

**USING CONSTRUCTIVIST APPROACH TO ENHANCE
STUDENTS' COMPREHENSION IN READING PROCEDURE
TEXT**

(A Pre-Experimental Research at the Eight Grade of SMP Negeri 24 Bulukumba)



A THESIS

*Submitted to the Faculty of Teachers Training and Education
Muhammadiyah University of Makassar in Partial Fulfillment of the
Requirement for the Degree of Education in English Department*

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2018**



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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MOTTO AND DEDICATION

A journey of a thousand miles begins with a single step

So, never put off until tomorrow what you can do today

And have a certain optimism attitude, because Optimism is the faith that leads to achievement

Kesuksesan dalam hidup harus dimulai dari sekarang dari hal yang paling kecil.

Jadi, Jangan pernah menunda sampai esok apa yang bisa kita lakukan hari ini

Dan bersikap optimislah, karena Optimisme adalah sebuah keyakinan yang mengantarkan kita menuju kesuksesan.

I dedicated this simple creation by the beautify expressions to my lovely mother and father was always accompanied by prayer and gives everything for my success and others who saw a lot of me in my days.

Kupersembahkan karya sederhana ini dengan ungkapan yang lebih indah sebagai perwujudan cinta dan baktiku kepada ayahanda dan ibunda tercinta yang telah merajut benangkasih lewat doa dan tetesan keringat demi kesuksesan ananda serta orang-orang yang tercinta yang tak pernah lelah menemani hari-hariku

ABSTRACT

JUSMI. 2018. “Using Constructivist Approach to Enhance Students’ Comprehension in Reading Procedure Text (A Pre-Experimental Research at Eighth Grade Students of SMP Negeri 24 Bulukumba). Thesis. The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Guided by Hasnawati Latief and Nurdevi Bte.Abdul.

This research aimed to find out the enhanced of students’ reading comprehension dealing with understanding literal in term of vocabulary by using Constructivist Approach at the Eighth Grade of SMP Negeri 24 Bulukumba.

The researcher used pre-experimental Method with One Group Pre-test and Post-test Design. The population of this research was Eighth Grade Students’ of SMPN 24 Bulukumba 2017-2018 Academic Year. The sample was taken by Total Sampling Technique and the total number of sample was 22 students. It employed six meetings which reading test as the instrument.

The researcher findings indicated that the used of Constructivist Approach could enhance the students’ reading comprehension, focused literal in term of vocabulary in reading procedure text of the Eighth Grade in SMP Negeri 24 Bulukumba. It was proved by the result of the pre-test 60.9 and post-test 78.1 had enhancement which was (28.3%) the data showed that using Constructivist Approach in teaching reading could enhance the students’ reading comprehension specially in understanding literal in term of vocabulary. Furthermore, the t-test value that is 10.5 which bigger than the t-table 2.080, it is also concluded that there is a significant difference between the reading comprehension focused understanding literal in term of vocabulary of the students in SMP Negeri 24 Bulukumba before and after using Constructivist Approach. In other words using Constructivist Approach Technique can enhance students’ reading comprehension.

Keyword: Constructivist Approach Technique, Reading Comprehension

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In the name of Allah, most gracious, most merciful

Alhamdullilahi Rabbil Alamin, The writer expressed her biggest gratitude to the almighty Allah SWT, who has given guidance, blessing, and mercy to her in Salam and Shalawat are addressed to the final, chosen, religious messenger, the prophet Muhammad S.A.W.

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Hopefully, this thesis would be useful for many people who need it.

May almighty, Allah SWT bless us all now and forever, *Amin*.

Billahi Fii Sabililhaq Fastabiqul Khaerat

Wassalamu Alaikum Wr. Wb

Makassar, January 2018

The Writer

JUSMI

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A

P

P

E

N

D

I

C

E

APPENDIX A**LIST NAME OF THE STUDENTS OF CLASS VIII.1 SMP NEGERI 24
BULUKUMBA**

No	Sample	Code
1	S-1	S-1
2	S-2	S-2
3	S-3	S-3
4	S-4	S-4
5	S-5	S-5
6	S-6	S-6
7	S-7	S-7
8	S-8	S-8
9	S-9	S-9
10	S-10	S-10
11	S-11	S-11
12	S-12	S-12
13	S-13	S-13
14	S-14	S-14
15	S-15	S-15
16	S-16	S-16
17	S-17	S-17
18	S-18	S-18
19	S-19	S-19
20	S-20	S-20
21	S-21	S-21
22	S-22	S-22

APPENDIX B
ATTENDANCES LIST OF STUDENTS VIII.1 SMP NEGERI 24
BULUKUMBA

No	Name						
1	S-1						
2	S-2						
3	S-3			S			
4	S-4						
5	S-5						
6	S-6						
7	S-7						
8	S-8						
9	S-9						
10	S-10			I			
11	S-11						
12	S-12						
13	S-13						
14	S-14						
15	S-15				I		
16	S-16						
17	S-17						
18	S-18						
19	S-19						
20	S-20						
21	S-21						
22	S-22		S				

APPENDIX C

CLASSIFICATION SCORE OF STUDENTS' PRE-TEST

No.	Student	Literal interm of vocabulary	Classification
1	S-1	60	Poor
2	S-2	60	Poor
3	S-3	80	Good
4	S-4	50	Poor
5	S-5	70	Not Bad
6	S-6	60	Poor
7	S-7	70	Not Bad
8	S-8	60	Poor
9	S-9	80	Good
10	S-10	60	Poor
11	S-11	80	Good
12	S-12	40	Bad
13	S-13	60	Poor
14	S-14	80	Good
15	S-15	60	Poor
16	S-16	50	Poor
17	S-17	40	Bad
18	S-18	40	Bad
19	S-19	60	Poor
20	S-20	50	Poor
21	S-21	70	Not Bad
22	S-22	60	Poor
TOTAL SCORE		1340	
MEAN SCORE		60.9	

APPENDIX D

CLASSIFICATION SCORE OF STUDENTS' POST-TEST

No.	Student	Literal in term of vocabulary	Classification
1	S-1	80	Good
2	S-2	80	Good
3	S-3	90	Very Good
4	S-4	70	Not Bad
5	S-5	90	Very Good
6	S-6	80	Good
7	S-7	80	Good
8	S-8	80	Good
9	S-9	90	Very Good
10	S-10	70	Not Bad
11	S-11	90	Very Good
12	S-12	80	Good
13	S-13	80	Good
14	S-14	90	Very Good
15	S-15	80	Good
16	S-16	80	Good
17	S-17	60	Poor
18	S-18	60	Poor
19	S-19	70	Not Bad
20	S-20	70	Not Bad
21	S-21	80	Good
22	S-22	70	Not Bad
TOTAL SCORE		1720	
MEAN SCORE		78.1	

APPENDIX E

TOTAL ROW SCORE OF THE STUDENTS PRETEST AND POSTTEST

Sample	Pre-Test (X₁)	Post-Test (X₂)	Gain (D)	D²
S-1	60	80	20	400
S-2	60	80	20	400
S-3	80	90	10	100
S-4	50	70	20	400
S-5	70	90	20	400
S-6	60	80	20	400
S-7	70	80	10	100
S-8	60	80	20	400
S-9	80	90	10	100
S-10	60	70	10	100
S-11	80	90	10	100
S-12	40	80	40	1600
S-13	60	80	20	400
S-14	80	90	10	100
S-15	60	80	20	400
S-16	50	80	30	900
S-17	40	60	20	400
S-18	40	60	20	400
S-19	60	70	10	100
S-20	50	70	20	400
S-21	70	80	10	100
S-22	60	70	10	100
TOTAL	1340	1720	380	7800
X	60.9	78.1	17.2	354.5

APPENDIX F

TABLE DISTRIBUTION OF T-VALUE

Df	0.20	0.10	0.05	0.02	0.01	0.001
1	3.078	6.314	12.706	31.821	63.657	63.619
2	1.886	2.920	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.924
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.869
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.895	2.365	2.998	3.499	5.408
8	1.397	1.860	2.306	2.893	3.335	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.602	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883

20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.303	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.658	1.980	2.358	2.617	3.373
x	1.282	1.645	1.960	2.326	2.576	3.291

APPENDIX G**MEAN SCORE OF THE STUDENTS' TEST**

1. Mean Score of the students' pre-test

$$\begin{aligned}\bar{X} &= \frac{1340}{22} \\ &= \mathbf{60.9}\end{aligned}$$

2. Mean Score of the students' post-test

$$\begin{aligned}\bar{X} &= \frac{1720}{22} \\ &= \mathbf{78.1}\end{aligned}$$

3. Mean Score of Gain (D)

$$\begin{aligned}\bar{X} &= \frac{380}{22} \\ &= \mathbf{17.2}\end{aligned}$$

APPENDIX H**ENHANCEMENT OF STUDENTS IN UNDERSTANDING VOCABULARY**

1. Enhancement students in Understanding literal in term of Vocabulary

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

$$P = \frac{1720 - 1340}{1340} \times 100$$

$$P = \frac{380}{1340} \times 100$$

$$P = \frac{38000}{1340}$$

$$P = \mathbf{28.3 \%}$$

The students' improvement= **28.3%**

APPENDIX I

CALCULATING THE T-TEST ANALYSIS

Calculating the t-test analysis of the Students Score

$$t = \frac{\bar{D}}{\frac{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{17.2}{\frac{7800 - \frac{(380)^2}{22}}{22(22-1)}}$$

$$t = \frac{17.2}{\frac{7800 - \frac{(144,400)}{22}}{22(21)}}$$

$$t = \frac{17.2}{\frac{7800 - 6563.6}{462}}$$

$$t = \frac{17.2}{\frac{1236.4}{462}}$$

$$t = \frac{17.2}{\sqrt{2.676}}$$

$$t = \frac{17.2}{1.63}$$

$$t = 10.5$$

APPENDIX J

INSTRUMENT FOR PRE-TEST

How to Make a Pencil Box

Ingredients:

1. An empty plastic bottle of water
2. A sharp cutter
3. a piece of white or colorful paper
4. some glue
5. some paint

Steps:

1. Wash the plastic bottle and make sure it has been clean when you use it
2. Cut the bottle into two halves
3. Wrap the bottle with a piece of colorful paper
4. If you use white paper, use a paint to color it
5. Now, your pencil box is ready to use
6. *Answer these questions below:*
 1. What kind of text is it?
 - a. Recount
 - b. Spoof
 - c. Song
 - d. Narrative
 - e. Procedure
 2. What is the purpose of this kind of text?
 - a. To retell events for the purpose of informing or entertaining
 - b. To present two point of view about an issue
 - c. To amuse or entertain and to deal with actual or vicarious experience in different way

- d. To describe how something is accomplished through a sequence of actions or steps
 - e. To describe a peculiar person, place, or things
3. What does the text tells about?
- a. The pencil box and the use
 - b. How to make a pencil box
 - c. Make pencil box in good ways
 - d. Someone experience in created
4. The followings are the main ingredients you need to make a pencil box, expect...
- a. Glue
 - b. Paint
 - c. A sharp cutter
 - d. hammer
5. “Wrap the bottle with a piece of colorful paper”
The word “wrap” in the sentences nearly means...
- a. Package
 - b. Sachet
 - c. Orderly
 - d. Unwrap

THE INSTRUMENT FOR POST-TEST

How to Make Fried Potatoes



Ingredients:

- 4 red potatoes
- 1 tablespoon olive oil
- 1 onion, chopped
- 1 green bell pepper, seeded and chopped
- 2 tablespoons olive oil
- 1 teaspoon salt
- 3/4 teaspoon paprika
- 1/4 teaspoon ground black pepper
- 1/4 cup chopped fresh parsley

Equipment:

- Large skillet
- Plate
- Pot

Steps:

1. Bring a large pot of salted water to a boil. Add potatoes and cook until tender but still firm, about 15 minutes.
2. Drain the potatoes and cut them into 1/2 inch cubes when they are already cool.
3. In a large skillet, heat 1 tablespoon olive oil over medium high heat. Add onion and green pepper. Cook about 5 minutes stirring often, until soft. Transfer to a plate and set aside.
4. Pour remaining 2 tablespoons of oil into the skillet and turn heat to medium-high.
5. Add potato cubes, salt, paprika and black pepper. Cook, stirring occasionally, until potatoes are browned about 10 minutes.
6. Stir in the onions, green peppers and parsley and cook for another minute. Serve hot.

PREP TIME: 20 Min

COOK TIME: 25 Min

Answer these questions below:

1. What does the text tells about?
 - a.the potatoes and their use
 - b. how to make fried potatoes
 - c. boiling potatoes in good ways
 - d. someone's experience in cooking

2. Which statement is NOT TRUE according to the text?
 - a. It takes 25 minutes to cook the food well.
 - b. You need 3 kinds of equipment to cook the meal.
 - c. the food should be served hot
 - d. The potatoes must be cut after they are getting cool.

3. How long do we need to try the recipe until it is ready to be served?
 - a. 45 minutes
 - b. 40 minutes
 - c. 25 minutes
 - d. 20 minutes

4. “Transfer to a plate and set aside.”
The word “transfer” in the sentence nearly means...
 - a. bring
 - b. move
 - c. drain
 - d. take

5. “Drain the potatoes and cut ... when they are already cool.”
The word "they" refers to...
 - a. The potatoes.
 - b. The cubes.
 - c. The utensils.
 - d. The ingredients.

Key Answer**How to Make a Pencil Box**

1. e (Procedure text)
2. e (To describe a peculiar person, place, or things)
3. b (How to make a pencil box)
4. d (hammer)
5. a (Package)

How to Make Fried Potatoes

1. b. how to make fried potatoes
2. d. The potatoes must be cut after they are getting cool.
3. d. 20 minutes
4. b. move
5. a. The potatoes.

CHAPTER I

INTRODUCTION

A. Background

Among the four language skills, reading gets greater attention than three others, because reading is one of the important skills. Reading can be defined as an active cognitive process of interacting with the print and monitoring comprehension to establish meaning and through reading we can get much knowledge, study new words, comprehend ideas, study the words used, how to implement the grammatical rules, and gain the information.

Thus, reading skill has been a crucial part in people's lives and for students at the school. In learning to read at the school, students are guided to learn vocabulary items, grammar, or punctuation that is useful to construct sentences and paragraphs (Rivers and Temperley, 1978). Besides, reading can be a good way to practice English in non-English speaking countries and also a good way to discover new facts and experiences (Mikulecky & Jeffries, 1996:1-

2). From the statement, it can be said that reading is one important way to improved English language skills.

Departing from the findings, many Indonesian students are not able to comprehend reading text. Moreover, many teachers in Indonesia still employed teacher-centered classroom in which the teaching activities only involved listening to teacher's explanations, making lists of difficult words, translating English text into first language, asked learners to read loudly or silently, and getting students to answered questions which are related to the text (Sunandar, 2006). In a teacher-centered approach, there is no group work, where as students' interaction within group work is an important element in the learning process (Piaget, cited in *The Concept of Classroom*, 2004). Moreover, knowledge itself can be acquired through dialogue (Vygotsky, 1978, cited in Forman & Cazden, 2004:180). Thus, it can be said that teacher-centered approach may not be effective to constructivism understanding among students (Noor, 2011).

Therefore, the demand of had a better learning to read for language students directs the need to developed teaching and learning approaches of reading skill in the classroom. Aneffectivelanguage classroom require meaningful use of the language in which the teaching material should be in connection with students' prior knowledge and interests (Brown, 2001:56-57). It indicates that students' prior experiences and interested will encourage learner to actively constructed their understanding. In consequence, interactive

and fun activities should be carried out in the language classroom to get the students' active participation in the learning process of reading.

Based on the previous theories, it can be said that one way to trigger students' success in reading comprehension is through Constructivist Approach. Constructivist Approach is considered appropriated by many experts to provide meaningful use of the language in the classroom. It is proven by some prior research which investigated the use of Constructivist Approach. In Turkey, a qualitative study of reading activity through a CA (Altun and Buyukduman, 2007 in Mvududu & Burgess, 2012) reveals that the students appeared to be more active on task during the classroom activity and they were better able to connect their learning to previous knowledge by participating in group work. In addition, Kim (2005), who conducted a quantitative study of constructivist approach in English subject in China, identified that constructivist teaching is more effective than teacher-centered teaching in terms of academic achievement and it has some positive effects upon students' motivation, anxiety towards learning and self-monitoring. It can be drawn a conclusion that Constructivist Approach is considered appropriated to be implemented in teaching and learning reading comprehension.

Constructivist Approach refers to a teaching approach that guides learners to construct their own understanding of the new information based on learners' prior knowledge (Bruner, 1996). Therefore, the learning material should be as authentic as possible to the real-world situation where learners will possibly take part (Lavadenz, 2011). In addition, the interaction between

learners and their current knowledge and also the learning (Moore, 2004). This element supports the use of CA in teaching procedure text, as the focus of the present study, because procedure text exists in the real-world situation (Gerot and Wignell, 1995). The use of prior knowledge in CA also supported the implementation in teaching procedure text since procedure text can be found in the daily life, such as in making a cup of instant noodle and in creating social media accounts.

Furthermore, CA has a number of characteristics namely the learners are actively involved, the environment is democratic, the interactive and student-centered, the teacher facilitates learning process in which learners are encouraged to be responsible and independent of what they have learned (Gray, 2000). Those characteristics show that Constructivist Approach tried to use the meaningful and automaticity teaching principles that can encourage learners to comprehend the reading text better (Brown, 2001:55-57). Based on the experts' findings of constructivist studies also its elements, thus, Constructivist Approach can be suitable and applicable to be used in teaching reading in procedure text.

Regarding the background of the study as well as the importance of reading comprehension in learning English for EFL students in Indonesia, this research aims to investigate *The use of Constructivist Approach to enhance students' comprehension in reading procedure text, focused in literal in terms of vocabulary at SMP Negeri 24 Bulukumba.*

B. Problem Statement

Based on the background above, the writer formulated the following research question is “Does Constructivist Approach enhanced students’ comprehension, focused literal in term of vocabulary in reading procedure text in SMP Negeri 24 Bulukumba?”

C. Objective of the Research

The objectived of the research is to find out whether or not the Constructivist Approach enhancing students’ comprehension focused in literal in term of vocabulary in reading procedure text through Constructivist Approach in SMP Negeri 24 Bulukumba.

D. Significance of the Research

This research expected to give contribution and some informative inputs for:

1. The students to enhance the students’reading comprehension skill using constructivist approach in reading procedure text.
2. English teacher to increase their knowledge about Constructivist Approach wish may be used to help them in the classroom to develop students’ reading comprehensionfocused understanding literal in term of vocabulary specially unfamiliar words.
3. The result of this research can enrich reading comprehension skill on English teaching in learning process especially in teaching reading.

E. Scope of the Research

This research is limited to the used of Constructivist Approach in enhance students' reading comprehensionspecially in literal in term of vocabularyin procedure text in Eighth Grade of SMP Negeri 24 Bulukumba.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

The researchers had reported to expose the identification of the constructivist approach in the teaching learning process. Some of them are as follows:

1. Yunita, 2014 (Thesis), *Using Constructivist Approach to Enhance Students' Comprehension in Reading Procedure Text*. State that the implementation of Constructivist Approach had significantly improved students' comprehension in reading procedure text ($|t_{(obt)}| -2,907 > t_{(crit)} 2,0007$). In addition, the result of the data analysis from interview showed that the implementation of Constructivist Approach positively responded by all students. Considering by findings, it is recommended that implementing Constructivist Approach in teaching reading helps Junior High School students comprehend procedure text better.
2. Irshad, 2012 (Journal), *Use of Constructivist Approach in Higher Education: An Instructors' Observation*. State that the students enjoyed working on collaborative as well as cooperative project and tasks. They were keen constructing knowledge by involving themselves in activities and showing their readiness to embrace constructivist approach. Constructivist approach played a significant role in learning process to constructing knowledge. It helped them develop qualitative research skills and competencies. Similarly, collaborative and cooperative work developed contribution spirit among students overcoming their shyness and

introversion. They became independent and capable of taking initiatives in conducting research projects.

3. Catherine, 2003 (Journal), *A Constructivist Approach to Teaching: Implications in Teaching Computer Networking*. State that constructivism provides a sound theoretical foundation for teaching any complex knowledge domain. This paper presented teaching practices that apply constructivism to teaching computer networking. These practices include using objects to build three-dimensional displays of networking concepts to promote discussion and clarification, using construction kits to allow students to raise questions and see their constructed concepts in action, building a friendly and safe learning atmosphere to encourage idea discussion and sharing, and supplying meaningful projects for students to bring in real-world experiences.

The similarity between this research and the above previous researches is the approach. The above previous researches used Constructivist Approach.

The differences between this research and the previous researches are on the research strategy used. There are the above researchers used Quasi-Experimental as their strategy but this used Pre-Experimental method. Furthermore, the research objective is also difference. This research will be conducted at Second Grade Students of SMP Negeri 24 Bulukumba.

B. Some Pertinent Ideas

1. Theory of Reading

a. Definition of Reading

Harrison (2007) states that reading is often referred to as the most important of the four language skills for EFL learners as it enables students to gain exposure to the target language and receives valuable linguistic input to build up language proficiency. Moreover, many foreign language students often have many reading as one of their most important goals in their language learning experience and various pedagogical purpose served by written texts help reading receive this special focus.

Walker in Asia (2012) defines that reading is an active process in which readers shift between source of information (what they know and the text says), elaborate meaning and strategies check their interpretation (revising when appropriate), the use context to focus their response. It means that reading activity needs a comprehension to interpret (read between the lines) messages from the written text.

Reading defined by Carrel (1988:12) is an activity between a reader and a writer, the writer sends his idea in the written symbols and the reader catches the idea from the printed pages. He adds that there is an essential interaction between language and thought in reading.

Kustaryo, (988: 2) states that reading is the instantaneous recognition of various written symbols with existing knowledge and comprehension information and ideas communicated.

Based on the definition above, the researcher concluded that reading comprehension is level of understanding in writing, where in reading there are interaction between the teacher and the students in the classroom. The students can know the writer's idea from the text that has read.

b. Reading Comprehension

Ophelia, (1989:205) assumes that reading comprehension means the understanding, evaluating, utilizing of information and gaining through an interaction between author and reader.

Kustaryok (1988) state, that reading comprehension understanding what has been read. It is an active process that is dependend not only a comprehension skill but also the students experience and prior knowledge comprehension involves understanding the vocabulary, setting the relationship among words and concepts, making judgment and evaluating.

It is also defined by Goodman in Otto (1979) that reading comprehension is an interaction between taught and language. How far the reader can comprehend the passage in reading is presented by his ability to understand and criticize the author messages.

Comprehension is a special kind of thinking process. The reader comprehends by actively constructing meaning internally from interacting with the material that is read. Reading comprehension depends on some factors, such: The reader's ability to attend the printed ideas; the reader's background

knowledge to which new information must be added; the quality of the writing itself; the reader's purpose in reading the materials.

Reading comprehension means reading and understanding, an active process which can be seen as a kind of dialogue between the reader and the text or the author. Reading comprehension is likely occurring if readers are reading what they want to read, or at least what their purpose to read. That reading comprehension understands what has been read. It is an active process that depend not only comprehension skill but also students' experience on prior knowledge.

c. Skill of Reading Comprehension

Andrew, (2014) states that there are six essential skills needed for reading comprehension, and what might help struggling readers improve this skill

1. Decoding

Decoding is a vital step in the reading process. Kids use this skill to sound out words they've heard before but haven't seen written out. The ability to do that is the foundation for other reading skills.

Decoding relies on an early language skill called phonemic awareness. (This skill is part of an even broader skill called *phonological awareness*.) Phonemic awareness enables kids to hear individual sounds in words (known as *phonemes*). It also allows them to "play" with sounds at the word and syllable level.

Decoding also relies on the ability to connect the individual sounds to letters. For instance, to read the word *sun*, kids must know that the letter *s* makes the /s/ sound. Grasping the connection between a letter (or group of letters) and the sounds they typically make is an important step toward “sounding out” words.

What can help: Most kids pick up the broad skill of phonological awareness naturally, by being exposed to books, songs and rhymes. But some don’t. In fact, one of the early signs of reading issues is trouble with rhyming, counting syllables or identifying the first sound in a word.

The best way to help kids with these skills is through specific instruction and practice. Kids must be taught how to identify and work with sounds. Parents can also build phonological awareness at home through activities like word games and reading to their child.

2. Fluency

To read fluently, kids need to instantly recognize words, including ones they can’t sound out. Fluency speeds up the rate at which they can read and understand text. It’s also important when kids encounter irregular words, like *of* and *the*, which can’t be sounded out.

Sounding out or decoding every word can take a lot of effort. *Word recognition* is the ability to recognize whole words instantly by sight, without sounding them out.

When kids can read quickly and without making too many errors, they are “fluent” readers.

Fluent readers read smoothly at a good pace. They group words together to help with meaning, and they use the proper tone in their voice when reading aloud. Reading fluency is essential for good reading comprehension.

What can help: Word recognition can be a big obstacle for kids with dyslexia. Average readers need to see a word four to 14 times before it becomes a “sight word” they automatically recognize. Students with dyslexia may need to see it up to 40 times.

As with other reading skills, kids need lots of specific instruction and practice to improve word recognition. Lots of kids struggle with reading fluency. The main way to help build this skill is through practice reading books. It’s important to pick out books that are at the right level of difficulty for kids.

3. Vocabulary

To understand what you’re reading, you need to understand most of the words in the text. Having a strong vocabulary is a key component of reading comprehension. Students can learn vocabulary through instruction. But they typically learn the meaning of words through everyday experience and also by reading.

What can help: The more words kids are exposed to, the greater their vocabulary becomes. You can help build your child's vocabulary by having frequent conversations on a variety of topics. Try to include new words and ideas. Telling jokes and playing word games is a fun way to build this skill.

Reading together every day also helps improve vocabulary. When reading aloud, stop at new words and define them. But also encourage your child to read alone. Even without hearing a definition of a new word, your child can use context to help figure it out.

Teachers can help in a number of ways. They can carefully choose interesting words to teach and then give explicit instruction (instruction that is specialized and direct). They can engage students in conversation. And they can make learning vocabulary fun by playing word games in class.

For more ideas, watch as an expert explains how to help struggling readers build their vocabulary.

4. Sentence Construction and Cohesion

Understanding how sentences are built might seem like a writing skill. So might connecting ideas within and between sentences, which is called *cohesion*. But these skills are important for reading comprehension as well.

Knowing how ideas link up at the sentence level helps kids get meaning from passages and entire texts. It also leads to something called *coherence*, or the ability to connect ideas to other ideas in an overall piece of writing.

What can help: Explicit instruction can teach kids the basics of sentence construction. Teachers can also work with students on connecting two or more thoughts, through both writing and reading.

5. Reasoning and Background Knowledge

Most readers relate what they've read to what they know. So it's important for kids to have background or prior knowledge about the world when they read. They also need to be able to "read between the lines" and extract meaning even when it's not literally spelled out.

Take this example. A child is reading a story about a poor family in the 1930s. Having knowledge about the Great Depression can provide insight into what's happening in the story. The child can use that background knowledge to make inferences and draw conclusions.

What can help: Your child can build knowledge through reading, conversations, movies and TV shows, and art. Life experience and hands-on activities also build knowledge.

Expose your child to as much as possible, and talk about what you've learned from experiences you've had together and separately. Help your child make connections between new knowledge and existing knowledge. And ask open-ended questions that require thinking and explanations.

You can also read a teacher tip on using animated videos to help your child make inferences.

6. Working Memory and Attention

These two skills are both part of a group of abilities known as executive function. They're different but closely related. When kids read, attention allows them to take in information from the text. Working memory allows them to hold on to that information and use it to gain meaning and build knowledge from what they're reading. Working memory and attention are part of executive function.

The ability to self-monitor while reading is also tied to that. Kids need to be able to recognize when they don't understand something. Then they need to stop, go back and re-read to clear up any confusion they may have.

What can help: There are many ways you can help improve your child's working memory. Skillbuilders don't have to feel like work, either. There are a number of games and everyday activities that can build working memory without your child even knowing it!

To help increase your child's attention, look for reading material that's interesting or motivating. Encourage your child to stop and re-read when something isn't clear. And demonstrate how you "think aloud" when you read to make sure what you're reading makes sense.

d. Categorizing Reading Comprehension

1. Literal Reading

Literal reading refers to ideas and facts that are directly stated on the printed page. Literal reading is the skill of getting the

literal meaning of words, ideas, or sentences in a text. This level of comprehension is fundamental to all reading skills at any level because a reader must first understand what the author said before a reader can interpret or make an evaluation (Smith in Mansur, 2002:13-14).

Literal it is obvious. Comprehension at this level involves the surface meanings. At this level, teachers can ask students to find information and ideas that are explicitly stated in the text. In addition, it is also appropriate to test vocabulary (Herber in Harrison, 2007).

According to Karlin in Muhammad (1999), "being able to read for literal meanings is influenced by one's mastery of word meaning context."

2. Interpretative Reading

Interpretative reading involves reading between the lines or making inferences. This level of comprehension demands higher levels of thinking ability because the questions in the category of interpretation are concerned with answers that are not directly stated in the text but are suggested or implied.

3. Critical Reading

Critical reading is evaluating written material by comparing the ideas discovered in the materials with known

standards and drawing conclusions about their accuracy, appropriateness, and timeliness.

4. Creative Reading

Creative reading involves going beyond the materials presented by the author. Creative reading requires reader to think as they just as critical reading and it also requires the readers to use their imagination. In this level of comprehension, the reader tries to purpose new alternative solutions to those by writer.

e. Developing Reading Comprehension

According to Wain Wright in Murni (2012) that there are two ways to developing the students' ability in reading these are:

1. Vocabulary Building

Vocabulary is total number of words which (with rules for combining then) make up language. Homby (1974) reading for vocabulary is very important to enrich our vocabulary by doing this we must select reading material contain new words, we have to look up these new words in a dictionary and try to use them in comprehension sentence.

2. Ability Required for Reading Comprehension

It is necessary to put forward here the abilities required for reading comprehension. It is very important abilities to support the developing of the students in reading comprehension. The following are the important abilities of the students.

2. Concept of Constructivist Approach

Constructivist teaching is based on constructivist learning theory says that all knowledge is constructed from a base of prior knowledge. Children are not a blank slate and knowledge cannot be imparted without the child making sense of it according to his or her current conceptions. Therefore children learn best when they are allowed to construct a personal understanding based on experiencing things and reflecting on those experiences. [*Wikipedia*]

Glaserfeld (1995: 3) Although I believe that a constructivist approach to conceptual development can help to engender a rapport between teacher and students and a propitious mood among the students, the creation of discipline is essentially a task with which teachers have far more experience than any theoretician.

According to R. Driver in Haiyan Wan that Constructivism learning theory is a philosophy which enhances students' logical and conceptual growth. The constructivism learning theory argues that people produce knowledge and form meaning based upon their experiences.

Based on the definition above, the researcher concludes that constructivist approach can make the students more active in teaching learning process, because in this cases make the students to build a knowledge based on their experiences.

a. Characteristics of Constructivist Teaching

One of the primary goals of using constructivist teaching is that students learn how to learn by giving them the training to take initiative for their own learning experiences.

According to Audrey Gray, the characteristics of a constructivist classroom are as follows:

1. The learners are actively involved
2. The environment is democratic
3. The activities are interactive and student-centered
4. The teacher facilitates a process of learning in which students are encouraged to be responsible and autonomous

b. Examples of constructivist activities

Furthermore, in the constructivist classroom, students work primarily in groups and learning and knowledge are interactive and dynamic. There is a great focus and emphasis on social and communication skills, as well as collaboration and exchange of ideas. This is contrary to the traditional classroom in which students work primarily alone, learning is achieved through repetition, and the subjects are strictly adhered to and are guided by a textbook. Some activities encouraged in constructivist classrooms are:

- 1) Experimentation: students individually perform an experiment and then come together as a class to discuss the results.

- 2) Research projects: students research a topic and can present their findings to the class.
- 3) Field trips. This allows students to put the concepts and ideas discussed in class in a real-world context. Field trips would often be followed by class discussions.
- 4) Films. These provide visual context and thus bring another sense into the learning experience.
- 5) Class discussions. This technique is used in all of the methods described above. It is one of the most important distinctions of constructivist teaching methods.

Constructivist approaches can also be used in online learning. For example, tools such as discussion forums, wikis and blogs can enable learners to actively construct knowledge. Because existing knowledge schemata are explicitly acknowledged as a starting point for new learning, constructivist approaches tend to validate individual and cultural differences and diversity.

Translating theory into constructivist-based practices can be guided by number of key design principles. Murphy (1997a) summarizeJonassen (1994, p.35) eight principles for guiding instructional design as follows:

1. Provide multiple representations of reality.
2. Represent the natural complexity of the real world.
3. Focus on knowledge construction, not reproduction.

4. Present authentic tasks (contextualizing rather than abstracting instruction).
5. Provide real-world, case-based learning environments, rather than predetermined instruction sequences.
6. Foster reflective practice.
7. Enable context and content-dependent knowledge construction.
8. Support collaborative construction of knowledge through social negotiation.

With these guidelines in mind, the following activities are offered to reflect instructional materials that are process oriented, problem based, contextual, interdisciplinary, and metacognitive in nature. They provide examples of ways teachers can incorporate constructivist practices of teaching and learning into their *instruction, curriculum, and assessment* practices.

Each activity begins with a description of the constructivist pedagogy addressed in the activity, the teaching strategy to used, the learning activity that describes the problem or situation to be addressed, the evaluation criteria to be conveyed to the students, the operational steps to guide students learning, and a set of reflective practices.

c. The Rule of The Instructor

1. Instructor as Facilitator

According to the social constructivist Approach, instructors have to adapt to the role of facilitators and not teachers (Bauersfeld, 1995). Whereas a teacher give a didactic lecture that covers the subject matter, a facilitator helps the learner to get to his or her own understanding of the content. In the former scenario the learner plays an active role in the learning process. The emphasis thus turns away from the instructor and the content, and toward the learner (Gamoran, Secada, &Marrett, 1998). This dramatic change of role implies that a facilitator needs to display a totally different set of skills than that of a teacher (Brownstein 2001). A teacher tells, a facilitators asks; a teachers lectures from the front, a facilitators supports from the back; a teacher gives answers according to set curriculum, a facilitator provides guidelines and creates the environment for the learner to arrive at his or her own conclusions; a teacher mostly gives a monologue, a facilitator is in continuous dialogue with the learners (Rhodes and Bellamy, 1990). A facilitator should also be able to adapt the learning experience ‘in mid-air’ by taking the initiative to steer the learning experience to where the learners want to create value.

The learning environment should also be designed to support and challenge the learner’s thinking (Di Vesta, 1987). While it is advocated to give the learner ownership of the problem and solution process, it is not the case that any activity or any solution is adequate. The critical goal is to support the learner in

becoming an effective thinker. This can be achieved by assuming multiple roles, such as consultant and coach.

d. Classroom Teaching and Design

1. Activating Prior Knowledge

Constructivism claims that meaning is constructed in the repeated, bi-directional interactive process between the old and new knowledge. In reading, students' understanding of the text is based on prior knowledge. Schema knowledge is an important part of prior knowledge, which includes general knowledge of the world, social and cultural knowledge, theme knowledge and style knowledge. That knowledge plays a very important role in the students' understanding of the article and the construction of meaning.

One of the important tasks for the teacher is to help students establish or activate that knowledge. This stage can be achieved through the preparation before class activities or classroom teaching. For example: In the fifth unit, Book Four of Tapestry English Reading "Not Child's Play: the Work", the title has significant implications of the text content. The teacher may start to activate students' prior knowledge about child labor. For example, the teacher may ask question, "What do you know about child labor? Why do some businesses hire workers illegally? Do you think that illegal child labor is only a problem in developing countries? Illustrate your point." Those question should be specific, instructive and students should be given sufficient time to think. Group discussion is encouraged. Here teachers may be reminded that they need to help students

build schemata knowledge, because a lot of students know little about employment situation in such developed countries as America. So teacher can introduce, “you know, In the U.S., employers can save \$155 in wages one year by hiring underage workers instead of legal workers”. Beside, students can be required to find some related materials via the internet or other ways. Take this unit as an example; teachers can arrange students to find information about child labor and different situation in different countries so as to obtain the schema knowledge. In a world, teachers should strive to expand students’ background knowledge, guide their existing knowledge and motivate students’ reading interest so as to lighten the understanding burden for students.

2. Guiding Students to Read Materials Correctly and Grasping Fast Reading

Linguist Frank Smith thinks, “Reading is an active process of solving problems. In this process, the reader must try his best to find information and the answer.” This process can’t be replaced by teachers, but teachers can guide students how to read effectively, teach them reading methods and guide them to understand the main idea of the text correctly. Therefore, if the reading speed is too slow, it will be harmful for reading comprehension. This is because we only pay attention to individual words, rather than the outline of the article and the overall planning that is, “the endless attention to trees at the expense of forests,” which affects getting needed information from the passage. The brain can process information at breakneck speed, so low reading speed makes the brain in a state of underused so that the thought is not highly concentrated, vulnerable to outside

interference and ultimately affects the reading effect. It is visible that not only certain amount of reading material but also certain reading speed are needed to improve reading level. In order to enable students to read fluently and quickly, fast reading training is needed for students in order to let them grasp speed reading skills. Reading can be divided into two steps:

1. Do fast reading once. Learners are restricted to a period of reading time, only grasping the theme and the main idea of the article without looking the news words up in their dictionary.
2. Read at normal speed again, and deal with new world.

3. Vocabulary Teaching and Learning

The term vocabulary, broadly defined, includes two categories: receptive and expressive. Reception vocabulary includes all of the words that a person understands when listening or reading, but may or may not feel comfortable using in speech or writing. Expressive vocabulary includes all the words a person feels comfortable using in his or her own spoken or written communication. Vocabulary learning, as treated in this paper, involves activating students' apprehension of and use of words that the student is not likely to learn through an oral medium, with the goal of increasing students' expressive vocabulary, year by year, in order to support reading comprehension and enjoyment.

a. Definition Vocabulary

Vocabulary, broadly defined, is knowledge about words and meanings. However, this definition is inadequate, as it sweeps over some important distinctions. First of all, words come in both oral and written forms, and the words typically used in speech are less precise and of a more limited variety than the words used in print.

In addition, word knowledge is not an all-or-nothing phenomenon (Beck and McKeown 1991). You may recognize aspects of a word when you hear or read it but not feel comfortable using it in your own speech or writing. This distinction is typically referred to as the difference between receptive and expressive (or productive) vocabulary. Receptive vocabulary is typically larger than expressive vocabulary.s

b. Components of Effective Vocabulary Instruction

Vocabulary instruction might be the most studied facet of education because it has implications across the disciplines and subject areas. With all of that research comes just as many methods, strategies, and pedagogies. It's enough to confuse even the most seasoned educator.

There are, however, some universal truths to how students can best acquire word knowledge. According to AradhanaMudambi, a principal in the Providence (Rhode Island) School District, these are the four components that are included in any successful vocabulary strategy.

1. Word Connection

Students need to be able to connect the words they are trying to acquire with words and concepts with which they are already familiar. According to research Mudambi conducted while at Harvard, lessons that related new words to existing concepts were judged to be the most helpful among any other vocabulary strategies.

When embarking on a school wide vocabulary strategy, organize the new words into a monthly coherent theme. Have classes post their evidence of learning, such as graphic organizers or pictures displaying the new words, in the hallways so students can start making the connections to the new vocabulary as they move around the school.

2. Significance

The practice of defining unfamiliar words with other unfamiliar words is useless, yet that is what the common dictionary often does for a young student. The target vocabulary word has no significance to the student because the definition is also lacking in significance. Definitions should be written in age-appropriate language and accompanied with other tools with which the student can attach significance, such as pictures and narratives.

Warmup time is great for these kinds of activities. Break up the desired vocabulary into chunks of a word or two per day (provided with a friendly

definition, of course). Then give students time to draw, write, and organize their thoughts about the word(s).

3. Context Clues

When a student is drowning in an ocean of unfamiliar words, it's often context clues that serve as the life preserver. But what if they were a lifeboat instead? We often use context clue strategies that only provide a sentence or two with no effective narrative. The truth is that if we provide a more complete narrative structure that serves as a series of context clues, the target word is more likely to be moved into long term memory.

Instead of a list of vocabulary words with definitions, consider organizing the words into a longer narrative structure. Then, not only are you providing deeper context clues, but you also have enough real estate to practice other strategies.

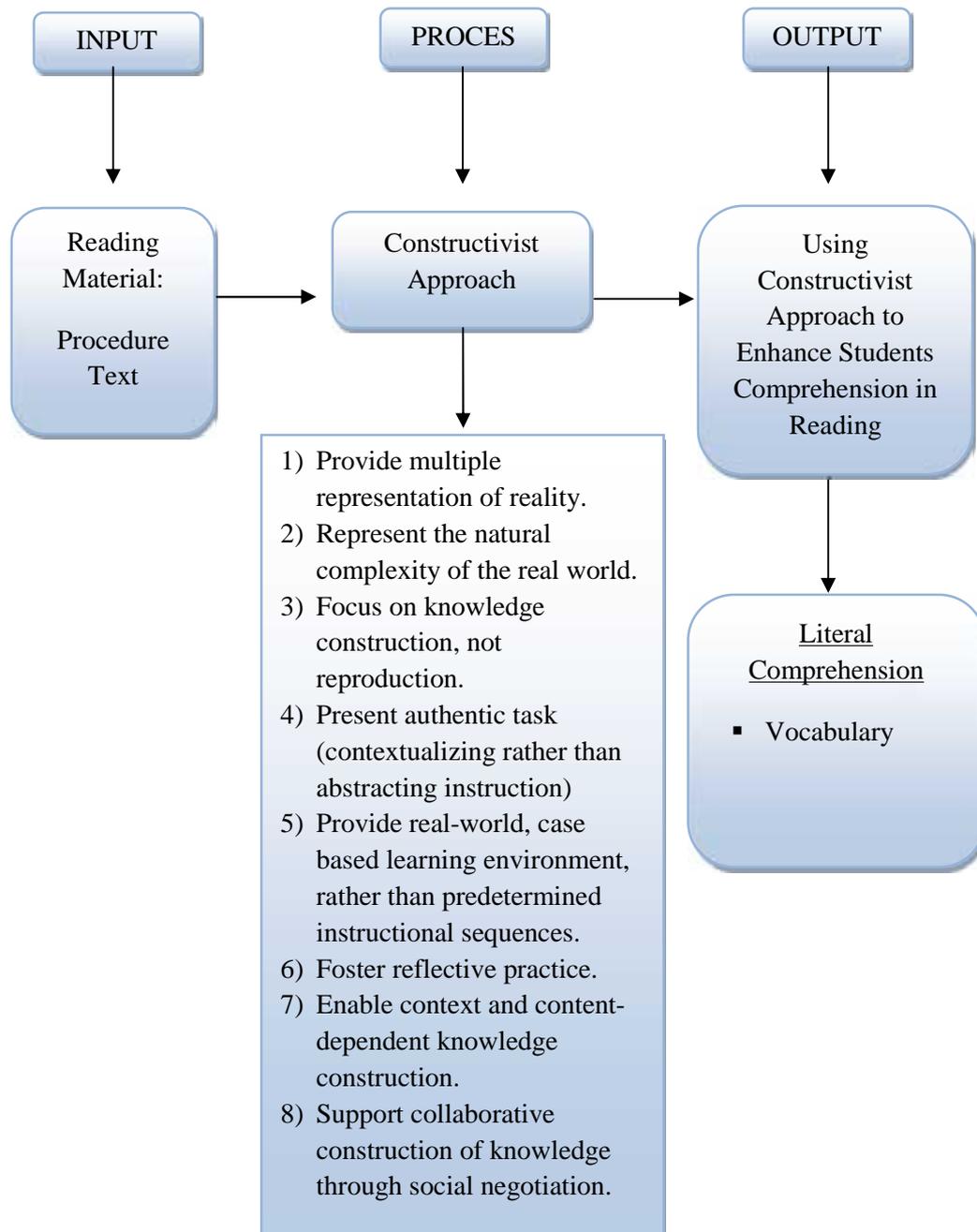
4. Word-Rich Environment

One-and-done is simply not effective when it comes to vocabulary instruction. Mudambi says students should be exposed to a new word at least six times, if not more. But repetitive strategies are also ineffective. Students should encounter the unfamiliar words as naturally as possible. That comes from a word-rich environment where words and literature are king.

This is why the word wall is such an effective tool. Students naturally find themselves looking at the wall multiple times during the day. In a schoolwide approach, that word wall needs to be in the cafeteria or the main entrance. Instruct your teachers to draw attention to the wall as much as possible, asking for the students to work with the words each time.

C. Conceptual Framework

Based on the theory in the previous section, the conceptual framework is design as the following diagram:



The components above are described as follows:

1. Input refers to prior the students' accuracy in reading comprehension before the students coming in to the teaching process.
2. Process refers to teaching and learning reading comprehension by Constructivist Approach.
3. Output refers to reduce the students' accuracy in reading comprehension after the students' get treatment.

D. Hypothesis

Based on the problem of the study, researcher draws the hypothesis of the research. It can be stated as follow:

1. Null Hypothesis (H₀): there is no significant difference between the students' reading comprehension before and after using Constructivist Approach at the students in Eighth grade of SMP Negeri 24 Bulukumba.
2. Alternative Hypothesis (H₁): there is a significant difference between the students' reading comprehension before and after using Constructivist Approach at the students in Eighth grade of SMP Negeri 24 Bulukumba.

CHAPTER III

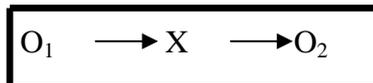
RESEARCH METHODOLOGY

This chapter presents the method that used in this research. This chapter deals with research design, variables, population and sample, instrument, procedures of collecting data, and technique of data analysis. Each of them presented below.

A. Research Design

This research applied Pre-experimental research as its design in running the research. Specifically, the researcher took One Group Pretest-Posttest design which consisted of three procedures: *pretest*, *exposure/treatment*, and *posttest*.

The design is described as follows:



Where:

O_1 : pre-test

X : treatment

O_2 : post-test

Gay (1981: 225)

B. Population and Sample

1. Population

The population of this research took in Eighth grade of SMP Negeri 24 Bulukumba.

2. Sample

The researcher used totalsampling because that class able to fulfill the rules and also they had the characteristics that the researcher wants. The research took only class VIII.1 as the sample of the research which consisting of 22 students.

C. Research Variable and Indicators

1. Variables

There are two variables in this research, namely independent variable and dependent variable those are:

a. The Independent Variable

Independent Variable is constructivist approach. It is influence or explained the dependent variable

b. The Dependent Variable

Dependent Variable is students' reading comprehension. It is influenced by independent variable.

2. Indicators

The indicators of this research are the students' understanding literal in term of vocabulary in reading English.

D. Research Instrument

That instrument used by the researcher in this research is reading test. The instrument of the research is oral test which intend to measure the students' reading comprehension, specially in understanding literal in term of vocabulary. In pre-test and post-test, the researcher gave paper about procedure text, and the students read the test. Then, the researcher gave a paper content of some questions about words based on the paper test. One of the students submitted the paper answer from all her friends. All test gave to find out students' reading comprehension.

E. Procedure of Data Collection

In collecting data, the researcher used some procedures as follow:

1. Pre-test

The pre-test administered on the first meeting. The researcher gave introduction about reading and then gave a text about procedure text. Before doing treatment the researcher gave pretest to know their prior knowledge.

2. Treatment

After doing pretest, the students received treatment by using constructivist approach,

- a. Preparation

The researcher prepared the teaching material. Then the researcher distributing the material to the students and gave instruction.

b. Main activities

1. The researcher divided the students into 2 groups, each group consisting of 12 students.
2. The researcher explained about procedure text and gave a chance for students to find out what is procedure text based on their experiences in daily activities. For example; how to make a coffee, and etc.
3. The researcher shared to the students a paper about procedure text (pre-test).
4. And then the students practice with their group to read a procedure text and answer the questions.
5. The researcher gave treatment and the students tried to make a procedure text with their group and then presentation in front of class.
6. The students got instruction from the researcher to mention the words that hard for them.

c. Post-test

The post-test administered on the last meeting. The researcher gave students the another text about procedure text. Once again, the students asked to read the text and answer the questions.

F. Technique of Data Analysis

The data gained from pretest and posttest and analyzed through the following steps:

- a. To calculate the percentage of the students' score in the pretest and posttest, the formula which is used as follows:

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

Where: P = Percentage

F = Number of Correct

N = Number of Sample

(Sudjiono, 2005:43)

- b. After collecting the data, the researcher classified the score of the students. There are seven classifications which are used as follows:

Table 3.1. The Classify Score of Students

Criteria of Mastery	Level
91-100	Excellent
81-90	Very Good
71-80	Good
61-70	Not bad
51-60	Poor
Less than 50	Bad

(Madsen, 1983:12)

- c. To find out the mean score of the students' test, the researcher used the following formula:

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

Where: \bar{X} = Mean Score

$\sum x$ = The sum of all score

N = The number of student

(Hatch & Farhady, 1982:55)

- d. Find out the significant difference between the pretest and posttest by calculating the value of the test. The following formula was employed :

$$t = \frac{\bar{D}}{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t = Test of significant

D = The difference between the method pairs $X_2 - X_1$

\bar{D} = The mean of D square

D^2 = The square of the sum score of difference

$(\sum D)^2$ = The Square of $\sum D$

N = The number of subject

(Gay 1981:331)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The data of this research was collected by administrating the test. The test was administrated twice namely pre-test and post-test. Pre-test was given before treatment and the post-test was given after treatment.

1. The Students' Mean Score in Reading Comprehension

Table 4.1. The meanscore ofthe students'in Reading Comprehension

Variable	Indicator	Pre-Test	Post-Test	Enhancement
Vocabulary	Unfamiliar words	60.9	78.1	28.3 %

The table shows that the mean score of the students in pre-test were 60.9%. Little of students were got good score in vocabulary using Constructivist Approach as media, after the research gave treatment by using as media and score of students' had enhanced. It showed that the mean score of the students in post-test was 78.1%.

The result of the pre-test and post-test had enhancement which was 28.3%. the data showed that using Constructivist Approach in teaching reading could enhance the students' reading comprehension specially in understanding literal in term of vocabulary.

2. The Rate Percentage of the Students'

a. Pre-test

The findings of the research deals with the students' score of pre-test and post-test, the frequency and rate percentage of the students score, the mean scores and the students enhancement of pre-test, and hypothesis testing. These findings were described as follows:

Table 4.2. The Frequency of Students' Pre-test

Classification	Score	Frequency	Percentage
Excellent	91-100	-	-
Very good	81-90	-	-
Good	71-80	4	18.1 %
Not Bad	61-70	3	13.6 %
Poor	51-60	12	54.5 %
Bad	Less than 50	3	13.6 %
Total		22	100 %

The table shows, there were 22 students who involve constructivist approach of procedure text. The result of pre-test was none or 0 % of them total number of the students got excellent score and very good score. The other 4 (18.1%) out of 22 students got good scores. There were 3 (13.6 %) out of students got not bad scores. There were 12 (54.5 %) out of students got poor scores. Otherwise, there were 3 (13.6 %) out of students got bad scores. So, the students have low reading comprehension scores.

b. Post-test

Table4.3. The Frequency of Post-test

Classification	Score	Frequency	Percentage
Excellent	91-100	-	-
Very good	81-90	5	22.7 %
Good	71-80	10	45.4%
Not Bad	61-70	5	22.7 %
Poor	51-60	2	9.09 %
Bad	Less than 50	-	-
Total		22	100 %

The table shows, there were 22 students who involve reading of procedure text. The post-test, there were 5 (22.7 %) out of 22 students who got very good scores, 10 (45.4 %) students got good scores, 5 (22.7 %) students got not bad scores, 2 (9.09 %) students got poor scores.

The result, it can be concluded that the rate percentage in the post-test was higher than the rate percentage in pre-test.

3. The Significance of Students' Reading Comprehension

The result of the data, analysis of t-test of the students' in reading comprehension was shown in the table below:

Table 4.4. T-test of Students' in Reading Comprehension

t-Test Value	t-Table Value	Description
10.5	2.080	Significance

The table above shows that t-test value of reading comprehension was bigger than t-table value ($10.5 > 2.080$). It indicates that there was significant difference between the students' vocabulary before and after researcher used Constructivist Approach as technique in teaching reading at the Eighth Grade students of SMP Negeri 24 Bulukumba.

4. Hypothesis Testing

The result of statistical analysis at the level of the significant (p) 0.05 with the degree of freedom (df) = $n-1$, where n = Number of students (22 students) indicated that there was significantly different between the mean score of pre-test and post-test. The mean score of the pre-test was 60.9 while the post-test was 78.1. Furthermore, the t-test value is higher than t-table value ($10.5 > 2.080$). It meant that there was a significant difference between the students' reading comprehension before and after giving the treatment.

It could be concluded that the null hypothesis (H_0) was rejected, while the alternative hypothesis (H_1) was accepted. In other words, the use of Constructivist Approach stimulated the students' reading comprehension.

B. Discussion

In this part, the discussion covering the interpretation of findings derived from the result of findings is based on the problem statement: "Does Constructivist Approach enhance students' comprehension, focused literal reading at vocabulary in reading procedure text in SMP Negeri 24 Bulukumba?"

1. The Use of Constructivist Approach in Reading Comprehension

Reading comprehension means the understanding, evaluating, utilizing of information and gained through the interaction between reader and author.

Reading comprehension means understanding what has or have been read.

There was significance difference of the students' understanding vocabulary before and after used Constructivist Approach as a method. The mean score of the students before applying Constructivist Approach was 60.9% and the mean score of the students' understanding vocabulary after or post-test after applying Constructivist Approach was 78.1%. it was shows that the mean score of the students' understanding vocabulary after applying Constructivist Approach as method is higher than the mean score of the students' understanding vocabulary before applying Constructivist Approach.

2. Rate percentage of the students' comprehension

Based on the data, the rate percentage and score frequency of the students' before applying Constructivist Approach showed that no one from the total number of students who got excellent score, and very good score. The other, there were 4 (18.1%) out of 22 students got good scores. There were 3 (13.6 %) out of students got not bad scores. There were 12 (54.5 %) out of students got poor scores. Otherwise, there were 3 (13.6 %)out of students got bad scores. So, the students have low vocabulary scores before giving the treatment.

The rate percentage of the students' after applying constructivist approach as method, there were there were 5 (22.7 %) out of 22 students who got very good scores, 10 (45.4 %) students got good scores, 5 (22.7 %) students got not bad scores, 2 (9.09 %) students got poor scores. Based on the result, it can be concluded that the rate percentage in the post-test was higher than the rate percentage in pre-test. Thus, the researcher concluded that the students' understanding in vocabulary enhanced after applying Constructivist Approach as a method.

3. The t-Test Analysis

After calculating and comparing the t-test value and t-table value, it was found that t-test value was higher than t-table value. In other words, t-test = 2.080 and t-table = 10.5 ($10.5 > 2.080$). It indicated that the null hypothesis (H_0) was rejected, while the alternative hypothesis (H_1) was accepted. Based on the result of t-test, the researcher found that there was a significant difference between the result of the students' understanding vocabulary before and after applying Constructivist Approach as method to understand of the procedure text after the treatments.

Based on the data above, it proved the theory according to *R. Driver in Haiyan Wan* that Constructivism learning theory is a philosophy which enhances students' logical and conceptual growth. The constructivism learning theory argues that people produce knowledge and form meaning based upon their experiences. The researcher concluded that using Constructivist Approach as method in teaching reading comprehension special in understanding vocabulary could enhance the students' understanding vocabulary that still low, but after implementing this method the students' understanding vocabulary could increase.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consisted of two parts. The first part is conclusion based on the research findings and conclusion. The second part is suggestion based on the conclusion.

A. Conclusion

Based on the findings and discussion of the research, it can be concluded that using Constructivist Approach can enhance the students' comprehension, focused literal in term of vocabulary in reading procedure text of the Eighth Grade in SMP Negeri 24 Bulukumba. It was proved by the result of the pre-test 60.9 and post-test 78.1 had enhancement which was 28.3% the data showed that using Constructivist Approach in teaching reading could enhance the students' reading comprehension specially in understanding literal in term of vocabulary. Furthermore, the t-test value that is 10.5 which bigger than the t-table 2.080, it is also concluded that there is a significant difference between the reading comprehension focused understanding literal in term of vocabulary of the students in SMP Negeri 24 Bulukumba before and after using Constructivist Approach. In other words using Constructivist Approach Technique can enhance students' reading comprehension.

B. Suggestion

This suggestion was addressed for those who had an interest in the issue of the effect of using constructivist approach to enhanced the students' understanding literal in term of vocabulary. Based on the result of this research, the researcher gave suggestion:

1. For the teacher

It suggested that the English teacher should use various technique and choosing the good technique that could make students interested so they are more motivated to learn. Besides, it is suggested to use Constructivist Approach as effective strategy in enhance students' comprehension in reading specially understanding literal in term of vocabulary.

2. For the students

The students are expected to enhance their intensity in learning comprehension in reading using constructivist approach as a way to enhance reading comprehension specially understanding literal in term of vocabulary, and also do not think it is difficult. Besides, the students should pay attention with all the material given by teacher.

3. For the further researcher

The result of this expected to be useful information and the researcher gives suggestion to the next researcher to conduct the similar technique with other respondents to find out the advantages of this material or enhance this research by doing further examination on the students' fluency in reading comprehension specially understanding literal in term of vocabulary or compare in the different skill, such as writing, listening, or speaking. It is expected that in the future this research can be used as a source of data for further research and also hope that further research will be conducted based on the other factors, different variables, more number of samples, and more different places, and more precise designs.

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RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	: SMP Negeri 24 Bulukumba
Mata Pelajaran	: Bahasa Inggris
Pertemuan	: 1 dan 2
Kelas/Semester	: 8A
Alokasi Waktu	: 4 x 45 Menit (2 Pertemuan)

Standar Kompetensi

Memahami makna teks tulis fungsional pendek dan essay sederhana berbentuk descriptive, recount, narrative dan procedure dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Kompetensi Dasar

Merespon makna dan langkah retorika teks tulis essay secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk : descriptive, recount, narrative dan procedure.

Indikator

1. Mengidentifikasi ide pokok dalam text.
2. Mengidentifikasi vocabulary
3. Mengembangkan ide pokok dalam bentuk ringkasan.

Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi ide pokok dalam text.
2. Siswa dapat mengidentifikasi vocabulary
3. Siswa dapat mengembangkan ide pokok dalam bentuk ringkasan.

Metode Pembelajaran

Constructivist Approach

Langkah-langkah Kegiatan Pembelajaran

Pertemuan Pertama

Langkah	Kegiatan guru / siswa	Waktu
Kegiatan awal	<ul style="list-style-type: none"> • Menyampaikan topic, tujuan pembelajaran dan memotivasi siswa untuk mengikuti pembelajaran • Apersepsi untuk mengecek pengetahuan siswa 	10
Kegiatan inti	<ul style="list-style-type: none"> • Guru membagikan materi pelajaran • Guru menjelaskan tentang topic pelajaran • Guru meminta siswa untuk membaca text yang telah diberikan • Guru memberitahu siswa untuk mendaftar informasi sebanyak yang mereka ingat tentang bacaan. • Siswa meninjau bacaan untuk mengidentifikasi dugaan, membuat kesimpulan, dan mengevaluasi bacaan. • Siswa membaca dan menguraikan, membuat catatan atau pemetaan. • Siswa membaca secara aktif dengan pikiran bertanya, mengakui ide utama dan rincian penting. • Siswa membaca judul dan sub judul. Kemudian membaca paragraf cerita, membuka kalimat dari semua paragraf lainnya, dan menyimpulkan paragraf atau ringkasan. • Guru memberikan pertanyaan tulisan 	70

	kepada siswa tentang bacaan atau cerita yang telah d berikan.	
Kegiatan akhir Penutup (refleksi)	<ul style="list-style-type: none"> • Siswa mendapatkan feedback dari guru. • Siswa bersama guru menyimpulkan materi pelajaran. • Siswa diberikan tugas lanjutan / PR yakni menjawab pertanyaan text. 	10

Pertemuan Kedua

Langkah	Kegiatan guru / siswa	Waktu
Kegiatan awal	<ul style="list-style-type: none"> • Membahas PR yang dianggap sulit. • Apersepsi untuk mengecek pengetahuan siswa 	10
Kegiatan inti	<ul style="list-style-type: none"> • Guru membagikan materi pelajaran • Guru menjelaskan tentang topic pelajaran • Guru meminta siswa untuk membaca text yang telah diberikan • Guru memberitahu siswa untuk mendaftar informasi sebanyak yang mereka ingat tentang bacaan. • Siswa meninjau bacaan untuk mengidentifikasi dugaan, membuat kesimpulan, dan mengevaluasi bacaan. • Siswa membaca dan menguraikan, membuat catatan atau pemetaan. • Siswa membaca secara aktif dengan pikiran bertanya, mengakui ide utama dan rincian penting. • Siswa membaca judul dan sub judul. 	70

	<p>Kemudian membaca paragraf cerita, membuka kalimat dari semua paragraf lainnya, dan menyimpulkan paragraf atau ringkasan.</p> <ul style="list-style-type: none"> • Guru memberikan pertanyaan tulisan kepada siswa tentang bacaan atau cerita yang telah d berikan. 	
Kegiatan akhir Penutup (refleksi)	<ul style="list-style-type: none"> • Siswa mendapatkan feedback dari guru. • Siswa bersama guru menyimpulkan materi pelajaran. • Siswa diberikan tugas lanjutan / PR yakni menghafalkan kosakata sulit dan menjawab pertanyaan. 	10

Sumber Belajar

- Buku rujukan yang relevan
- Sumber belajar lainnya

Penilaian

- Bentuk: Pertanyaan tulisan

Jumlah soal essay 5 soal. Setiap soal bobot nilai 20/soal.

Criteria of Mastery	Level
91-100	Excellent
81-90	Very Good
71-80	Good
61-70	Not bad
51-60	Poor
Less than 50	Bad

Mahasiswa

Jusmi

10535 5259 12

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah	: SMP Negeri 24 Bulukumba
Mata Pelajaran	: Bahasa Inggris
Pertemuan	: 3 dan 4
Kelas/Semester	: 8A
Alokasi Waktu	: 4 x 45 Menit (2 Pertemuan)

Standar Kompetensi

Memahami makna teks tulis fungsional pendek dan essay sederhana berbentuk descriptive, recount, narrative dan procedure dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Kompetensi Dasar

Merespon makna dan langkah retorika teks tulis essay secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk : descriptive, recount, narrative dan procedure.

Indikator

1. Mengidentifikasi ide pokok dalam text.
2. Mengidentifikasi vocabulary
3. Mengembangkan ide pokok dalam bentuk ringkasan.

Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi ide pokok dalam text.
2. Siswa dapat mengidentifikasi vocabulary
3. Siswa dapat mengembangkan ide pokok dalam bentuk ringkasan.

Metode Pembelajaran

Constructivist Approach

Pertemuan Ketiga

Langkah	Kegiatan guru / siswa	Waktu
Kegiatan awal Apersepsi/Orientasi	<ul style="list-style-type: none"> • Membahas PR yang dianggap sulit • Apersepsi untuk mengecek pengetahuan siswa 	10
Kegiatan inti Presentasi/demonstrasi latihan terstruktur dan terbimbing	<ul style="list-style-type: none"> • Guru membagikan materi pelajaran • Guru menjelaskan tentang topic pelajaran (The Proud Lion) • Guru meminta siswa untuk membaca text yang telah diberikan • Guru memberitahu siswa untuk mendaftar informasi sebanyak yang mereka ingat tentang bacaan. • Siswa meninjau bacaan untuk mengidentifikasi dugaan, membuat kesimpulan, dan mengevaluasi bacaan. • Siswa membaca dan menguraikan, membuat catatan atau pemetaan. • Siswa membaca secara aktif dengan pikiran bertanya, mengakui ide utama dan rincian penting. • Siswa membaca judul dan sub judul. Kemudian membaca paragraf cerita, membuka kalimat dari semua paragraf lainnya, dan menyimpulkan paragraf atau ringkasan. • Guru memberikan pertanyaan tulisan 	70

	kepada siswa tentang bacaan atau cerita yang telah diberikan.	
Kegiatan akhir Penutup (refleksi)	<ul style="list-style-type: none"> • Siswa mendapatkan feedback dari guru. • Siswa bersama guru menyimpulkan materi pelajaran. • Siswa diberikan tugas lanjutan / PR yakni menghafalkan kosakata sulit tersebut dan menjawab pertanyaan. 	10

Pertemuan Keempat

Langkah	Kegiatan guru / siswa	Waktu
Kegiatan awal	<ul style="list-style-type: none"> • Membahas PR yang dianggap sulit • Apersepsi untuk mengecek pengetahuan siswa 	10
Kegiatan inti	<ul style="list-style-type: none"> • Guru membagikan materi pelajaran • Guru menjelaskan tentang topic pelajaran (You Cannot Please Everyone) • Guru meminta siswa untuk membaca text yang telah diberikan • Guru memberitahu siswa untuk mendaftar informasi sebanyak yang mereka ingat tentang bacaan. • Siswa meninjau bacaan untuk mengidentifikasi dugaan, membuat kesimpulan, dan mengevaluasi bacaan. • Siswa membaca dan menguraikan, membuat catatan atau pemetaan. 	70

	<ul style="list-style-type: none"> • Siswa membaca secara aktif dengan pikiran bertanya, mengakui ide utama dan rincian penting. • Siswa membaca judul dan sub judul. Kemudian membaca paragraf cerita, membuka kalimat dari semua paragraf lainnya, dan menyimpulkan paragraf atau ringkasan. • Guru memberikan pertanyaan tulisan kepada siswa tentang bacaan atau cerita yang telah diberikan. 	
Kegiatan akhir Penutup (refleksi)	<ul style="list-style-type: none"> • Siswa mendapatkan feedback dari guru. • Siswa bersama guru menyimpulkan materi pelajaran. • Guru memberikan kisi-kisi untuk ujian pertama, yang akan diadakan pada pertemuan berikutnya 	10

Sumber Belajar

- Buku rujukan yang relevan
- Sumber belajar lainnya

Penilaian

- Bentuk: Pertanyaan tulisan
Jumlah soal essay 5 soal. Setiap soal bobot nilai 20/soal.

Criteria of Mastery	Level
91-100	Excellent
81-90	Very Good
71-80	Good
61-70	Not bad
51-60	Poor
Less than 50	Bad

Mahasiswa

Jusmi

10535 5259 12

TEACHING MATERIAL

➤ THE 1ST MEETING

How to Make a Cup of Coffee

Materials and Ingredients:

1. One spoon of coffee powder
2. 2 spoons of sugar
3. Hot water
4. A cup
5. A spoon

Procedure:

1. Pour some hot water into the cup
2. Put 2 spoons of sugar and a spoon of coffee powder into the cup
3. Prepare two spoons of sugar, a cup, hot water, a spoon of coffee powder, a spoon
4. Stir it gradually and the hot coffee is ready to drink

Answer these questions below:

1. Arrange the text above become true!
2. Write down some words that you unknown the meaning!
3. What does the text tells about?
4. Make an example about procedure text basic your experience by using your own word!

➤ THE 2nd MEETING

How to Make a Kite



1. Materials :

1. 3 pieces of cane
2. Thread
3. Large sheet of strong paper (e.g. tissue)
4. Soft pencil
5. Scissors
6. Paint and paintbrush
7. Glue
8. Strong string

2. Procedure

The Frame:

- Dampen the cane to make flexible
- Carefully, bend the cane to desired shape then tie securely with thread

The Covering:

- Lay the frame on sheet of paper
- Trace around frame with pencil
- Cut covering approximately 1 cm larger than the outline
- Paint bird on covering (e.g. bowl)
- When paint is dry, place the frame on unpainted side.
- Now, fold edges of covering over the frame carefully, and glue them down.

The Bridle:

- Cut 3 pieces of string, each 20 cm long.
- Secure one end of each string tightly to frame at the shoulders and tail of the bird.
- Then, tie the other ends in a knot.

Answer these questions below:

1. Write down some words that you unknown the meaning!
2. What does the text tells about?
3. Make an example about procedure text basic your experience by using your own word!

➤ THE 3th MEETING

Meat Floss Porridge



Ingredients

- 250 cc hot water
- 50 gram instant porridge
- 1 spoon soy sauce
- 1 spoon chili sauce
- crackers
- 10 gram meat floss

Suggested Preparation

1. Put instant porridge into a bowl.
2. Pour 250 cc hot water, stir well.
Leave it for about 3 minutes until porridge thickened.
3. Add soy sauce and chili sauce (as much as you like).
4. Then, spread crackers and meat floss.
The porridge is ready to be served.

Answer these questions below:

1. How much instant porridge do you need to make the meat floss porridge?
 - a. 250 cc.
 - b. 50 gram.
 - c. 1 spoon.
 - d. 10 gram.

Pembahasan: Lihat *ingredients* (bahan), terdapat keterangan: 50 gram instant porridge.

Jawab: B.

2. What should we do after stirring the porridge?
 - a. Put the instant porridge into a bowl.
 - b. Add soya sauce and chili sauce.
 - c. Add crackers and meat floss.
 - d. Wait for about 3 minutes.

Pembahasan: Perhatikan langkah-langkah pada *suggested preparation*, no. 2. Maka setelah mengaduk (*stirring*), yaitu “*leave it for about 3 minutes...*” (tinggalkan/biarkan selama sekitar 3 menit...)

Jawab: D.

3. “... until the porridge thickened”.
What is the meaning of the underlined word?
 - a. To become solid.
 - b. To get weak.
 - c. To raise the volume.
 - d. To become powder.

Pembahasan: “*thickened*” (menebal), maka kata tersebut berarti “*to become solid*” (menjadi padat).

Jawab: A

4. Write down some words that you unknown the meaning!
5. What does the text tells about?

➤ THE 4th MEETING

HOW TO MAKE KOLAK



➤ **INGREDIENTS :**

- 500 gr sweet potatoes
- 2 cups thick coconut milk
- 90 gr brown sugar
- pinch of salt
- 2 cups water

UTENSILS :

- cutting board
- pot
- knife

COOKING METHOD :

1. Peel and wash the sweet potatoes and cut them into small squares.
2. Boil in 2 cups of water for 10 minutes
3. In other saucepan, simmer the coconut milk with a pinch of salt and the brown sugar, stirring and being careful that the coconut milk doesn't quite come to the boil.
4. When the sugar is dissolved, put in the sweet potatoes and continue to simmer for about 10 to 15 minutes, until potatoes are cooked.
5. Serve hot.

STUDENTS' PRE-TEST

60

APPENDIX A

THE INSTRUMENT FOR PRE-TEST

Teacher have given the text before the Treatment

Name : eschurinda
Reg. Number : 001 0169 222
Class : VII

How to Make a Pencil Box

Ingredients:

1. An empty plastic bottle of water
2. A sharp cutter
3. a piece of white of colorful paper
4. some glue
5. some paint

Steps:

1. Wash the plastic bottle and make sure it has been clean when you use it
2. Cut the bottle into two halves
3. Wrap the bottle with a piece of colorful paper
4. If you use white paper, use a paint to color it
5. Now, your pencil box is ready to use

Answer these questions below:

1. What kind of text is it?
 - a. Recount
 - b. Spoof
 - c. Song
 - d. Narrative
 - Procedure

2. What is the purpose of this kind of text?
- a. To retell events for the purpose of informing or entertaining
 - b. To present two point of view about an issue
 - c. To amuse or entertain and to deal with actual or vicarious experience in different way
 - d. To describe how something is accomplished through a sequence of actions or steps
 - e. To describe a peculiar person, place, or things
3. What does the text tells about?
- a. The pencil box and the use
 - b. How to make a pencil box
 - c. Make pencil box in good ways
 - d. Someone experience in created
4. The followings are the main ingredients you need to make a pencil box, expect...
- a. Glue
 - b. Paint
 - c. A sharp cutter
 - d. hammer
5. "Wrap the bottle with a piece of colorful paper"
The word "wrap" in the sentences nearly means...
- a. Package
 - b. Sachet
 - c. Orderly
 - d. Unwrap

STUDENTS POST-TEST

THE INSTRUMENT FOR POST-TEST

Teacher have given the test after the treatment

Name : Wuehadiya

Reg.Number : 004 82 000 16

Class : VII - I

How to Make Fried Potatoes:



Ingredients:

- 4 red potatoes
- 1 tablespoon olive oil
- 1 onion, chopped
- 1 green bell pepper, seeded and chopped
- 2 tablespoons olive oil
- 1 teaspoon salt
- 3/4 teaspoon paprika
- 1/4 teaspoon ground black pepper
- 1/4 cup chopped fresh parsley

Equipment:

- Large skillet
- Plate
- Pot

Steps:

1. Bring a large pot of salted water to a boil. Add potatoes and cook until tender but still firm, about 15 minutes.
2. Drain the potatoes and cut them into 1/2 inch cubes when they are already cool.
3. In a large skillet, heat 1 tablespoon olive oil over medium high heat. Add onion and green pepper. Cook about 5 minutes stirring often, until soft. Transfer to a plate and set aside.
4. Pour remaining 2 tablespoons of oil into the skillet and turn heat to medium-high.
5. Add potato cubes, salt, paprika and black pepper. Cook, stirring occasionally, until potatoes are browned about 10 minutes.
6. Stir in the onions, green peppers and parsley and cook for another minute. Serve hot.

PREP TIME: 20 Min

COOK TIME: 25 Min

Answer these questions below:

1. What does the text tell about?
 - a. the potatoes and their use
 - b. how to make fried potatoes
 - c. boiling potatoes in good ways
 - d. someone's experience in cooking

2. Which statement is **NOT** TRUE according to the text?

- a. It takes 25 minutes to cook the food well.
- b. You need 3 kinds of equipment to cook the meal.
- c. The food should be served hot.
- d. The potatoes must be cut after they are getting cool.

3. How long do we need to try the recipe until it is ready to be served?

- a. 45 minutes
- b. 40 minutes
- c. 25 minutes
- d. 20 minutes

4. "Transfer to a plate and set aside."
The word "transfer" in the sentence nearly means...

- a. bring
- b. move
- c. drain
- d. take

5. "Drain the potatoes and cut ... when they are already cool."
The word "they" refers to...

- a. The potatoes.
- b. The cubes.
- c. The stensils.
- d. The ingredients.

DOCUMENTATION



Picture 1

The students before given a pre-test named reading test and the question.



Picture 2

This picture were researcher give a treatment.



Picture 3

The researcher given treatment and test the students' understanding literal in term of vocabulary.



Picture 4

The researcher give explanation to students in the class room.

CURRICULUM VITAE



JUSMI. was born on June 21st, 1994 in Bulukumba regency. She is the third child from one brother and one sister from the marriage of her parents Alm. Puang Sabang and Puang Syamsiah. In 2000 the writer registered as student elementary school SD Negeri 118 Lembang Tumbu in Bulukumba regency and she graduated in 2006. The next in the same year the writer registered as a student in SMP Negeri 1 Herlang in Bulukumba regency and graduated in 2009. Then the writer registered in Senior High school, SMA Negeri 1 Kajang in Bulukumba regency and graduated in 2012, the writer registered to study of English department in Makassar Muhammadiyah University.