occasions, he wears a casual t-shirt. His appearance is really adapted with his situation.

F. MODEL/METODE PEMBELAJARAN

- Think Ahead and Write (TAW) strategy

G. KEGIATAN PEMBELAJARAN

Langkah	Kegiatan guru/siswa	Waktu
<ul style="list-style-type: none"> • Kegiatan awal 	a. Apersepsi (salam dan perkenalan) b. Absensi c. Menjelaskan tujuan pembelajaran serta memotifasi siswa.	10 menit
<ul style="list-style-type: none"> • Kegiatan inti 	a. Guru menjelaskan materi pembelajaran. b. Guru membacakan bacaan didepan siswa c. Siswa diberikan label d. Guru dan siswa memilih text yang akan dipelajari. e. Siswa membaca teks dan memahami teks. f. Latihan soal g. Pemberian tugas	60 menit
<ul style="list-style-type: none"> • Kegiatan akhir 	a. Guru bersama siswa menyimpulkan pembelajaran b. Penutup dan doa	10 menit

H. PENILAIAN HASIL BELAJAR

3. Penilaian produk: LKS (lampiran)
4. Penilaian kinerja: bertanya (keaktifan), memahami teks.

I. SUMBER PEMBELAJARAN

- Buku Contextual English untuk SMP kelas II (VIII)
- Internet.

LAMPIRAN SOAL DAN JAWABAN

A. Soal

Answer the questions below based on the text above!

1. What is Susilo Bambang Yudhoyono like?
2. What is the main idea of the second paragraph?
3. Where is Susilo Bambang Yudhoyono get his Doctorate?
4. When was he born?
5. What is the main idea of the third paragraph?
6. When did he start become the president of Indonesia?
7. Who is Susilo Bambang Yudhoyono?
8. When Susilo Bambang Yudhoyono wear a casual t-shirt?
9. What is the text talking about?
10. When was Susilo Bambang Yudhoyono awarded with two honorary doctorates?

B. Key Answer

1. Susilo Bambang Yudhoyono is a large-size man. He is about 80 kg weigh and about 170 cm tall. He has a white skin and a black hair. He has black eyes and slight eyebrows.
2. The main idea of second paragraph is Susilo Bambang Yudhoyono's Education.
3. He got Doctorate degree in Agricultural Economics from Bogor institute of agriculture, West Java, indonesia in 2004.
4. He was born at September 9, 1949.

5. The main idea of the third paragraph is Susilo Bambang Yudhoyono's character.
6. He started became the president of Indonesia in 2004.
7. Susilo Bambang Yudhoyono (SBY) is the sixth president of Indonesia.
8. Susilo Bambang Yudhoyono wear a casual when he attends informal occasions.
9. The text talking about Susilo Bambang Yudhoyono.
10. Susilo Bambang Yudhoyono was awarded with two honorary doctorates in 2005

C. Pedoman penilaian

Untuk menilai kemampuan inferensial siswa.

No	Criteria	Score
1	The detail and main idea are correct	4
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$$\text{Scoring} = \frac{\text{Total Correct Answer}}{\text{Total Number of Items}} \times 10$$

Kalosi, Agustus 2014

Mahasiswa peneliti;

Budiarno Bahrund
Nim: 105353402 08

APPENDIX B

Teaching Material I

Read the text carefully

Two thin Goats

Once there were two goats. Both of them were hungry. They were tied together with a brown rope. They wanted to eat the green leaves from two separated bushes. One bush was on the left. The other bush was on the right.

The goats thought they could do everything on their own. However, the rope was short. They tried and tried but they could not reach the bushes. They were sad.

Then, the goats decided to work together. First, they ate the leaves on the right. Then, they ate the leaves on the left. The leaves were delicious. The goats were happy.

LAMPIRAN SOAL DAN JAWABAN

c. Soal

Answer the question!

11. Find the main idea of each paragraph in the text (there are three paragraphs).
12. How many goats are there in the story?
13. What did the goats want to eat?
14. Why did the goats want to eat?
15. Why were the goats sad?
16. How did the goats finally reach the bushes?
17. Why the goats can't reach a bush?
18. How many separated bushes?
19. How mien the goats to reach aa bushes?
20. Does the leaves not delicious?

d. Kunci jawaban

11. The main idea of each paragraph!
 - d. The main idea of the first paragraph is two thin goats
 - e. The main idea of the second paragraph is the goats could do everything on their own.
 - f. The main idea of the last paragraph is the goats decided to work together.
12. Two goats.
13. Green leaves.
14. They were hungry.
15. They could not reach the bushes.
16. By working together.
17. Because the rope was short.
18. Two separate bushes, one on the left and other on the right.
19. They were worked together.
20. No, it dose delicious.

Teaching Material II

Read the text carefully!

MY KOKO

Koko is a male tabby cat. He is very adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. He always meows when he feels hungry. Actually, his voice is not suitable with his giant body. When I come home, he usually gives me a kiss.

Koko is a nice playmate. I'm happy to spend my time with him. Most of the time, he's a good boy. It's almost impossible for to be angry at him. In the morning, he always wake up early, when he wakes up earlier, he waits quietly by my bedside until I wake up.

LAMPIRAN SOAL DAN JAWABAN

c. Soal

Answer the question!

11. Find the main idea of each paragraph in the text (there are two paragraphs).
12. Who is Koko?
13. What is his characteristic?
14. What does he do when he wakes up earlier?
15. When does he usually give a kiss to the writer?
16. Why is the writer almost impossible to be angry at his cat?
17. Why the writer happy to spent time with him?
18. Why he not suitable with his voice?
19. When he always meows?
20. Why he is very adorable?

d. Kunci jawaban

11. The main idea of each paragraph!
 - d. Koko is male tabby cat.
 - e. Koko is nice playmate.
12. Koko is a male tabby cat.
13. He is very adorable with his soft stripe fur, he has innocent round eyes.
14. He waits quietly by my bedside until I wake up.
15. When he come home.
16. Because he is a god boy.
17. Because he is a nice playmate.
18. Because he has giant body.
19. When he feels hungry.
20. Because he has soft stripes fur.

Teaching Material III

Read the text carefully

An Accident

Last Friday two cars were going along Jl. Nangka. A doctor was driving a Mercedes and a young man was driving a VW. The doctor was driving slowly and carefully. The young man wasn't driving carefully, he was looking at a girl walking along the street. He was still looking at the girl when suddenly a boy came out of a side road. He couldn't stop his car and so he hit the boy.

The boy was seriously injured and the doctor went out of his car and helped the boy. The doctor was bandaging the boy's head when the police arrived. The doctor suggested that the boy should be taken to hospital. So, the policeman went to the nearest phone box and called for an ambulance. Meanwhile the young man was taken to the police station. The policeman was interrogating him when the doctor phoned from the hospital and said that the boy was dead.

LAMPIRAN SOAL DAN JAWABAN

c. Soal

Answer the question!

10. Find the main idea of each paragraph in the text (there are two paragraphs)!
11. When did the accident happen?
12. Why a boy did come out of a side road?
13. Who is called a ambulance?
14. Where did the boy die?
15. What the car which driving a doctor and young man?
16. Where the boy looked at a girl?
17. What done a doctor when accident?
18. What done a policemen when a boy dead?

d. Kunci jawaban

10. The main idea of each paragraph!
 - c. Last Friday two cars were going along JL. Nangka.
 - d. The boy was seriously injured and the doctor went out of his car and helped the boy.
11. The accident happens in last Friday.
12. Because a boy was still looking at the girl walking along the street.
13. The called a ambulance is policeman.
14. The boy dies of the hospital.
15. A doctor was driving a Mercedes and young man was driving a VW.
16. The street in Jl.Nangka.
17. The doctor went out of his car and helped a boy.
18. The policemen interrogation a boy.

Teaching Material VI

Read the text carefully

Survivor

Bill and John are pilots. Last year their plane crashed in the Pacific Ocean. They were in a rubber boat for more than one week, a few days on an island. They didn't have much water and didn't have many things to eat. They had a few biscuits and a little beer from their plane. They had not bread, but they caught a lot of fish that they are everyday. They had only a little chocolate and few apples.

At the end of the second week, they ran out of all the beer, all the apples. The only things left now were a little water, some fish, and a little chocolate. On the third day of second week, they only had a few fish to eat but nothing to drink.

Fortunately, their boat was brought by a big wave to an island. There, they found some coconut trees with a lot of coconuts on them and some water springs, but all the water was dirty. The only thing they could drink was coconut water. After two days on the Island, they saw a ship which rescued them.

LAMPIRAN SOAL DAN JAWABAN

c. Soal

Answer the question!

11. Find the main idea of each paragraph in the text (there are three paragraphs)!
12. Who are Bill and John?
13. What they had on the second week to eat?
14. How many days after were saw a ship in the Island?
15. What they found in the Island (Pacific Ocean)?
16. What they brought foods in the Pacific Ocean?
17. What they caught are everyday.

18. How week their ran out of all the beer and all apples?
19. What their boat was brought.
20. What does brought a bread?

d. Kunci jawaban

11. The main idea of each paragraph!
 - d. Bill and John are Pilots.
 - e. At the end of the second week in the Island they ran out of all the beer and all the apples.
 - f. Their boat was brought by a big wave to an island.
12. They are pilots and their plane crashed in the Pacific ocean (Island).
13. They had some fish, little water and little coconut.
14. Two days in the Island.
15. They found some coconut trees with a lot of coconuts.
16. They brought foods are apples, biscuit, chocolate, water and beer.
17. The caught a lot of fish every day.
18. The second week.
19. A big wave to Island.
20. No, doesn't bought.

Teaching Material IV

Read the text carefully

Little Jason

Jason lived in the country, and he loved playing in a very shallow river near his house. It was not longer. When his father got a job in a big city, he moved to the city with his family. Their new house has a garden, but the garden was very small. Jason was not very happy. “Is there a river near here, Mom?” he asked his mother in the first morning. His mother answered, “No, there isn’t but there’s a beautiful park near here, Jason, and there’s a pool in it.

Mother and Jason will go there this afternoon.” Then Jason was happy. After lunch, Jason and his mother went to the park. Jason wanted to walk near the pool, but there was a sign in front of him. His mother read it to him: WARNING. The pool is dangerous. 367 people have fallen into the pool.” Jason looked into the pool carefully.

LAMPIRAN SOAL DAN JAWABAN

c. Soal

Answer the question!

11. Find the main idea of each paragraph in the text (there are two paragraphs)!
12. Does Jason and his family live out of the city at first?
13. How many people fallen into pool?
14. Does Jason used to play in the river?
15. Does Jason very happy with his new house in the city?
16. Where did Jason play in the country?
17. Why wasn’t he happy in the city?
18. What did he asked his mother?
19. Why did his family move to the city?
20. Where was the sig placed?

d. Kunci jawaban

11. The main idea of each paragraph!
 - c. Jason lived in the country, and he loved playing in a very shallow river near his house.
 - d. Mother and Jason will go there this afternoon.
12. Yes, Jason and his family live out of the city at first.
13. 367 people fallen into pool.
14. Yes, he does loved playing in a very shallow river near his house.
15. No, he doesn't very happy.
16. Jason loved playing in a very shallow river near his house.
17. In their new house.
18. He asked about there a river.
19. Because his father got a job in a big city.
20. In the park.

Teaching material V

Read the text carefully

A Lot of Rubbish

There have been many complaints recently about the colony's garbage collection service. The Urban Service Department has agreed that the service needs improvement. But nothing has been done. The Urban Service Department cannot give shortage of trucks or workmen as an excuse. There are now more than twenty new trucks and there is no shortage of workmen.

Ten percent of the working population is unemployed. Why is the service so inefficient?, the answer is that there is no proper supervision of the workmen. In some streets the garbage is collected only once a month because the workmen are not supervised.

In other streets collection is more frequent but half of the garbage is left in the road. The workmen are too lazy to pick it up and put it in the trucks. In some parts of the Colony, house holders are dumping their garbage on the waste land. This is dangerous and an unhealthy thing to do. These dumps may catch fire and they will certainly attract rats and flies. It is the duty of urban service Department to collect all the garbage efficiently and regularly.

LAMPIRAN SOAL DAN JAWABAN

c. Soal

Answer the question!

8. Find the main idea of each paragraph in the text (there are three paragraph)!
9. What has caused people's complaint?
10. Why is the service so poor?
11. Why is half of the garbage left on the street?
12. Why is the garbage on waste land unhealthy?

13. Why some streets the garden in collected only one a mount?

14. How many trucks in the Urban Service Department?

d. Kunci jawaban

8. The main idea of each paragraph!

d. There have been many complaints recently about the colony's garbage collection service.

e. Ten percent of the working population is unemployed.

f. In other streets collection is more frequent but half of the garbage is left in the road

9. The ineffective garbage collection service.

10. Because the workmen are not supervised properly.

11. Because the workmen are too lazy to pick it up.

12. Because It will soon become full of rats and files.

13. Because the workmen are not supervised.

14. Twenty new trucks.

Teaching Material VII

Read the text carefully

My Mother

I will tell you something about my mother. My mother's name is Diana. She is from Bekasi, but she has lived in Demak, her husband's is Herman for 23 years. She is a tender woman. For example, when my sister and I are sleeping, she comes into our room, no matter what the hour, and she kisses us. She does the same thing every night.

My mother helps people wherever they need her. One day, a poor boy came to our home with a big wound on his arm, and my mother cured him. However, when she gets angry, she really does. Last year, my brother broke a living room lamp, and she made him buy a new one with his own money. Right now she is living in a small town with my father and her children.

LAMPIRAN SOAL DAN JAWABAN

c. Soal

Answer the question!

11. Find the main idea of each paragraph in the text (there are two paragraph)!
12. Who name her mother?
13. Where from her mother?
14. What is her brother made in last year?
15. What is characteristic her mother?
16. Does her mother like help people?
17. Why her mother get really angry with her brother?
18. Where her mother lived?
19. Who name her father?
20. What her mother do when her children sleeping?

d. Kunci jawaban

11. The main idea of each paragraph!
 - c. I will tell you something about my mother.
 - d. My mother helps people wherever they need her
12. Her mother name is Diana.
13. Her mother from Bekasi.
14. Last year her brother broke a living room lamp.
15. She is tender and like helped people.
16. Yes, she does.
17. Because her brother very naughty.
18. Her mother lived in Demak.
19. Her father name is Herman.
20. She kisses hr children

Teaching Material VIII

Read the text carefully

Susilo Bambang Yudhoyono

Susilo Bambang Yudhoyono is the president of Republic of Indonesia. He was born at September 9, 1949. He is the sixth president of Indonesia. He reigns over Indonesia for 5 years. He started became the president of Indonesia in 2004.

Susilo Bambang Yudhoyono was educated in the United States, where he received his Masters degree in management from Webster University in 1991. He continued his study and earned a Doctorate degree in Agricultural economics from Bogor institute of Agriculture, West Java, Indonesia, in 2004. President Yudhoyono was awarded with two honorary doctorates in 2005, respectively in the field of law from his alma mater, Webster University; and in political science from Thammasat University in Thailand. He is really qualified to become the president of Indonesia.

Susilo Bambang Yudhoyono is a large-size man. He is about 80 kg weight and about 170 cm tall. He has a white skin and a black hair. He has black eyes and slight eyebrows. He always bears a smile in his face. SBY (Susilo Bambang Yudhoyono) is a tidy person. He always wears proper uniform for different occasions. When he attends formal occasions, he wears his black coat and a tie, and sometimes a hat. When he attends informal occasions, he wears a casual t-shirt. His appearance is really adapted with his situation.

A. Answer the questions below based on the text above!

11. What is Susilo Bambang Yudhoyono like?
12. What is the main idea of the second paragraph?
13. Where is Susilo Bambang Yudhoyono get his Doctorate?
14. When was he born?
15. What is the main idea of the third paragraph?

16. When did he start become the president of Indonesia?
17. Who is Susilo Bambang Yudhoyono?
18. When Susilo bambang yudhoyono wear a casual t-shirt?
19. What is the text talking about?
20. When was Susilo Bambang yudhoyono awarded with two honorary doctorates?

B. Key Answer

11. Susilo Bambang Yudhoyono is a large-size man. He is about 80 kg weigh and about 170 cm tall. He has a white skin and a black hair. He has black eyes and slight eyebrows.
12. The main idea of second paragraph is Susilo Bambang Yudhoyono's Education.
13. He got Doctorate degree in Agricultural Economics from Bogor institute of agriculture, West Java, indonesia in 2004.
14. He was born at September 9, 1949.
15. The main idea of hte third paragraph is Susilo Bambang Yudhoyono's character.
16. He started became the president of Indonesia in 2004.
17. Susilo Bambang Yudhoyono (SBY) is the sixth president of Indonesia.
18. Susilo Bambang Yudhoyono wear a casual when he attends informal occasions.
19. The text talking about Susilo Bambang Yudhoyono.
20. Susilo Bambang Yudhoyono was awarded with two honorary doctorates in 2005.

APPENDIX C

Instrument of Cycle I

Read the text carefully!

Survivor

Bill and John are pilots. Last year their plane crashed in the Pacific Ocean. They were in a rubber boat for more than one week, a few days on an island. They didn't have much water and didn't have many things to eat. They had a few biscuits and a little beer from their plane. They had not bread, but they caught a lot of fish that they are everyday. They had only a little chocolate and few apples.

At the end of the second week, they ran out of all the beer, all the apples. They only things left now were a little water, some fish, and a little chocolate. On the third day of second week, they only had a few fish to eat but nothing to drink.

Fortunately, their boat was brought by a big wave to an island. There, they found some coconut trees with a lot of coconuts on them and some water springs, but all the water was dirty. Then only thing they could drink was coconut water. After two days on the Island, they saw a ship which rescued them.

Answer the questions!

21. Find the main idea of each paragraph in the text (there are three paragraphs)!
22. Who are Bill and John?
23. What they had on the second week to eat?
24. How many days after were saw a ship in the Island?
25. What they found in the Island (Pacific Ocean)?
26. What they brought foods in the Pacific Ocean?
27. What they caught are everyday.
28. How week their ran out of all the beer and all apples?
29. What their boat was brought.
30. What does brought a bread?

Instrument of Cycle II

Read the text carefully

A Lot of Rubbish

There have been many complaints recently about the colony's garbage collection service. The Urban Service Department has agreed that the service needs improvement. But nothing has been done. The Urban Service Department cannot give shortage of trucks or workmen as an excuse. There are now more than twenty new trucks and there is no shortage of workmen.

Ten percent of the working population is unemployed. Why is the service so inefficient?, the answer is that there is no proper supervision of the workmen. In some streets the garbage is collected only once a month because the workmen are not supervised.

In other streets collection is more frequent but half of the garbage is left in the road. The workmen are too lazy to pick it up and put it in the trucks. In some parts of the Colony, house holders are dumping their garbage on the waste land. This is dangerous and an unhealthy thing to do. These dumps may catch fire and they will certainly attract rats and flies. It is the duty of urban service Department to collect all the garbage efficiently and regularly.

Answer the question!

15. Find the main idea of each paragraph in the text (there are three paragraphs)!
16. What has caused people's complaint?
17. Why is the service so poor?
18. Why is half of the garbage left on the street?.
19. Why is the garbage on waste land unhealthy?
20. Why some streets the garbage is collected only once a month?
21. How many trucks in the Urban Service Department?

The Diagnostic Test of Literal Reading Comprehension

Read the text carefully

Feet Like Snowshoes

The tundra is a frozen land near the Arctic Ocean. Most of the year it is covered with ice and snow. For six months the tundra is dark. The sun seems to be hiding. One of the few animals that can live in this cold dark land is the caribou. The caribou's thick fur keeps it warm. Indians and other hunters in the tundra often used caribou hides as sleeping bags. The caribou's feet move across the deep snow like snowshoes. Always on the move, caribou travel in long lines looking for food.

From May to July, the tundra springs to life, the sun shines. Snow and ice melt. The top of the ground becomes soft and wet. Small plants make the land bright with color. Birds come, and insects fill the air with busy sounds. Small arctic animals look for food. By August the tundra begins to grow cold. In September snow covers the ground once more. Soon the tundra again becomes a white world under a dark sky.

Answer the questions!

1. Find the main idea of each paragraph in the text (there are two paragraphs)!
2. What is near the land tundra?
3. Why can caribou live in this cold dark land?
4. Write two things that happened in the tundra from May to July?
5. Why does the caribou always move?
6. What happened in September?
7. What happened in the tundra of the year?
8. Why can't a few animals live in this cold dark?
9. What did the hunter in the tundra use?
10. When does the tundra begin to grow cold?

APPENDIX D

The Result of the students' Reading Comprehension in Cycle I at SMP Negeri 3 Alla, Enrekang.

Labels	Literal Comprehension				Main Score
	Correct Answer	Main Idea	Correct Answer	Details	
A-1	6	5.0	23	6.4	5.7
A-2	9	7.5	21	5.8	6.7
A-3	8	6.7	26	7.2	6.9
A-4	7	5.8	26	7.2	6.5
A-5	8	6.7	26	7.2	6.9
A-6	8	6.7	26	7.2	6.9
A-7	9	7.5	21	5.8	6.7
A-8	7	5.8	21	5.8	5.8
A-9	9	7.5	23	6.4	6.9
A-10	7	5.8	24	6.7	6.3
A-11	9	7.5	26	7.2	7.4
A-12	6	5.0	24	6.7	5.8
A-13	6	5.0	21	5.8	5.4
A-14	7	5.8	24	6.7	6.3
A-15	8	6.7	26	7.2	6.9
A-16	7	5.8	21	5.8	5.8
A-17	7	5.8	23	6.4	6.1
A-18	8	6.7	26	7.2	6.9
A-19	7	5.8	26	7.2	6.5
A-20	7	5.8	26	7.2	6.5
A-21	7	5.8	23	6.4	6.1
A-22	8	6.7	24	6.7	6.7
Σx		137.4		146.2	141.7
\bar{x}		6.24		6.65	6.44

- Main Idea

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

$$x = \frac{137.4}{22}$$

$$x = 6.24$$

- Details

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

$$x = \frac{146.2}{22}$$

$$x = 6.65$$

The Result of the students' Reading Cycle II of SMP Negeri 3 Alla,
Enrekang.

Labels	Literal Comprehension				Main Score
	Correct Answer	Main Idea	Correct Answer	Details	
A-1	10	8.3	30	8.3	8.3
A-2	10	8.3	30	8.3	8.3
A-3	7	5.8	30	8.3	7.1
A-4	8	6.7	26	7.2	6.9
A-5	10	8.3	24	6.7	7.5
A-6	9	7.5	24	6.7	7.1
A-7	8	6.7	24	6.7	6.7
A-8	9	7.5	30	8.3	7.9
A-9	10	8.3	26	7.2	7.8
A-10	9	7.5	30	8.3	7.9
A-11	7	5.8	26	7.2	6.5
A-12	8	6.7	24	6.7	6.7
A-13	7	5.8	23	6.4	6.1
A-14	10	8.3	30	8.3	8.3
A-15	10	8.3	30	8.3	8.3
A-16	9	7.5	26	7.2	7.4
A-17	9	7.5	26	7.2	7.4
A-18	10	8.3	30	8.3	8.3
A-19	8	6.7	26	7.2	6.9
A-20	8	6.7	26	7.2	6.9
A-21	10	8.3	30	8.3	8.3
A-22	8	6.7	26	7.2	6.9
Σx		161.5		165.5	163.5
\bar{x}		7.34		7.52	7.43

- Main Idea

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

$$x = \frac{161.5}{22}$$

$$x = 7.34$$

- Details

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

$$x = \frac{165.5}{22}$$

$$x = 7.52$$

APPENDIX E

The Result of the students' Activeness in Cycle I

Subject	First Meeting				Second Meeting				Third Meeting				Fourth Meeting			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
A - 1	4					3					2			3		
A - 2			2					1		3						1
A - 3		3						1			2				2	
A - 4			2				2			3				3		
A - 5			2				2					1			2	
A - 6		3			4				4					3		
A - 7				1				1		3				3		
A - 8				1			2				2					1
A - 9			2		4				4					3		
A - 10			2			3				3			4			
A - 11				1				1				1			2	
A - 12		3				3				3				3		
A - 13			2			3				3				3		
A - 14				1		3						1			2	
A - 15	4				4						2			3		
A - 16			2			3				3				3		
A - 17			2			3				3				3		
A - 18	4				4					3				3		
A - 19		3					2					1			2	
A - 20	4					3			4				4			
A - 21			2				2					1		3		
A - 22	4						2			3				3		
SUM	5	4	9	4	5	8	6	4	3	10	4	5	2	13	5	2
F	20	12	18	4	20	24	12	4	12	30	8	5	8	39	10	2
P	61.36%				68.16%				62.05%				67.08%			
N	22															

Percentage of the Students' Activeness in Cycle I

a. The First Meeting

$$P = \frac{F}{4xN} \times 100\%$$

$$P = \frac{54}{4 \times 22} \times 100\%$$

$$P = 61.36 \%$$

b. The Second Meeting

$$P = \frac{F}{4xN} \times 100\%$$

$$P = \frac{60}{4 \times 22} \times 100\%$$

$$P = 68.16 \%$$

c. The Third Meeting

$$P = \frac{F}{4xN} \times 100\%$$

$$P = \frac{55}{4 \times 22} \times 100\%$$

$$P = 62.05 \%$$

d. The Fourth Meeting

$$P = \frac{F}{4xN} \times 100\%$$

$$P = \frac{59}{4 \times 22} \times 100\%$$

$$P = 67.04 \%$$

The Result of the students' activeness in Cycle II

Subject	First Meeting				Second Meeting				Third Meeting				Fourth Meeting			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
A - 1	4						2		4				4			
A - 2		3				3				3				3		
A - 3		3				3			4				4			
A - 4		3				3			4					3		
A - 5			2					1			2			3		
A - 6	4				4				4				4			
A - 7		3				3				3				3		
A - 8		3				3				3				3		
A - 9			2		4				4				4			
A - 10	4						2			3				3		
A - 11				1			2					1			2	
A - 12		3					2		4				4			
A - 13		3				3				3				3		
A - 14	4							1				1		3		
A - 15	4					3			4					3		
A - 16		3			4				4				4			
A - 17				1		3					2			3		
A - 18	4				4				4				4			
A - 19		3				3				3				3		
A - 20	4				4				4				4			
A - 21		3				3				3				3		
A - 22	4					3			4				4			
SUM	8	10	3	2	6	11	4	2	11	7	2	2	9	12	1	0
F	32	30	6	2	24	33	8	2	44	21	4	2	36	36	2	0
P	79.54%				76.13%				80.68%				84.09%			
N	22															

Percentage of the Students' Activeness in Cycle II

a. The First Meeting

$$P = \frac{F}{4xN} \times 100\%$$

$$P = \frac{70}{4 \times 22} \times 100\%$$

$$P = 79.54 \%$$

b. The Second Meeting

$$P = \frac{F}{4xN} \times 100\%$$

$$P = \frac{67}{4 \times 22} \times 100\%$$

$$P = 76.13 \%$$

c. The Third Meeting

$$P = \frac{F}{4xN} \times 100\%$$

$$P = \frac{71}{4 \times 22} \times 100\%$$

$$P = 80.68 \%$$

d. The Fourth Meeting

$$P = \frac{F}{4xN} \times 100\%$$

$$P = \frac{74}{4 \times 22} \times 100\%$$

$$P = 84.09 \%$$

APPENDIX F

LEMBAR OBSERVASI AKTIVITAS BELAJAR SISWA

Nama	: BUDIARNO
Nama Sekolah	: SMPN 3 ALLA
Kelas	: VIII
Mata Pelajaran	: BAHASA INGGRIS
Cycle	: II

NO	ASPEK YANG DIAMATI	SKOR
I	Pra Pelajaran	
1	Siswa menempati tempat duduknya masing-masing	3
2	Kesiapan menerima pelajaran	2
II	Kegiatan Awal Pembelajaran	
1	Mampu menjelaskan kembali isi materi terdahulu	3
2	Mendengarkan secara seksama ketika dijelaskan tujuan pembelajaran yang hendak dicapai	4
III	Kegiatan awal pembelajaran	
A	Penjelasan Materi Pembelajaran	
1	Memperhatikan dengan serius ketika dijelaskan materi pembelajaran	3
2	Aktif bertanya saat proses penjelasan materi	3
3	Adanya interaksi positif diantara siswa	4
4	Siswa memiliki pemahaman yang sama tentang materi pelajaran yang dijelaskan	2
B	Pendekatan Strategi/ Pembelajaran	
1	Siswa terlibat aktif dalam kegiatan pembelajaran	3
2	Siswa memberikan pendapatnya ketika diberi kesempatan	2
3	Aktif mencatat berbagai penjelasan yang diberikan	3
4	Siswa termotivasi dalam mengikuti proses pembelajaran	3
5	Siswa dalam mengikuti proses pembelajaran dengan santai dan tidak penuh tekanan	4
6	Siswa merasa senang ketika berbagai strategi pembelajaran dilakukan dalam pembelajaran	3
C	Pemanfaatan media Pembelajaran/sumber Pembelajaran	
1	Adanya interaksi positif saat media pembelajaran disajikan	2
2	Ketertarikan siswa terhadap materi yang disajikan meningkat saat media pembelajaran disajikan	3
3	Siswa semakin jelas dan konkrit saat penjelasan materi yang disajikan dengan media pembelajaran	3
D	Penilaian proses dan Hasil Belajar	
1	Siswa merasa terbimbing	4

2	Mampu menjawab pertanyaan-pertanyaan guru dengan benar	3
E	Penggunaan Bahasa	
1	Penjelasan dapat dengan mudah dimengerti oleh siswa	3
2	Siswa tidak menemui kesulitan dalam pemahaman ketika dijelaskan materi pembelajaran	3
F	Penutup	
1	Siswa secara aktif memberi rangkuman	3
2	Siswa membuat rangkuman hasil pembelajaran secara utuh	3

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 70% dan tidak lebih dari 100% seluruh siswa

CURRICULUM VITAE



Budiarno Bahrund D was born on March 10th 1988 Pare-Pare, South Sulawesi. The Writer is the only child in his family from great parents Bahrund D and Nakia. The writer begun her study at SD Negeri 119 Belalameg and finish it in 2002. Then at the same year,

he continued his study at SMP Negeri 1 Anggeraja and graduated in 2005.

In the same year, he continued his study in SMK Negeri 2 Enrekang and finish it in 2008. He was accepted as a student at University Muhammadiyah Makassar, faculty of Teaching and Training Education, English Education Department.