

**USING DIRECTED READING-THINKING ACTIVITY (DR-TA) TO
IMPROVE READING COMPREHENSION**

*(A Classroom Action Research at the eighth grade students of SMP Bajiminasa
Makassar)*



A THESIS

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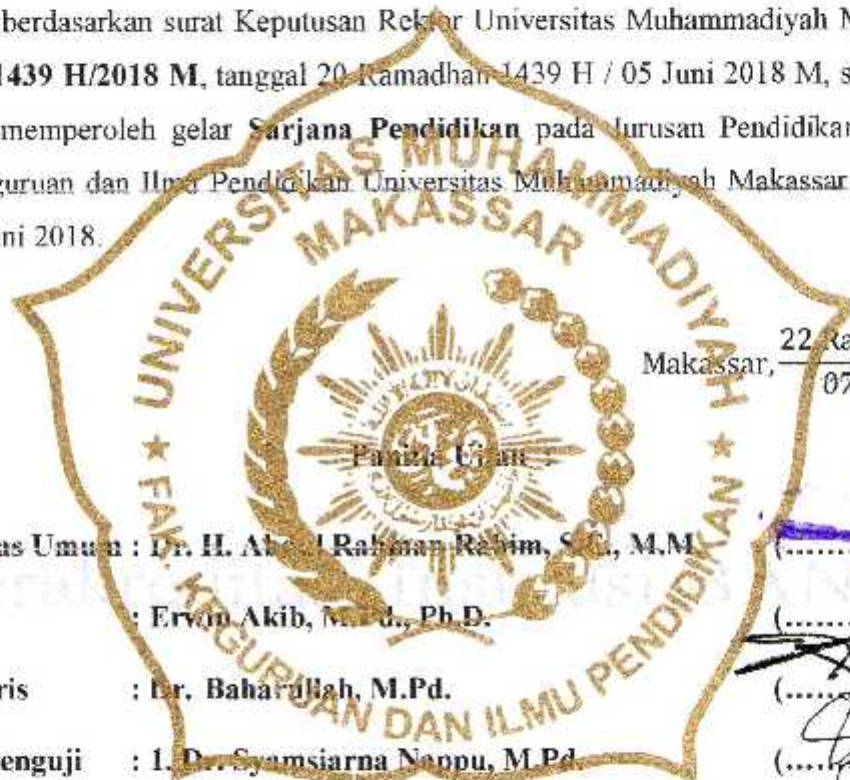
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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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ABSTRACT

Fitriani, 2017. *Using Directed Reading-Thinking Activity (DR-TA) To Improve Reading Comprehension at the eighth grade students of SMP Bajiminasa Makassar (A Classroom Action Research at the eighth grade students of SMP Bajiminasa Makassar)* under the this research of English Education Department the faculty of Teacher Training and Education, Makassar Muhammadiyah University. Supervised by Bahrin Amin and Astrianto Setiadi.

This research was aimed to find out the improvement of students Literal reading comprehension through using of DR-TA in terms of main idea and supporting idea.

The method of this research was Classroom Action Research consisted of two cycles. One cycle consisted of four meetings. This classroom action research was done at Junior High School Bajiminasa of Makassar for English subject. As subject in this research was class VIII Junior High School in 2016-2017 academic year with students' number as about 47 students. The instruments of this research were reading test and observation.

The findings of the research were the students' reading comprehension improvement that coped with Literal Comprehension. In D-Test students' mean score was 5.22. In the cycle I the students' mean score had improved become 6.57 and in the cycle II the students' mean score became 7.44. It means that the improvement of students' reading comprehension from D-Test to cycle I was 45.21%, cycle I to cycle II was 73.93%

DR-TA (Directed Reading-Thinking Activity) Method was one of reading comprehension teaching method that could improve the students reading comprehension in case of Literal Comprehension (Main idea and Supporting) at the second year students of Class VIII at SMP Bajiminasa Makassar.

ABSTRAK

Fitriani, 2017. *Penggunaan Metode Membaca Langsung-aktifitas yang berarah (DR-TA) untuk meningkatkan pemahaman membaca pada siswa kelas delapan SMP Bajiminasa Makassar (penelitian tindakan kelas di siswa kelas VIII SMP Bajiminasa Makassar)* di bawah oleh penelitian Pendidikan Bahasa Inggris jurusan Pendidikan Fakultas Keguruan dan ilmu Pendidikan, Universitas Muhammadiyah Makassar. Di bimbing oleh Bahrin Amin dan Astrianto Setiadi.

Penelitian ini bertujuan untuk untuk mengetahui peningkatan kemampuan membaca siswa melalui penggunaan DR-TA dalam hal ide utama dan ide pendukung.

Metode penelitian ini adalah penelitian tindakan kelas yang dilakukan di SMP Bajiminasa Makassar untuk mata pelajaran Bahasa Inggris. Subjek dalam penelitian adalah siswa kelas VIII SMP pada tahun ajaran 2016-2017 dengan jumlah siswa 47 siswa. Instrument penelitian ini adalah tes membaca dan observasi.

Penelitian ini menemukan bahwa pada peningkatan pemahaman membaca siswa yang dapat diatasi dengan pemahaman Literal. Skor rata-rata siswa D-Test adalah 5.22. pada siklus I skor rata-rata siswa meningkat menjadi 6.57 dan pada siklus II skor rata-rata siswa menjadi 7.44. ini berarti bahwa peningkatan pemahaman membaca siswa dari skor D-test dari siklus I adalah 45.21%, siklus I ke siklus II adalah 73.93% .

DR-TA (Directed Reading- Thinking Activity) metode ini adalah salah satu metode pembelajaran membaca yang dapat meningkatkan pemahaman membaca siswa dalam hal Literal (Gagasan utama dan Pendukung) pada siswa kelas VIII di SMP Bajiminasa Makassar.

LIST OF CONTENTS

CHAPTER I : INTRODUCTION.....	1
A. Background	1
B. Problem Statement.....	4
C. Objective of the study.....	4
D. Significance of the study	4
E. Scope of the study.....	5
CHAPTER II : REVIEW OF RELATED LITERATURE	6
A. Previous Related Research Findings	6
B. The Concepts of DR-TA	7
C. The Concepts of Reading Comprehension.....	13
D. Conceptual Framework	27
CHAPTER III : RESEARCH METHOD.....	29
A. Research Design	29
B. Research Variable and Indicator	33
C. Population and Sample	34
D. Research Instrument	34
E. Technique of Data Collection.....	34
F. Technique of Data Analysis.....	35
CHAPTER IV : FINDINGS AND DISCUSSION.....	39
A. The Findings.....	39
B. Discussion.....	44

CHAPTER V : CONCLUSION AND SUGGESTION.....	48
A. Conclusion.....	48
B. Suggestion	48
BIBLIOGRAPHY	51
APPENDICES	

LIST OF APPENDICES

- 1. APPENDIX A** : Rencana Pelaksanaan Pembelajaran (RPP)
- 2. APPENDIX B** : Diagnostic Test (D-Test)
- 3. APPENDIX C** : Test of Cycle I
- 4. APPENDIX D** : Test of Cycle II
- 5. APPENDIX E** : The Students' Attendance List
- 6. APPENDIX F** : The Result of Observation of Students' Activeness
- 7. APPENDIX G** : The Result of Diagnostic Test (D-Test)
- 8. APPENDIX H** : The Result of Cycle I
- 9. APPENDIX I** : The Result of Cycle II
- 10. APPENDIX J** : The Improvement Calculation
- 11. APPENDIX K** : Lembar Pengamatan Proses Belajar Mengajar

LIST OF FIGURES

1. **Figure 1.** The Improvement of the students literal comprehension..... 41
2. **Figure 2.** The Improvement of the students reading comprehension 42
3. **Figure 3.** The Observation result of the students' activeness 44

CHAPTER I

INTRODUCTION

A. Background

In Indonesia, the use of English has unquestionably become progressively dominant. When coming to public places such as restaurants, airports or tourist resorts, people can easily notice signs containing pieces of information written in English. Moreover, English has become one of the compulsory subjects taught at schools in Indonesia. The government has also placed English as one of the subjects assessed in the National Examination for junior high school students and senior high school students which determines whether a student graduates or not. In so doing, it is important for those students to master English.

English instruction in Indonesia is focused on the development of four skills, namely *listening*, *speaking*, *reading* and *writing* (BSNP, 2006). Consequently, to be proficient in English, students need to master those four skills. With no intention to undervalue the other skills, the researcher considers the reading skill as the most significant one for several reasons. First, many learning materials are composed in the form of written texts so that a good skill of reading will be beneficial for the mastery of those learning materials. Second, the reading skill does not only support the improvement of students' reading ability itself but also contributes to the improvement of the other English skills.

However, to master the reading skill, students should first master reading micro skills namely background knowledge, vocabulary, and grammatical

knowledge, experience with text and other strategies to help them understand written text. Based on the current curriculum in Indonesia, the School-Level Curriculum or *Kurikulum Tingkat Satuan Pendidikan*, English instruction at junior high schools is aimed at understanding and/or producing oral and/or written texts realized within the four English skills (BSNP, 2006).

The researcher conducted several interviews with the English teacher and some grade VIII students of SMP Bajiminasa Makassar on reading instruction in the school. The findings suggested that the students remained having difficulties in understanding English texts. They lacked vocabulary and grammatical knowledge important to comprehend the texts. They also tended to translate every single word instead of using reading strategies such as guessing meaning from the context to understand such texts. Those problems make reading frustrating which in turn may make the students discouraged. Moreover, they also could not express their understanding of the texts smoothly since their answers were often illegible, not to mention some of their undisciplined habits during the classroom activities that eventually made those problems worse. In addition, the teaching and learning activities had not provided the students with enough opportunities to show and check their comprehension. In addition, the use of media remained inadequate.

The next factor has something to do with the teaching and learning activities of reading in the class. The activities were less varied. Findings from the classroom observation had shown that the activities that the teacher arranged for the students only consisted of explaining unfamiliar words taken

from a text to the students and having them read the text before they answered some questions.

Based on the text. Actually, vocabulary mastery is not the only aspect to be successful in comprehending an English text. The students' background knowledge about the text being discuss also needs to explore. Moreover, the task sequence that the students received had not sufficiently facilitated the students' learning process since the tasks provided the students less opportunities to express, discuss and verify their understanding about the text. The activities also could not attract their interest and motivation to get engaged. This might be indicated by some students who did not pay attention to the teacher during the teaching and learning activities of reading or who did not complete the task given.

Considering the importance of reading comprehension for the students' successful English mastery, it is necessary to overcome the problems. Those problems indicate the need in an appropriate teaching strategy that cannot only help improve students' comprehension ability but that can make them actively participate in the reading class as well especially to main idea in every paragraph. For that reason, this study focus only on improving students' reading comprehension ability using Directed Reading-Thinking Activity (DR-TA). Recount texts are then choose in accordance with the Standard of Competence and the Basic Competence for Junior High School students grade VIII and the features of the selected action itself. Class VIII students of SMP Bajiminasa Makassar selected because the students encountered problems in

comprehending English texts specially to find out main idea.

B. Problem Statement

Related to the fact in background presented above, the problem in this research is formulated as follows. “*Can the use of Directed Reading-Thinking Activity (DR-TA) improve the eighth grade students’ reading comprehension at SMP Bajiminasa Makassar?*”

C. Objective of Study

Based on the problem above, the objective of the research is to find out whether or not the use of Directed Reading- Thinking Activity (DR-TA) can improve of the eighth grade students of SMP Bajiminasa Makassar in the academic year of 2016/2017.

D. Significance of study

The findings of this research expected to contribute in teaching-learning English as a foreign language to the students *theoretically, practically, and professionally*: 1) *Theoretically*, this research will enrich studies of Teaching English as a Foreign Language (TEFL), especially the ones dealing with techniques to improve students’ reading comprehension ability. 2) *Practically*, the findings of this research will expect to give information on how to give the students technique in reading comprehension.

E. Scope of Study

This research was limit to the teaching of reading comprehension at the eight grade of SMP Bajiminasa Makassar in academic year of 2016/2017. The writer was focus their attentions on improving the students’ literal reading (Main

idea and Supporting idea) comprehension in using Directed Reading Thinking Activity (DR-TA) technique.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

This part is devoted to report related studies carried out to improve the reading comprehension ability using Directed Reading-Thinking Activity (DR- TA). The action chosen to implement, DR-TA, is not a new strategy in reading instruction. It has been used by several teachers to teach students reading comprehension. There have been many studies confirming the effectiveness of DR-TA in teaching reading comprehension such as the studies by Riley (2006), Stahl (2008) and Odwan (2012). The studies are summarized as follows.

1. Riley (2006) investigated the effect of directed reading thinking activity on low reading achievement of the first grade students. The study emphasized the importance of using directed reading thinking activity to increase achievement and promote thinking among low achievers. The study results indicated the possibility of correcting most of the errors made by students while reading when they used directed reading thinking activity.
2. Stahl (2008) examined the effects of Directed Reading-Thinking Activity (DR-TA) along with the other two instructional methods of comprehension, Picture Walks (PW) and Know-Want-Learn (KWL). The participants of her study were 31 second grade students from two demographically similar schools which then are put into eight groups of

four. These three instructional models did not happen in the same group. Each group had a certain instructional model to use. At the end of the study, DR-TA outweighed both the PW and KWL when it came to students recalling information and answering questions correctly. The results of the study indicated that DR-TA and PW yielded statistically significant effects on reading growth. 68% of the students also reported that DR-TA and PW helped them to read more fluently and remember more text information.

3. Odwan (2012) investigated the effect of Directed Reading-Thinking Activity using cooperative learning on English secondary stage students' reading comprehension in Jordan. The mean of post-test scores employed in the experimental study were higher for the experimental group than that of the control group. It means students taught by Directed Reading-Thinking Activity through cooperative learning tended to get higher scores on reading comprehension.

Based on those research findings, it can be assumed that DR-TA contributes positively to the development of students' reading ability. Considering the problems concerning reading instruction described in the background, the researcher is interested in making a study to improve the reading comprehension ability of the eighth grade students of SMP Bajiminasa Makassar.

B. The Concepts of DR-TA (Directed Reading Thinking Activity)

1. Definition of DR-TA

Directed Reading-Thinking Activity, or DR-TA, is a technique developed by Russell Stauffer (1969). DR-TA encourages students to make predictions while they are reading. After reading segments of a text, students stop, confirm or revise previous predictions, and make new predictions about what they will read next.

Based on some pertinent ideas above, the writer can interpret that students reading comprehension depends on the method that they use in the reading process. Meanwhile, DR-TA Technique is one of technique that can be used in improving the level of their achievement in this case. Directed Reading-Thinking Activity (DR-TA) is the teaching of reading strategies developed by Russell Stauffer. DR-TA is used in each of the three stages of reading, i.e. pre-reading, during reading, and post-reading. It can be implemented both in small groups and individually. In DR-TA, predictions play an important role to provide students with reading purposes. The teacher can raise questions that help students activate their prior knowledge and uses clues such as the title and pictures from the text so as to stimulate the students to make an accurate prediction. In addition, the teacher should also pre-teach vocabulary considered important to support them making an accurate prediction of the text.

DR-TA has several purposes. According to Tierney, Readence and Dishner in El-Koumy (2006), DR-TA is a strategy to build independent readers because the readers are equipped with the abilities to set reading purposes, examining reading material based on these reading purposes, and making decisions based on the information from the text. Moreover, Jennings and Shepherd in El-Koumy (2006) insert that DR-TA helps students become aware of the reading strategies, understand the reading process, and develop prediction skills. Likewise, Glass *et al.* (2006) state that DR-TA engages students in a step-by-step process that guides them not only to read but also to understand and to think about the text they read. Also, Allen in Odwan (2012: 141) states that: “the value of directed reading thinking activity is to make predictions before reading each section. Requiring students to make predictions encourage use of context clues and establishes a purpose for reading. This cycle requires students to use their background knowledge to set purposes for reading and develop their questioning ability”.

Based on the explanation above, it can be concluded that DR-TA aims to have students employ reading strategies, to elicit their prior knowledge related to the topic of the text, to set a purpose for reading and to encourage them to monitor their comprehension while they are reading. These steps later can make students an independent reader.

In relation to the procedure of DR-TA, Gaith (2000) explains that it consists of comprehension activities featuring making predictions prior to reading and then reading to prove or to modify the predictions made about the story events. Also, Corner (2006) describes that the sequences of DR-TA are: first, students make predictions before reading; after they read a segment of a text, the students stop and confirm or revise the previous predictions; finally, the cycle continues until they finish reading the whole text. In short, it can be concluded that DR-TA consists of three main stages, namely predicting before reading, reading, and proving/disproving the prediction after reading.

Based on the explanation above, it is known that in the implementation of DR-TA, readers should make predictions before reading a text. To make predictions, they should use any hints they find in the text and their background knowledge of the text as well. Then, their reading purpose is to find whether their predictions about the text are accurate or not. Having reading purposes is believed to help readers comprehend a text better (Brown, 2001). These activities of predicting and proving/disproving predictions help the students monitor their comprehension before, while, and after reading. As a result, the implementation of DR-TA will help students comprehend a text. Each of the three stages of DR-TA is described in details in the next section.

2. Steps of DR-TA

According to Stauffer stated in Ruddell (2005:86), both the teacher and the students have their own role during the implementation of DR-TA. The students are responsible for establishing their reading purposes, generating predictions, justifying those predictions, reading the text, and verifying or revising the predictions based on the information in the text. Meanwhile, the teacher's role is to select a text, divide the text into meaningful sections, and facilitate the discussion. It has been stated previously that the implementation of Directed Reading- Thinking Activity (DR-TA) involves three basic stages, namely predicting, reading, and proving/disproving the predictions. The stages of DR-TA are explained further as follows:

a. Before Reading

In this stage, students reflect on what they think the text will be about by predicting the answer to the questions raised by the teacher. This step helps the students set a purpose for reading, i.e. to answer their prediction. In this stage, the teacher's role is both to activate students' background knowledge to make a prediction and to agitate their prediction by asking them to defend their prediction. Introducing the title of the text, pictures related to the text and key words can prompt prediction (McKown and Barnett in Acosta and Ferri, 2010). However, it is important to note that the teacher should first divide the reading text into meaningful segments in which the students gain understanding by comprehending segment by segment in order. This stage can be

accomplished following the steps below.

- a) The teacher surveys the text with the students to look for clues about the content of the text. The clues can be the title, key words, illustrations and other explanatory materials.
- b) The teacher helps the students make a prediction about what they think the text will be about.
- c) The teacher asks the students to write their predictions down. Students may write individual predictions, write with a partner or contribute to an oral discussion creating a list of the class' predictions.
- d) The teacher helps the students establish a purpose for reading by directing them to read the text to determine whether it proves or disproves their predictions.

b. While Reading

In this stage, the students are asked to support their predictions by locating the information in the text that will verify their prediction. Using the predictions in mind, the students read the first section of text in order to prove or disprove their prediction. There are neither right nor wrong predictions. Those predictions made are judged to be more or less accurate than others. The students having less accurate prediction should reword their predictions to make their predictions accurate. This stage can be accomplished following the steps below.

- a) The teacher has the students read the text, silently or aloud, individually

or in groups, to verify their predictions.

b) The teacher asks the students to place a check mark under the appropriate category (ranging from accurate, less accurate, to inaccurate) on the Prediction Verification Checklist as they read the text.

c. After Reading

In this step, students engage in a discussion about what they have read. It is at this stage that the students will confirm, reject, or refine their predictions and justify their ideas by finding statements in the text and reading them orally to the teacher. In this stage, the teacher serves to refine and deepen the reading and thinking process. This stage can be accomplished following the steps below.

a) The students have a discussion by comparing their predictions and the actual content of the text.

b) The teacher asks the students to analyze their checklist and determine how well they predicted the content of the text.

c) The teacher verifies that the students have learned the DR-TA strategy by having them answer the questions: *What is the name of the strategy you learned? How does the strategy help you understand what you read? What should you do before you read? While you read? After you read?*

The cycle of predicting, reading, and proving/disproving continues until the text is completely read. Then, the teacher closes the lesson with a review of the content of the reading and a discussion of the prediction

strategies students should use as they read a text.

C. The Concepts of Reading Comprehension

1. The Definition of Reading Comprehension

Reading is a tool of education that is used from the elementary grades through adulthood into all age, as the individual continuous his formal or informal education. It cannot be consider an isolated subject of the study and even reading is the key of the success in our study both in language learning other disciplines. Hence based on the purpose of the reading, the written comprehends that reading is the act of getting a message.

According to Webster's Dictionary (2003) that comprehension is "the capacity for understanding fully; the act or action of grasping with the intellect." Webster also tells us that reading is "to receive or take in the sense of (as letters or symbols) by scanning; to understand the meaning of written or printed matter; to learn from what one has seen or found in writing or printing.

Good (1973: 414) states reading is often described as getting thought from the printed page from this question the writer can comprehend further that reading is not just to say out the written words, but also to keep in mind the meaning or the thought that the words carry.

In reading comprehension there are many variables that we used to know how far the students reading comprehension about the text that they

have read. Here, the writer will use Question Answering variable to know that the student understand or not about the text.

Reading comprehension is the degree to which we understand what we read. When we pick up the newspaper and read about the latest election results, call up a web site and read directions on installing a new light switch, or grab a novel off the shelf of the local bookstore, we are using our reading comprehension skills to gather information from text. Reading comprehension is a tricky topic, and century old debates about what it entails, how it happens, and how to best facilitate it still rage in academic circles. However, everyone agrees that reading comprehension is the ultimate end-goal of reading. If we do not read to understand, then we read for nothing.

Reading comprehension is tied to listening comprehension in a basic and intuitive way. Most people perceive reading as a process of taking coded, written language and transforming it into decoded, spoken language. Although the details of this remain unresolved, and many experts question that the process involves so simple a translation, it is fair to say that for young children up to second grade, this is precisely what happens. For primary grade students, reading really is a direct decoding of written text into spoken words, which are then processed as spoken language via the same mechanisms that make listening comprehension possible.

Reading Comprehension is a complex process in which the reader using his mental contact to obtain the meaning from written material. It means that the reader must be able to recognize the meaning of printed words. We can interpret that reading comprehension is the capability to comprehend or to acquire the idea of the passage.

Olson (1982: 43) states that the process of reading comprehension can be divided into two categories: Reading as a total process and reading as composite of separable sub skills. Reading as total process requires a high level of muscular co-ordination, sustained, and concentration. Comprehension involves thinking, as there are various levels in the hierarchy of thinking.

2. Kinds of reading

(Dolores in Eka Purnama Sari 2010:12) classified reading into three kinds, namely: **Reading Aloud, Silent Reading, and Speed Reading.**

a. Reading Aloud

Reading aloud is important and the students should be taught to read aloud. Reading aloud is a kind of reading where a reader expressed orally every word in the text. The purpose of reading aloud is to improve the students' ability in pronouncing the words, stressing the words, and having a good intonation about every sentence in the passage.

A further classification of reading aloud is the devotion onto unison reading and individual reading. Reading in unison is done with whole group reading aloud together. The purpose of reading individually is to

checking pronunciation reading individually stimulates the students' ability to read, moreover, reading individually help the teacher to find out who among her students has difficulty in reading.

b. Silent Reading

Silent reading tends to reinforce the readers to find out the meaning of words. This kind of reading leads to the readers to better comprehension. Silent reading is a skill to criticize what is written to discuss something written means to draw inferences and conclusion as well as to express new ideas on the basis of what is read. To develop the students understanding in the silent reading, we give them short reading passage at the beginning and ask question after words.

c. Speed Reading

This kind of reading is used to improve speed and comprehension in reading. This skill is very important for students. The speed reading must run the side comprehension. The role of reading speed, however, depends on the kind of reading material. The rate of speed is a reading scientific material. Kasha divides people who read two groups:

- 1) For children, reading is about to develop vocabulary and brand new connection on addition section.
- 2) For adult, reading is a mental exercise to know whole new things at the sometime to develop time learning system in learning: emotional, social, cognitive, and reflection. Through reading we create the ability of empathy to feel what other people have, get along with the social

place and to interact with other wide new world, develop the plant to do the productive action, stimulate the wonder to do exploration and experimental

3. Reading strategies

The reading strategies can be categorized into several kinds. They are effective reading, survey reading, skimming, scanning, intensive reading and strategies with bottom-up and top-down reading understanding system.

a. Effective reading

The effective reading means be able to read accurately and efficiently and to understand as much of the passage as you need in order to achieve your purpose.

b. Survey reading

The survey reading is specialized techniques, for getting top view of an article, chapter, or entire book. What if you catch a board, overall picture of basic essential.

c. Skimming

Skimming means enable of people to select content that they want to read and to discard that which is quintile for their purpose. Skimming can also be called as the eyes quickly over the text to discover what is about, the main ideas, and the gist (Abbott.G.J, et, Al 1981:84).

d. Scanning

Scanning is to serve two functions. They are uncover relevant, information and accelerates your reading speed flexibility or the reader work out for particular item believes is in the text (Abbott.G.J, et, Al 1981:84), scanning is to read a text quickly on order to locate a specific item of information.

e. Intensive reading

The intensive reading method is study reading. This involves close study of the text. As amount of comprehension should be high, the speed of reading is correspondently slower (Abbott.G.J, et, Al 1981:84).

4. Level of Comprehension

The three levels of comprehension, or sophistication of thinking, are presented in the following hierarchy from the least to the most sophisticated level of reading.

Smith (1987: 107) divides the comprehension skill into four categories:

a. Literal Comprehension

Literal Comprehension refers to the idea and facts that are directly stated on the printed pages in facts. Ideas and facts are usually clearly stated that one could go back in passages and underline the information desired. The literature level of comprehension is fundamental to other reading skill at of any levels because a reading must first understand what the author said before he can draw an inference or make evaluation.

b. Interpretation

Interpretation or reading between the line demands a higher level of thinking ability because the question in this category of interpretation are concerned with answer that are not directly stated in the text but are suggested or implied. To answer the question at the interpretation level the reader must have ability and be able to work at various level of abstraction. Interpretation maybe defined as something derived by reasoning, something that is not directly stated but suggested in the statement, a logical conclusion that is drawn from statement.

c. Critical Reading

Critical Reading is higher level than the other two categories because it involves evaluation, truthfulness of what is read. To be able to make judgment, a reader must be able to collect, interpret, apply, analyze, and synthesize the information.

d. Creative Reading

Creative Reading uses different thinking skill to go beyond the literal comprehension, interpretation, and critical reading level. In Creative Reading, the reader tries to come up with in or alternate solutions to what presented by writer.

5. Improving Reading Comprehension

According to Arjun Kulkarni (2011) that Reading comprehension is one of the most important sections of the English language paper. Basically, to gage your knowledge and understanding the English language, a passage from any form of literary work is given and then

questions are asked, which need to be answered based on your understanding ('comprehension') of the subject. What makes reading comprehension such an integral part of English language evaluation these days? Because, it is a largely accepted fact that the answers as given by the student on the reading comprehension test, best help the examiner evaluate the understanding of the students.

So since reading comprehension seems to have become a mainstay in English language tests, it is important to learn all about the strategies for improving reading comprehension. Read on for more on how to improve reading comprehension.

Anderson (1969: 107) points out some specific method for Improving Comprehension, they are:

- a. Determine the purpose in reading. Ask yourself what you want to gain from reading the passage of selection.
- b. Pay attention to words, each subject in the curriculum has its own special vocabulary and the students' success will depend on some extent to their mastery of this. This student should look at all word carefully.
- c. Utilize context clues. The use of surrounding text can help the students derive the full meaning from passage.
- d. Use the six W S and the one H question in all reading comprehension is based on the question Who, Where, What, When, Why, and How.

- e. Learn, to phrase read. Phrase reading not only reduces usually number of fixation per line but it also makes the meaning clearer.
- f. Examine the structure of paragraphs.

Zorn (19880: 71-74) explains deeply seven steps that can increase the reading comprehension:

- a. Attention

It is absolute prerequisite to intensive mental impression from the printed pages are the essence of comprehension.

- b. Interest

We always give voluntary attention to everything we are interest in when we are interested in the author's ideas; it will be easy for us to comprehend them.

- c. Purpose

We will give much attention to the reading text we have a purpose beforehand. We are required to the read because it relates to our work, school, college, etc. Therefore, a purpose contributes greatly to the amount of attention that we send in vivid impression and so will the retention.

- d. Concentration

If a reader is able to concentrate more in this reading he will get impression, and he will get impression. Concentration is the process of holding long enough attention to establish the vivid impression which contributes so much to recall abilities.

- e. Association

Association in reading is another great factor in recall compression. A natural and rational association of ideas is very useful ways to fix them in one's mind for interrelation because the reader tries to associate the author's ideas with what he has in mind.

f. Repetition

Repetition is not the same as regression although regression includes repetition. Repetition here means reviewing. A reader makes reviews in his reading because he wants to know more about what he has found first reading. In this case, he may use skimming and scanning techniques.

g. Distributed Practice

It cannot be defined that more practice will form habits if always practices speed reading and comprehension to words attention; he will be a good speed reader and will have better retention in his reading. Distributed practice is very important. It plays a significant in improving comprehension.

According to Skylar Anderson, here are some sure-fire ways to help you in improving reading speed and reading comprehension:

1. Read, Read, Read

They say practice makes a man perfect. So for improving reading comprehension skills, it is important that you read a lot. Reading, especially reading different things, will help you in improving reading comprehension skills. By reading a lot, you will learn how to read faster. Also, by reading a lot more, you will also learn a lot of new words which

will in turn help along your reading comprehension endeavor. More on reading strategies for struggling readers.

2. Ready Reference

Whenever you are reading something, it is always a good practice to keep a dictionary handy. You know that there are a lot of questions in the reading comprehension section based on meanings, definitions, etc. So it is important to know the meaning of as many words as possible. Whenever you come across something to read, always keep a dictionary handy, so that you can check the meanings of the words instantly. By doing this, you can add at least 5 words to your vocabulary every day. Dictionary apps for cell phone are quite common nowadays, so this might save you the laborious effort of lugging the tomes by Oxford around. More on reading skills and strategies.

3. Highlights and Markings

While solving reading comprehension tests, it is always a good practice to carry around one of those highlighting markers. So if you spot something which you think is very important in the passage, you can mark it immediately for easier future reference. You could also make markings alongside the paragraphs where you can write a short summary of what that paragraph was all about. This will help you remember all the important points in the passage. Read on for some great speed reading exercises.

6. Reading Principles

Harmer (2007:101) divides six reading principles. They are:

- a. Encourage students to read as often and as much as possible.

The more students read the better. Everything we do should encourage them to read extensively as well as if not more than intensively. It is a good idea to discuss this principle with students.

- b. Students need to be engaged with what they are reading.

Outside normal lesson time, when students are reading extensively, they should be involved in joyful reading. We should try to help them get as much pleasure from it as possible. But during lesson, too, we will do our best to ensure that they are engaged with the topic of a reading text and the activities they are asked to do while dealing with it.

- c. Encourage students to respond to the content of a text.

It is important for students to study reading texts in class in order to find out such things as the way they use language, the number of paragraphs they contain and how many times they use relative clause. But the meaning, the message of the text, is just as important as this. As a result, we must give students a chance to respond to that message in some way.

- d. Prediction is major factor in reading.

When we read texts in our own language, we frequently have a good idea of the content before we actually start reading. Book covers give us a clue what is in the book; photographs and headlines hint at articles are

about; we can identify reports as reports from their appearance before we read a single word.

e. Match the task to the topic when using intensive reading text.

Once a decision has been taken about what reading text the students are going to read (based on the topic of the text), we need to choose good reading tasks the right kind of questions, appropriate, activities before during and after reading, and useful study exploitation. The most useful and interesting text can be undermined by boring and inappropriate tasks.

f. Good teachers exploit reading text to the full.

Any reading text is full of sentences, words ideas, description, etc. Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for the study and then activation and using a range of activities to bring the text to life.

7. The Process in Reading

According to Burns (1984:310) there are eight processes in reading.

They are:

- a. Sensory process means perceives the printed symbol visually.
- b. Perceptual process means interpret what they see as symbol or words.
- c. Sequential process means follow the linear, logical, and grammatical patterns of the written words.
- d. Associational process means recognize the connection between symbols and sounds, between words and what they represent.

- e. Experiential process means relate words back to direct experiences to give the words meaning.
- f. Thinking process means make inferences from and evaluated the material.
- g. Learning process means remember what they learned in the past and incorporate new ideas and facts.
- h. Affective process means deals with interest and attitudes that affect the task of reading.

8. The Components of reading

According to Armbruster, Lehr and Osborn (2001) in their work, *Put Reading First: The Research Building Blocks for Teaching Children to Read*. These elements should be emphasized in childrens' reading instruction throughout their early school years.

1. Phonemic Awareness, is the ability to hear, identify and manipulate the individual sounds – phonemes – in spoken words.
2. Phonics, is the understanding that there is a predictable relationship between phonemes (the sounds of the spoken language) and graphemes (the letters and spellings that represent those sounds in written language).
3. Vocabulary, refers to the words we must know to communicate effectively. In general, vocabulary can be described as oral vocabulary and reading vocabulary. Oral vocabulary refers to words we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.
4. Fluency, is the ability to read a text accurately and quickly. When fluent readers read silently, they recognize words automatically. They group

words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking.

5. Comprehension, is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading.

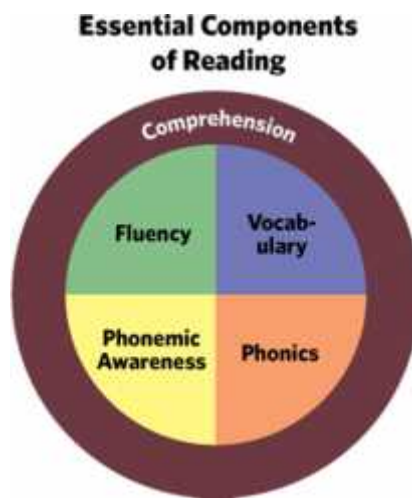
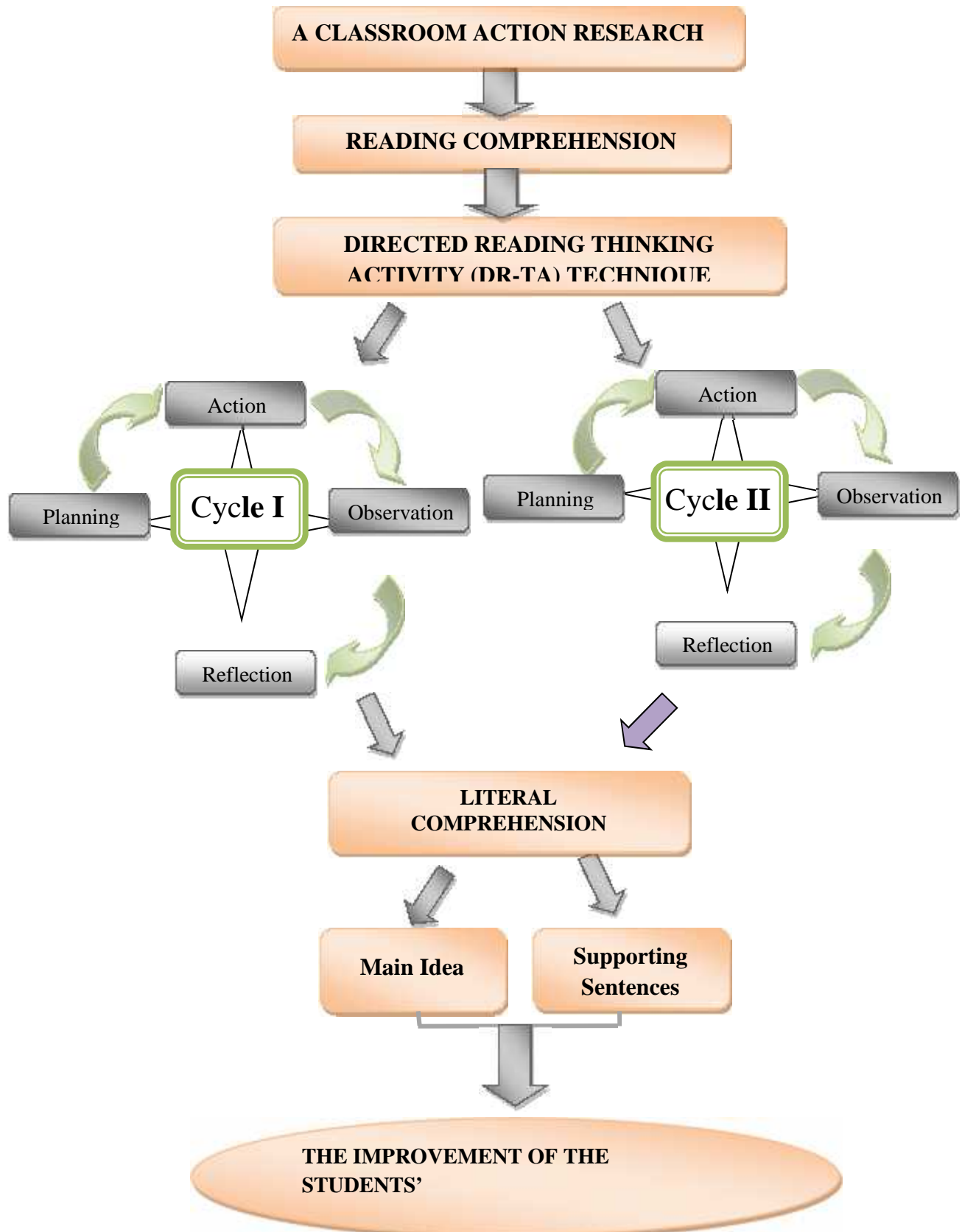


Chart 2.1. The Essential Components of Reading

D. Conceptual Framework



Learning process is the main activity in the school. There is interaction between teacher and students. In this classroom action research there are including two cycles every cycle namely 4 meeting. The Literal comprehension is the literature level of comprehension is fundamental to other reading skill at of any levels because a reading must first understand what the author said before he can draw an inference or make evaluation and to find out main idea and supporting sentences. Teaching and learning process will do it and guide to reach the maximal result. To reach the maximal result, the teacher must be able to design the learning model based on the material subject and to practice the students' thinking.

The result of the teaching and learning process, which is the improvement of the students' literal in reading comprehension after applying DR-TA Method.

CHAPTER III

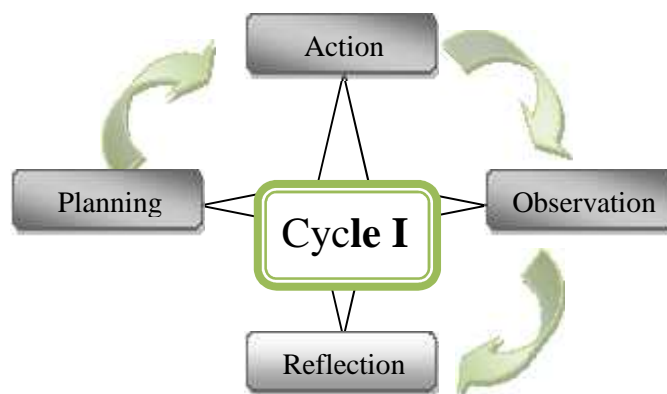
RESEARCH METHOD

This section presented the research methods employ in this study. They are classified into eight parts, i.e. research design, research setting, research subjects, data collection, data analysis, data validity and reliability, research procedure, and research schedule. Each of these parts will be explained in the following discussion.

A. Research Design

This research used classroom action research (CAR). It conducted through two cycles to observe the improving the students' reading comprehension through Directed Reading-Thinking Activity (DR-TA) Technique.

This classroom action research conducted through two cycles to observe the use of DR-TA to improve the students' reading comprehension in teaching and learning process. The cycle was described through the scheme of action research phases as follows:



(Hopkins,1993: 52)

➤ **Cycle I (Classroom Action Research)**

I. Planning

- a. In this section, the teacher prepare the material about reading was gave to the students.
- b. The teacher make lesson planning for the first meeting, the second meeting, the third and the forth meeting about reading material.
- c. Making checklist observation to observe the students' activity.
- d. Making research instrument.

II. Action

This cycle I action also included four meeting. The activity in the first meeting up to the fourth meeting also was same because it also has the same instructional procedure of each meeting, and the activities were:

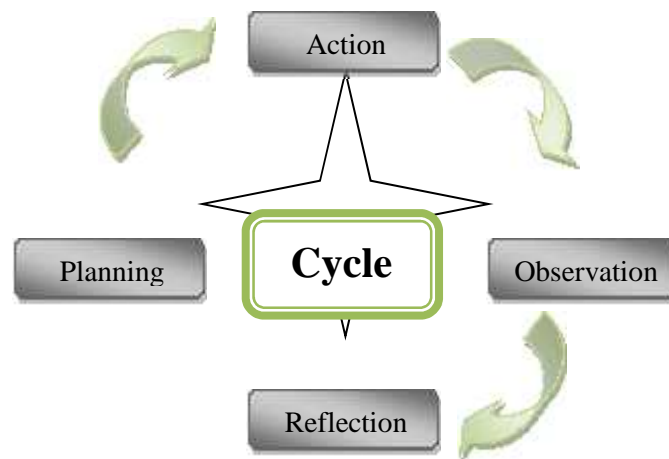
- a. The students were divide in group consisted four or more with heterogenic
- b. The teacher gave descriptive.
- c. The teacher reading text two or three times
- d. The teacher request of students to reading the text and answer question with group
- e. The teacher had taken the activities result student, than student question with their group and other group.
- f. The teacher suggested closing the text.

III. Observation

In this phase, the researcher observed the student's response, participation of the students and everything which was found during the teaching learning process happened.

IV. Reflection

The value of the observation steps was gathered for data analysis and evaluation by the observer, and then the observer is reflected herself about the successful of action research. These data used to do the next cycle. The observer did evaluation every cycle.



(Hopkins, 1993: 52)

➤ Cycle I (Classroom Action Research)

In this cycle just like the first cycle, the phases that will be done in this cycle are not different with the cycle before. Something that stills less in the first cycle was improved in the second cycle.

I. Planning

- a. Reviewed the lesson plan and made some revision for better response and students' activeness in learning process.
- b. The teacher designed and prepared the teaching materials; the teaching material still consisted of some text. These were used in the teaching and learning process when the learning activities were taking place.
- c. The teacher made instrument evaluation for classroom action research cycle and prepared checklist form to observe the students' activeness in learning process.

II. Action

This cycle II action also included four meeting. The activity in the first meeting up to the fourth meeting also was same because it also has the same instructional procedure of each meeting, and the activities were:

- a. The students divided in group consisted fours students or more with heterogenic.
- b. The teacher gave descriptive text.
- c. The teacher read the text two or three times
- d. The teacher request of students to read text and found new vocabulary with group
- e. The students write list new vocabulary and translate in Indonesia with group

- f. The students answer question with group
- g. The teacher took evaluated the result of answer students after that the student answer question with group and other group
- h. The teacher request of students to closed the text and re-write the text individual but can share with their group.

III. Observation

Through this phase of cycle 2, the teacher still observed the situation of the students' participation and activeness by using in learning process. The students were being observed on carrying out the task, and their response towards the material that was given. In this cycle 2 observation, most of the activities has existed well then cycle 1. The students' activeness has increased and indicated good cooperation of each pair to accomplish their task. The students seem actively in sharing their ideas that was going to be written.

IV. Reflection

Everything less in cycle 1 had been reflected in this cycle, better improvement also had been achieved as well as the students' activeness. It was indicated that some indicators of generic structure and language feature has been successful and met the teacher target. The students' achievement in cycle 2 increased after the teacher made some revision in lesson plan and in learning activity that not be done in cycle 1 such as; gave more guidance to the students in carrying out the task, did not applied clustering as pre – writing technique to produce

more ideas, did not suggested to make some revision and editing their task by their selves. So the students still poor in content and language use. After those stages applied, the test result in cycle 2 indicates better achievement than cycle 1.

B. Research Variable and Indicator

1. Variables

The following are the variables of the research:

- a. Independent variables DR-TA Technique. It was important process which allows the students to improve the reading comprehension.
- b. Dependent variables consisted of students' literal comprehension in reading comprehension.

2. Indicators

The main indicator of each variable is the indicators of the students' literal comprehension were main ideas and supporting ideas.

C. Population and Sample

This classroom action research conducted at the eighth grade students of SMP Bajiminasa Makassar on May-June 2016/2017 academic year. This research involved the researcher herself serving as the English teacher, a male English teacher of SMP Bajiminasa Makassar served as the teacher collaborator who observed the research conducted in the class, and 47 students of the Eighth grade.

D. Research Instruments

The instrument used in this research as follows:

1. Reading Test

Reading test aimed to get information about students' improvement after teaching learning process ends.

2. Observation Sheet

Observation was to find out the students' data about their presence and activeness in teaching and learning process.

E. Technique of Data Collection

The technique of data collection in this research as follows:

1. Test was used to measure the students' competence in learning English reading comprehension.

2. Observation was used to know the students' participation during the teaching and learning process.

F. Technique of Data Analysis

The collecting of data will be continued in analysis which used quantitative and qualitative analysis. For the quantitative used descriptive analysis those were score and percentage. In other word used also frequent and percentage in minimum and maximum score that students achieve in every cycle. While the result of data observation the students response analyzed by qualitative. Some formulas applied in this research to process the data as follows:

1. Scoring the students correct answer by used this formula:

$$\text{Score} = \frac{\text{Students' Correct Answer}}{\text{Total Score of Points}} \times 10$$

Sudijono (2010: 10)

2. After collecting the data of the students, the researcher classified the score of the students. To classify the students' score, there were seven classifications which were use as follows:

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.	4.6 – 5.5	Poor
7.	0 – 4.5	Very poor

(Gay, 1981: 298)

3. To calculate students' participation and activeness, researcher used this formula:

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

Where:

P = Percentage of the students' score

FQ = Frequency of the students' score

N = Subject

(Sudjana, 1990:85)

4. Scoring student's in reading comprehension Main Idea and Supporting
idea Details Rubric.

a. Main Idea

POINT	CRITERIA
4	Student response is complete, specific, and correct
3	Student response is accurate, but not complete
2	Student response gives details instead of main idea
1	Student response is not correct, but is attempted
0	Student did not attempt to respond to the item

Dianne B. (2007)

b. Supporting Idea

POINT	CRITERIA
4	Student response includes at least 2 key details from the passage that support the main idea of the passage
3	Student response includes at least 2 details with at least one key detail from the passage that supports the main idea.
2	Student response includes 2 details which does not support the correct main idea

1	Student response includes one detail that does not support the main idea
0	Student did not provide any details. or Student did not attempt to respond to the item

McKay, Sandra lee (2006)

5. Calculating the mean score of the students' reading comprehension test by used the following formula:

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

Where:

\bar{x} = Mean Score

$\sum X$ = Total Score

N = Number of Subject

(Gay 1981: 298)

6. To know development of the students' reading comprehension, the researcher used percentage technique.

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

Where:

P = percentage of the students

X_1 = the first mean score

X_2 = the second mean score

(Hasan in Arief, 2011)

7. Calculating the percentage of the students' activity in learning process

used formula:

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

Note:

P = Percentage

F = Frequency

N = Total number of Subject

Sudjono (1982:43)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of findings of the research and its discussion. The findings of the research presented the result of the improvement of the students' reading comprehension that covers the students' Literal comprehension and the discussion of the research covers further explanation of the findings.

A. The Findings

1. The improvement of the students' Literal Reading Comprehension

The application of DR-TA method in improving the students' Literal comprehension is dealing with main idea and supporting ideas. The improvement of the students' Literal comprehension dealing with main idea and supporting ideas can be seen clearly in the following table:

Table 1: The improvement of the students' literal reading comprehension

No.	Indicator	d-test	Cycle I	Cycle II	Improvement
		Mean Score	Mean Score	Mean Score	%
1	Main Idea	5.29	6.62	7.46	12.68 %
2	Supporting Idea	5.14	6.53	7.41	13.47 %
X		10.43	13.15	14.87	26.15%
X		5.21	6.57	7.44	13.24%

The table above shows the students' improvement of Literal reading comprehension in terms of main idea and supporting idea. In the cycle 1, the students' mean score of main idea is 6.62. After conducting action for four meeting the mean score becomes 7.46 in the cycle 2. The improvement is 12.68%. It indicates that the target to improve the students' Literal comprehension in terms of main idea has been successful.

In case of supporting idea, the target to improve the students' mean score has been successful as well. It is proved by the significant improvement of students' mean score from cycle 1 to cycle 2. In the cycle 1 the students' mean score is 6.53 and it becomes 7.44 in the cycle 2. The improvement is 13.47%.

To see clearly the improvement of the students' Literal comprehension, the following chart is presented:

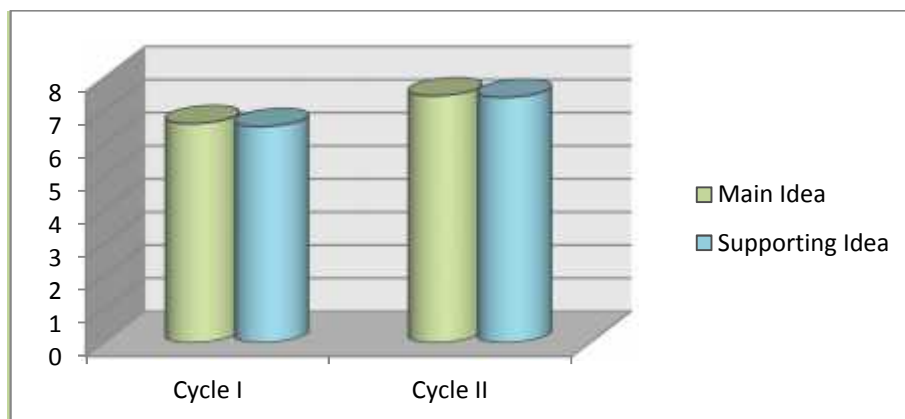


Figure 1: The improvement of the students' Literal Comprehension

The chart above shows that the students' mean score of main idea and supporting ideas had significant improvement from cycle 1 to cycle 2. The improvement of main idea is 12.68% and supporting idea is 13.47%. It

indicates that the target to improve the students' Literal comprehension has been reached.

2. The Improvement of the Students' Reading Comprehension

Table 3: The improvement of the students' Reading Comprehension

No.	Variables	Cycle I	Cycle II	Improvement
		Score	Score	%
	Literal comprehension	6.57	7.44	13.24%

The table above shows the result of students mean score of both Literal comprehension and Interpretative comprehension in both cycle 1 and cycle 2. In the cycle 1, the students' Literal comprehension is 6.57. It still lower then 7.00 as target to achieve. Then, in the cycle 2, it improves significantly to 7.44. The improvement is 13.24%.

The table above shows that the ultimate mean score of students' reading comprehension is 7.46 that is 0.85 greater than the mean score in cycle 1. So the improvement is 12.85%. This ultimate mean score which greater than the mean score of cycle 1 indicates that the mean score of students improves significantly and the target to improve the students' mean score to 7.00 as the successful minimal criteria can be reached.

To see clearly the mean score improvement of the students' Literal comprehension, following chart is presented:

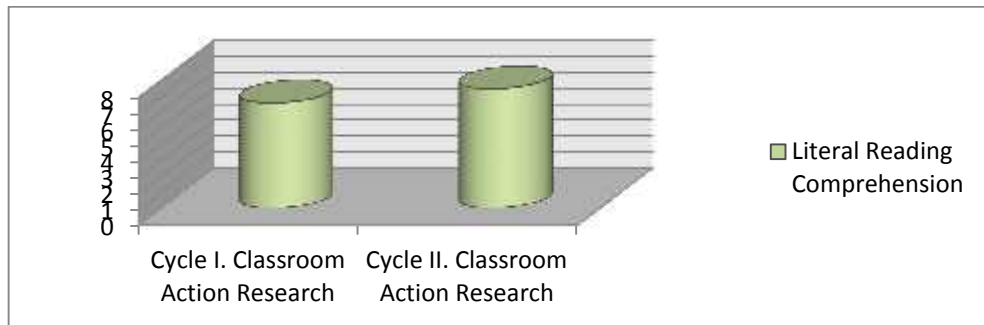


Figure 3: The Improvement of the Students' Reading Comprehension

The chart above shows the improvement of the students' reading comprehension of Literal comprehension. In the cycle 1, the students' mean score of Literal comprehension fewer than the mean score in cycle 2. It shows significant improvement. The improvement of Literal comprehension is 13.24%. So, the target to improve the students' reading comprehension is successful.

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 through Directed Reading-Thinking Activity (DR-TA) at the eighth grade students of SMP Bajiminasa Makassar which was conducted in 2 cycles during 8 meetings was taken by the observer through observation sheet. It can be seen clearly through the following table:

Table 4. The Observation Result of the students' Activeness in Teaching and Learning Process.

Cy cle	Students' Activeness			
	MEETING (%)			
	1 st	2 nd	3 rd	4 th
Cycle I	45.21%	53.72%	56.38%	68.08%
Cycle II	61.70%	63.82%	66.48%	73.93%

The table above shows that the result of students' observation in learning process through DR-TA Technique in every meeting in cycle 1 to cycle 2 gets improved. It is proved by the percentage of students' activeness is getting higher in every meeting in both cycle I and cycle II. In the first meeting of cycle I the students activeness is 45.21% and in the first meeting of cycle II 61.70%. In the second meeting of both the cycle I and II the students' activeness are 53.72% and 63.82%. It indicates that the students more actively participate in the second meeting of cycle 1 than cycle II. In the third meeting of cycle 2 the students also more actively participate than in the third meeting of cycle I. In the cycle I the students' activeness is 56.38% and in the second cycle is 66.48%. Then, in the fourth meeting of cycle I and cycle II also shows a significant improvement where the activeness in the cycle I is 68.08% and 73.93% in the cycle II.

The result of the students' activeness can also be seen in the following chart:

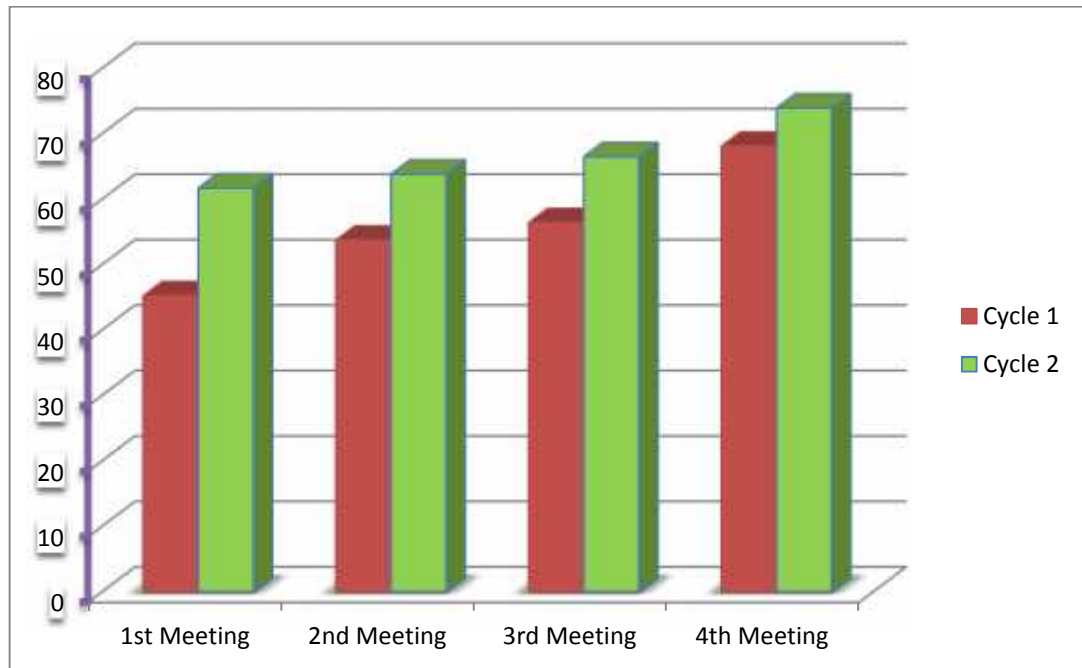


Figure 4: The Observation of Students' Activeness in Teaching and Learning Process

The chart above shows that the students' activeness is getting higher from meeting to meeting in both cycle 1 and cycle 2. In the first meeting of cycle one and cycle 2, the students' activeness is 45.21% and 61.70%.

In the second meeting of cycle 1 and cycle 2, it is 53.72% and 63.82%. In the third meeting of cycle 1 and cycle 2, it is 56.38% and 66.48%. And in the fourth meeting of cycle 1 and cycle 2, it is 68.08% and 73.93%.

B. Discussion

In this part, discussion deals with the interpretation of findings derived from the result of findings about the observation result of the

students' reading comprehension in terms of literal comprehension dealing with main idea, and supporting.

1. The Improvement of the Students' Literal comprehension

The result of the data analysis through the reading test shows that the students' Literal comprehension in term of main idea and supporting idea improved significantly. It is indicated by the percentage of the result of the students' diagnostic test and the percentage of the result of the students' test in cycle I and II that are difference one another. The mean score of the students' diagnostic test was 5.22 with percentage 52.2%. It is lower than the mean score of the students' in cycle I was 6.57 with percentage 65.7% and cycle II was 7.46 with percentage 74.6%. These scores were got from two indicators; main idea and supporting idea. The improvement of such two indicators are explained in detail as follow:

a. Main idea

The result of the data analysis presented in the finding above shows that the mean score of the students' main idea was getting higher from diagnostic test to cycle I and cycle II. In the diagnostic test the mean score was 5.29 with percentage 52.9%. This result was lower than the result in the cycle I was 6.62 with percentage 66.2%. The improvement is 25.14%. Then in the cycle II the students' mean score was 7.46 with percentage 74.6%. So, the improvement from diagnostic test to cycle II was 41.02%. By seeing the result of the students' in the cycle II that was higher than both diagnostic test and cycle I indicate that the application of

DR-TA Method could improve the students' ability to identify main ideas relationship in reading comprehension significantly.

b. Supporting idea

The result of the data analysis showed that the mean score of the students' in term of supporting idea was getting higher from diagnostic test to cycle I and cycle II. In the diagnostic test the mean score was 5.14 with percentage 51.4%. This result was lower than the result in the cycle I was 6.53 with percentage 65.3%. The improvement is 27.04%. Then in the cycle II the students' mean score was 7.41 with percentage 74.1%. So, the improvement from diagnostic test to cycle II was 44.16%. By seeing the result of the students' in the cycle II that was higher than both diagnostic test and cycle I indicate that the application of DR-TA Method could improve the students' ability to identify supporting idea in reading comprehension significantly.

In order to see the students' score achievement of literal comprehension in any level of scoring classification, it is presented as follow:

Table 5: The Score Classification of the Students' Score in Literal Comprehension

No	Score	Classification	d-test		Cycle I		Cycle II	
			Freq	(%)	Freq	(%)	Freq	(%)
1	9.6 – 10	Excellent	0	0 %	0	0 %	0	0 %
2	8.6 – 9.5	Very good	0	0 %	0	0 %	3	6.38%
3	7.6 – 8.5	Good	0	0 %	4	8.51%	17	36.17%
4	6.6 – 7.5	Fairly good	5	10.63%	16	34.04%	22	46.80%

5	5.6 – 6.5	Fair	6	12.76%	25	53.19%	5	10.63%
6	4.6 – 5.5	Poor	22	46.80%	2	4.25%	0	0%
7	0 – 4.5	Very poor	14	29.78%	0	0%	0	0%
TOTAL			47	100%	47	100%	47	100%

The table above shows that the percentage of the students' literal comprehension in diagnostic test (Non DR-TA) 5 students (10.63%) got fairly good, 6 students (12.76 %) got fair, 22 (46.80) students got poor, 14 (29.78) students got very poor and none of students for the other classification.

And after taking action through DR-TA strategy in cycle I, the percentage of the students' literal comprehension were 4 students (8.51%) got good, 16 students (34.04%) got fairly good, 25 students (53.19%) got fair, 2 students (4.25%) got poor and none of the students for the other classifications.

And in the cycle II, the percentage of the students' literal comprehension were 3 students (6.38%) got very good, 17 students (36.17%) got good, 22 students (46.80%) got fairly good, 5 students (10.63%) fair good and none of the students for the other classification.

2. The Observation Result of Students' Activeness

The result of the students' observation in teaching and learning process improved significantly through DR-TA Technique in improving the students' reading comprehension. It is proved by the improvement of students' participation in the first meeting of cycle I was 45.21% and in the

last meeting of cycle II students' participation became 73.93%. It indicates that the application of DR-TA Technique can stimulate the students' activeness in teaching and learning process.

Based on the explanation above, the writer concludes that the application of DR-TA Technique in teaching reading comprehension could improve the students' ability in literal comprehension significantly. So, the target that was stated in the background to improve the students' mean score until 7.00 could be successfully achieved. In the other word, teaching reading comprehension through DR-TA Technique is able to improve the students' achievement the eighth grade students of SMP Bajiminasa Makassar.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussions in the previous chapter, the following conclusions are presented:

The Use of DR-TA Technique can improve the students' Literal comprehension at the eighth grade students of SMP Bajiminasa Makassar. It is proved by the students' achievement in cycle II is higher than cycle I and D-Test where in D-Test the students' mean score achievement in Literal comprehension is 5.22, but after evaluation in cycle I the students' Literal comprehension becomes 6.57 and cycle II 7.44.

B. Suggestions

In relation to the reading comprehension in terms of Literal comprehension in this research, the researcher would like to give some suggestions to the students (learners), the English teacher and the next researchers as follows:

1. Being aware that reading is an important skill in English communication.

The students should try to read individually or in group because it can stimulate to read more and to get natural communication.

- a) The students are expected to improving their intensity in learning reading trough DR-TA Technique.

- b) The teacher should apply various kinds of suitable method in teaching reading to make students more interested in reading English text and to increasing the quality of studying and teaching.
2. The application of DR-TA Technique can significantly improve the students' reading comprehension in terms of Literal comprehension dealing with main idea and supporting idea at the first year students' of SMP Bajiminasa Makassar. So it is strongly suggested to be applied in teaching English reading in the classroom in order to improve the students' reading comprehension. It is suggested that the English teacher apply the DR-TA Technique as one of alternative in teaching method and learning process.
 3. To improve the students' reading comprehension generally, there are many cases which must be improved such as: main idea and supporting idea. But in this research, the researcher focused attention on improving the students reading comprehension in term Literal comprehension. So for the next researcher, they can take the other case of reading comprehension to be improved neither they use this technique nor other techniques. But it is better to use this method in order to know the students' reading comprehension improvement with different discussions.
 - a) The result of this research can also be used as an additional reference or further research with different discussion for the next researchers.
 - b) The writer hopes the researches use DR-TA Technique to improving students' reading comprehension.

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A horizontal scroll graphic with a black outline and rounded ends. The scroll is partially unrolled, with the top and bottom edges showing a greyish shadow. The word "Appendices" is written in the center of the scroll in a black, cursive font.

Appendices

Appendix A

RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII / 2

Pertemuan Ke : 1 (satu)

Alokasi Waktu : 1 X Pertemuan (2 x 45 menit)

Skill : Reading

Standar Kompetensi : Memahami makna teks fungsional pendek dan esai sederhana berbentuk narrative, descriptive, dan news item dalam konteks kehidupan sehari-hari untuk mengakses ilmu pengetahuan.

Kompetensi Dasar : Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan, dll) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan bahasa tulis dalam kehidupan sehari-hari

Tujuan Pembelajaran : Siswa dapat menafsirkan makna teks fungsional pendek berbentuk recount.

Indikator : - Menafsirkan makna teks fungsional pendek berbentuk recount.
- Menjawab pertanyaan berdasarkan teks fungsional pendek berbentuk recount.
- Menafsirkan main idea pada setiap paragraf.
- Menafsirkan Supporting ideas.
- Membuat kesimpulan berdasarkan teks.

Materi Ajar : Text Recount

Sandra Got Sick

One day Sandra Dewi fell sick in the middle of the English lesson. All the students did reading tasks. Suddenly Sandra Dewi vomited. All other students stopped writing. Mrs. Lidia helped her immediately. The chairman of the class sent for the school's doctor.

In five minutes the doctor came. He examined her carefully. He examined her eyes. He felt her stomach. He listened to her heart beat. He measured her blood pressure.

Then he took her temperature. "I'm afraid she suffers from malaria. Her temperature is very high. That is why she vomited. She has a very bad cough, too. I'll give her some pills for her malaria, some tablets for her fever, and syrup for her cough. She needs a week's rest", said the doctor.

Read the text above and then answer the question below:

1. What is the main idea of the first paragraph?
2. Mention the supporting ideas of the first paragraph!
3. What does the doctor do when he came to Sandra?
4. Make a conclusion about the text above!
5. Who is Sandra in this story?

Metode Pengajaran:

- DR-TA Method
- Question Answering,
- Tanya jawab,
- Diskusi,
- Ceramah

Langkah Pembelajaran:

A. Kegiatan Awal :

- Doa
- Absensi
- Apersepsi, motivasi : dengan mengarahkan siswa pada situasi pembelajaran

B. Kegiatan Inti :

- Menjelaskan metode DR-TA terkait dengan materi

- Memberi contoh teks recount
- Membacakan teks recount
- Melakukan tanya jawab tentang isi teks tersebut
- Menerangkan gramatikal yang digunakan

C. Kegiatan akhir :

- Memberi pertanyaan tertulis
- Penugasan : membuat teks recount
- Salam

Sumber Belajar:

- Buku paket Bahasa Inggris Look A Head 1 Penerbit Erlangga

Rubrik Penilaian:

Penilaian menjawab soal

POINT	CRITERIA
4	The answer must be based on the correct passage and supported with information and/or examples from the passage, as asked for in the question.
3	The information in the answer is correct, but more supporting information and/or examples based on the passage are needed.
2	The information in the answer may be correct and based on the passage, but may not be clearly written, or exact enough. More supporting information and/or examples may be needed.
1	The answer may be incomplete, may have several mistakes or inaccuracies, and may not fulfill the task required by the question.
0	The answer is incorrect or not based upon the passage, or the student gives no response.

Score: $\frac{\text{The correct answer}}{\text{Total number of item}} \times 10$

Makassar, 2017

Mahasiswi Peneliti,

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RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII / 2

Pertemuan Ke : 2 (Dua)

Alokasi Waktu : 1 X Pertemuan (2 x 45 menit)

Skill : Reading

Standar Kompetensi : Memahami makna dalam teks fungsional pendek dan teks tulis monolog/esei sederhana berbentuk *recount*, *narrative* dan *procedure* dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

Kompetensi Dasar : Merespon makna dalam teks tulis fungsional pendek (mis. pengumuman, petunjuk) resmi dan tak resmi secara akurat, lancar dan berterima dalam teks berbentuk: *recount*, *narrative* dan *procedure*.

Tujuan Pembelajaran : Siswa dapat menafsirkan makna teks fungsional pendek berbentuk *recount*.

Indikator :

- Menafsirkan makna teks fungsional pendek berbentuk *recount*.
- Menjawab pertanyaan berdasarkan teks fungsional pendek berbentuk *recount*.
- Menafsirkan main idea pada setiap paragraf.
- Menafsirkan Supporting ideas.
- Membuat kesimpulan berdasarkan teks.

Materi Ajar : Recount text

Streaming Video

Streaming video is a sequence of "moving images" that are sent in compressed form over the Internet and displayed by the viewer as they arrive. Streaming media is streaming video with sound. With streaming video or streaming media, a Web user does not have to wait to download a large file before seeing the video or hearing the sound. Instead, the media is sent in a continuous stream and is played as it arrives. The user needs a player, which is a special program that decompresses and sends video data to the display and audio data to speakers. A player can be either an integral part of a browser or downloaded from the software maker's Web site.

Streaming video is usually sent from prerecorded video files, but can be distributed as part of a live broadcast "feed." In a live broadcast, the video signal is converted into a compressed digital signal and transmitted from a special Web server that is able to do multicast, sending the same file to multiple users at the same time.

Read the text above and then answer the question below:

1. What is the main idea of the first paragraph?
2. Mention the supporting ideas of the first paragraph!
3. What is the main idea of the second paragraph?
4. Make a conclusion about the text above!
5. What is the function of the Streaming Video in this story?

Metode Pengajaran:

- DR-TA Technique
- Question Answering,
- Tanya jawab,
- Diskusi,
- Ceramah

Langkah Pembelajaran:

A. Kegiatan Awal :

- Doa
- Absensi
- Apersepsi, motivasi : dengan mengarahkan siswa pada situasi pembelajaran

B. Kegiatan Inti :

- Menjelaskan metode DR-TA terkait dengan materi
- Memberi contoh teks recount
- Membacakan teks recount
- Melakukan tanya jawab tentang isi teks tersebut
- Menerangkan gramatikal yang digunakan

C. Kegiatan akhir :

- Memberi pertanyaan tertulis
- Penugasan : membuat teks recount
- Salam

Sumber Belajar:

- Buku paket Bahasa Inggris Look A Head 1 Penerbit Erlangga

Rubrik Penilaian:

Penilaian menjawab soal

POINT	CRITERIA
4	The answer must be based on the correct passage and supported with information and/or examples from the passage, as asked for in the question.
3	The information in the answer is correct, but more supporting information and/or examples based on the passage are needed.
2	The information in the answer may be correct and based on the passage, but may not be clearly written, or exact enough. More supporting information and/or examples may be needed.
1	The answer may be incomplete, may have several mistakes or inaccuracies, and may not fulfill the task required by the question.
0	The answer is incorrect or not based upon the passage, or the student gives no response.

Score: $\frac{\text{The correct answer}}{\text{Total number of item}} \times 10$

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RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII / 2
Pertemuan Ke : 3 (Tiga)
Alokasi Waktu : 1 X Pertemuan (2 x 45 menit)
Skill : Reading

Standar Kompetensi : Memahami makna dalam teks fungsional pendek dan teks tulis monolog/esei sederhana berbentuk *recount*, *report*, *narrative*, dan *procedure* dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

Kompetensi Dasar : Merespon makna dalam teks tulis fungsional pendek (mis. pengumuman, pengumuman resmi dan tak resmi secara akurat, lancar dan berterima dalam teks berbentuk: *recount*, *report*, *narrative* dan *procedure*.

Tujuan Pembelajaran : Siswa dapat menafsirkan makna teks fungsional pendek berbentuk report.

Indikator : - Menafsirkan makna teks fungsional pendek berbentuk report.
- Menafsirkan main idea dalam text
- Menjawab pertanyaan berdasarkan teks fungsional pendek berbentuk report.
- Menafsirkan kesimpulan pada text.
- Menafsirkan main idea setiap paragraph.
- Menafsirkan supporting ideas pada setiap paragraph.
- Membuat kesimpulan berdasarkan teks.

Materi Ajar : Text Report

Animal Experimentation

Animals are widely used in laboratories. Mice, rabbits, dogs, and monkeys are a few examples of animals used by researchers and scientists for scientific and medical purposes. Scientists use the animal to investigate biological processes in humans and animals; to study the causes of diseases; to test drugs, vaccines, and surgical techniques; and to evaluate the safety of chemicals used in pesticides, cosmetics, and other products.

Many animal function like humans so that they can be good models to understand the human body. Some animal suffer from the same diseases as humans do. Animal also carry a number of genes that are identical to human genes. With those similarities, scientists are able to learn much about the human by studying the animals.

Read the text above and then answer the questions below:

1. What is the main idea of the first paragraph?
2. Mention the supporting ideas of the first paragraph!
3. What kind of animals use by researchers in this story?
4. Make a conclusion about the text above!
5. Why do the researchers use animal as the sample of experimentation in this story?

Metode Pengajaran:

- DR-TA Technique
- Question Answering,
- Tanya jawab,
- Diskusi,
- Ceramah

Langkah Pembelajaran:

A. Kegiatan Awal :

- Doa
- Absensi
- Apersepsi, motivasi : dengan mengarahkan siswa pada situasi pembelajaran

B. Kegiatan Inti :

- Menjelaskan metode DR-TA terkait dengan materi
- Memberi contoh teks report

- Membacakan teks report
- Melakukan tanya jawab tentang isi teks tersebut
- Menerangkan gramatikal yang digunakan

C. Kegiatan akhir :

- Memberi pertanyaan tertulis
- Penugasan : membuat teks report
- Salam

Sumber Belajar:

- Buku paket Bahasa Inggris Look A Head 1 Penerbit Erlangga

Rubrik Penilaian:

Penilaian menjawab soal

POINT	CRITERIA
4	The answer must be based on the correct passage and supported with information and/or examples from the passage, as asked for in the question.
3	The information in the answer is correct, but more supporting information and/or examples based on the passage are needed.
2	The information in the answer may be correct and based on the passage, but may not be clearly written, or exact enough. More supporting information and/or examples may be needed.
1	The answer may be incomplete, may have several mistakes or inaccuracies, and may not fulfill the task required by the question.
0	The answer is incorrect or not based upon the passage, or the student gives no response.

Score: $\frac{\text{The correct answer}}{\text{Total number of item}} \times 10$

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RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII / 2

Pertemuan Ke : 4 (Empat)

Alokasi Waktu : 1 X Pertemuan (2 x 45 menit)

Skill : Reading

Standar Kompetensi : Memahami makna teks fungsional pendek dan esai sederhana berbentuk narrative, descriptive, dan news item dalam konteks kehidupan sehari-hari untuk mengakses ilmu pengetahuan.

Kompetensi Dasar : Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan, dll) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan bahasa tulis dalam kehidupan sehari-hari

Tujuan Pembelajaran : Siswa dapat menafsirkan makna teks fungsional pendek berbentuk narrative.

Indikator :

- Menafsirkan makna teks fungsional pendek berbentuk recount.
- Menjawab pertanyaan berdasarkan teks fungsional pendek berbentuk recount.
- Menafsirkan main idea pada teks.
- Membuat conclusion tentang teks.

Materi Ajar : Narrative Text

The Lion and The Mouse

A Lion was sleeping peacefully when he was woken by something running up and down his back and over his face. Pretending to be still asleep, the Lion slowly opened one eye and saw that it was a little mouse. With lightening speed the Lion reached out and caught the little mouse in one of his large paws. He dangled it by its tail and roared, "I'm the King of Beasts! You'll pay with your life for showing me such disrespect."

The Lion held the little mouse over his huge open jaws and prepared to swallow it. "Please, please don't eat me, Mr. King of Beasts, Sir," squeaked the mouse. "If you forgive me this time and let me go I'll never, never forget it."

"I may be able to do you a good turn in the future to repay your kindness," it squeaked. "You do me a favor!" roared the Lion with laughter. "That is the funniest thing I've ever heard."

Still laughing, the Lion put the mouse down on the ground and said; "You've made me laugh so much I can't eat you now. Go on, off you go before I change my mind." The little mouse scurried away as fast as its little legs could go.

Not long after this the Lion was caught in a trap by some hunters. They tied him to a tree with rope while they went to get their wagon. The little mouse was nearby and came when he heard the mighty Lion's roar for help. The mouse gnawed the rope with his sharp teeth and set the Lion free.

"I know you didn't believe me, but I told you I could help you one day," squeaked the little mouse. "Even a little mouse like me can help someone as big and strong as you."

"Thank you my little friend. I won't forget that lesson," said the Lion as he ran away before the hunters returned.

Read the text above and then answer the question below:

1. What is the main idea of the first paragraph?
2. Mention the supporting ideas of the first paragraph!
3. What is the main idea of the second paragraph?
4. Make a conclusion about the story above!
5. Why does the Lion catch the mouse in this story?

Metode Pengajaran:

- DR-TA Method
- Question Answering,
- Tanya jawab,
- Diskusi,
- Ceramah

Langkah Pembelajaran:

A. Kegiatan Awal :

- Doa
- Absensi
- Apersepsi, motivasi : dengan mengarahkan siswa pada situasi pembelajaran

B. Kegiatan Inti :

- Menjelaskan metode DR-TA terkait dengan materi
- Memberi contoh teks Narrative
- Membacakan teks Narrative
- Melakukan tanya jawab tentang isi teks tersebut
- Menerangkan gramatikal yang digunakan

C. Kegiatan akhir :

- Memberi pertanyaan tertulis
- Penugasan : membuat teks Narrative
- Salam

Sumber Belajar:

- Buku paket Bahasa Inggris Look A Head 1 Penerbit Erlangga

Rubrik Penilaian:

Penilaian menjawab soal

POINT	CRITERIA
4	The answer must be based on the correct passage and supported with information and/or examples from the passage, as asked for in the question.
3	The information in the answer is correct, but more supporting information and/or examples based on the passage are needed.
2	The information in the answer may be correct and based on the passage, but may not be clearly written, or exact enough. More supporting information and/or examples may be needed.
1	The answer may be incomplete, may have several mistakes or inaccuracies, and may not fulfill the task required by the question.
0	The answer is incorrect or not based upon the passage, or the student gives no response.

Score: $\frac{\text{The correct answer}}{\text{Total number of item}} \times 10$

Makassar, 2017

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RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII / 2

Pertemuan Ke : 5

Alokasi Waktu : 1 X Pertemuan (2 x 45 menit)

Skill : Reading

Standar Kompetensi : Memahami makna teks fungsional pendek dan esai sederhana berbentuk narrative, descriptive, dan news item dalam konteks kehidupan sehari-hari untuk mengakses ilmu pengetahuan.

Kompetensi Dasar : Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan, dll) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan bahasa tulis dalam kehidupan sehari-hari

Tujuan Pembelajaran : Siswa dapat menafsirkan makna teks fungsional pendek berbentuk narrative.

Indikator :

- Menafsirkan makna teks fungsional pendek berbentuk Narrative.
- Menjawab pertanyaan berdasarkan teks fungsional pendek berbentuk Narrative.
- Menafsirkan main idea pada teks.
- Membuat conclusion tentang teks.

Materi Ajar : Narrative Text

The Lion with Bad Breath

The Lion was in a bad mood. That morning his wife, the Lioness, had told him that his breath smelled, and that perhaps he needed to do something about it. The Lion had pretended not to care, and had roared loudly and angrily just to show the Lioness who was king. Secretly though, he was worried. So as soon as the Lioness left the den to go about her day's work, the Lion called his three counselors - the Sheep, the Wolf and the Fox. First he called the Sheep. 'Tell me, Sheep,' growled the Lion, 'do you think my breath smells?'

The Sheep thought the Lion wanted to know the truth. So she bowed low before the Lion and said, 'Your Majesty, your breath smells terrible. In fact, it smells so bad that it is making me feel quite ill.' This was not what the Lion had wanted to hear. Roaring angrily, and calling the Sheep a fool, he pounced on her and bit her head off. Then he called the Wolf. 'Tell me, Wolf,' growled the Lion sharpening his claws, 'do you think my breath smells?'

The Wolf had seen the dead Sheep on the way, and he had no plans to end up the same way. He bowed low before the Lion and said, 'Your Majesty! How can you ask me that? Your breath smells as sweet as the flowers in spring, as fresh as the...'

He could not finish what he was going to say. 'Liar!' roared the Lion, and ripped him to pieces. At last the Lion called the Fox. The Fox came warily; she had seen the dead Sheep and the dead Wolf on the way. 'Tell me, Fox,' growled the Lion, sharpening his claws and yawning widely so that the Fox could see his long sharp teeth, 'do you think my breath smells?'

The Fox coughed and sneezed and blew her nose, and then clearing her throat noisily, said in a hoarse whisper, 'Your Majesty, forgive me. I have such a nasty cold that I cannot smell a thing!'

Read the text above and then answer the question below:

1. What is the main idea of the first paragraph?
2. Mention the supporting ideas of the first paragraph!
3. What is the main idea of the second paragraph?
4. Make a conclusion about the story above!
5. What messages that you can catch from the story?

Metode Pengajaran:

- DR-TA Method
- Question Answering,
- Tanya jawab,
- Diskusi,
- Ceramah

Langkah Pembelajaran:

A. Kegiatan Awal :

- Doa
- Absensi
- Apersepsi, motivasi : dengan mengarahkan siswa pada situasi pembelajaran

B. Kegiatan Inti :

- Menjelaskan metode DR-TA terkait dengan materi
- Memberi contoh teks Narrative
- Membacakan teks Narrative
- Melakukan tanya jawab tentang isi teks tersebut
- Menerangkan gramatikal yang digunakan

C. Kegiatan akhir :

- Memberi pertanyaan tertulis
- Penugasan : membuat teks Narrative
- Salam

Sumber Belajar:

- Buku paket Bahasa Inggris Look A Head 1 Penerbit Erlangga

Rubrik Penilaian:

Penilaian menjawab soal

POINT	CRITERIA
4	The answer must be based on the correct passage and supported with information and/or examples from the passage, as asked for in the question.
3	The information in the answer is correct, but more supporting information and/or examples based on the passage are needed.
2	The information in the answer may be correct and based on the passage, but may not be clearly written, or exact enough. More supporting information and/or examples may be needed.
1	The answer may be incomplete, may have several mistakes or inaccuracies, and may not fulfill the task required by the question.
0	The answer is incorrect or not based upon the passage, or the student gives no response.

Score: $\frac{\text{The correct answer}}{\text{Total number of item}} \times 10$

Makassar, 2017

Mahasiswi Peneliti,

FITRIANI
NIM: 10535 5360 12

RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII/ 2

Pertemuan Ke : 6

Alokasi Waktu : 1 X Pertemuan (2 x 45 menit)

Skill : Reading

Standar Kompetensi : Memahami makna teks fungsional pendek dan esai sederhana berbentuk narrative, descriptive, dan news item dalam konteks kehidupan sehari-hari untuk mengakses ilmu pengetahuan.

Kompetensi Dasar : Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan, dll) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan bahasa tulis dalam kehidupan sehari-hari

Tujuan Pembelajaran : Siswa dapat menafsirkan makna teks fungsional pendek berbentuk narrative.

Indikator : - Menafsirkan makna teks fungsional pendek berbentuk Narrative.
- Menjawab pertanyaan berdasarkan teks fungsional pendek berbentuk Narrative.
- Menafsirkan main idea pada teks.
- Membuat conclusion tentang teks.

Materi Ajar : Narrative Text

The Talkative Turtle

Once, in a certain lake, there lived a turtle and a pair of swans. The turtle and the swans were friends. They would spend all their free time together telling each other stories, and exchanging news and gossip. The turtle especially loved to talk and chatter, and always had something to say.

One year, the rains did not come, and the lake began to dry up. The swans became worried. Supposing it did not rain at all, and the lake dried up completely? Where would they live in that case? But the turtle had a plan. She suggested that the swans fly in search of a lake that still had plenty of water. Once they found such a lake, all three of them could move there.

The swans agreed and flew off. After flying for several hours they found the perfect lake. They returned to the turtle with the good news. But now another problem arose: the new lake was too far for the turtle to walk. How was the turtle to get there? The swans did not want to leave their friend behind.

The turtle thought for a while and came up with another plan. She asked the swans to find a strong stick that they could hold in their beaks. The turtle would then hang on to the stick with her mouth, and the swans could fly with her to the new lake.

The swans liked the idea, though they were worried that the turtle might begin talking and fall off the stick. 'You must be careful not to open your mouth while we are flying with you,' they warned her. 'Do you think you will be able to be quiet for such a long time?'

'Of course,' said the turtle. 'I will be careful - I know when to stop talking.'

So the swans did as she asked. They found a strong stick and each swan held one end of it in its beak. The turtle held on to the middle with her mouth, and away they flew, all three of them.

It was the most exciting thing that had ever happened to the turtle. She was amazed at the way the world looked so far above the ground. She was longing to say something, but remembered in time to keep quiet.

At last they reached the lake the swans had found. It was a beautiful lake, large and blue, with plenty of water. 'Oh look!' the turtle began in excitement, remembering much too late to keep quiet. The stick slipped from her mouth and down she fell from the sky onto the rocks below. The swans were sad to see the

end of their friend - the turtle did not live to enjoy the lake, only because she did not know when to stop talking.

Read the text above and then answer the question below:

1. What is the main idea of the first paragraph?
2. Mention the supporting ideas of the first paragraph!
3. What is the main idea of the second paragraph?
4. Make a conclusion about the story above!
5. What messages that you can catch from the story?

Metode Pengajaran:

- DR-TA Method
- Question Answering,
- Tanya jawab,
- Diskusi,
- Ceramah

Langkah Pembelajaran:

A. Kegiatan Awal :

- Doa
- Absensi
- Apersepsi, motivasi : dengan mengarahkan siswa pada situasi pembelajaran

B. Kegiatan Inti :

- Menjelaskan metode DR-TA terkait dengan materi
- Memberi contoh teks Narrative
- Membacakan teks Narrative
- Melakukan tanya jawab tentang isi teks tersebut
- Menerangkan gramatikal yang digunakan

C. Kegiatan akhir :

- Memberi pertanyaan tertulis
- Penugasan : membuat teks Narrative
- Salam

Sumber Belajar:

- Buku paket Bahasa Inggris Look A Head 1 Penerbit Erlangga

Rubrik Penilaian:

Penilaian menjawab soal

POINT	CRITERIA
4	The answer must be based on the correct passage and supported with information and/or examples from the passage, as asked for in the question.
3	The information in the answer is correct, but more supporting information and/or examples based on the passage are needed.
2	The information in the answer may be correct and based on the passage, but may not be clearly written, or exact enough. More supporting information and/or examples may be needed.
1	The answer may be incomplete, may have several mistakes or inaccuracies, and may not fulfill the task required by the question.
0	The answer is incorrect or not based upon the passage, or the student gives no response.

Score: $\frac{\text{The correct answer}}{\text{Total number of item}} \times 10$

Makassar, 2017

Mahasiswi Peneliti,

FITRIANI

NIM: 10535 5360 12

RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII / 2
Pertemuan Ke : 7
Alokasi Waktu : 1 x Pertemuan (2 x 45 menit)
Skill : Reading

Standar Kompetensi : Memahami makna teks fungsional pendek dan esai sederhana berbentuk narrative, descriptive, dan news item dalam konteks kehidupan sehari-hari untuk mengakses ilmu pengetahuan.

Kompetensi Dasar : Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan, dll) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan bahasa tulis dalam kehidupan sehari-hari

Tujuan Pembelajaran : Siswa dapat menafsirkan makna teks fungsional pendek berbentuk narrative.

Indikator : - Menafsirkan makna teks fungsional pendek berbentuk narrative.
- Menjawab pertanyaan berdasarkan teks fungsional pendek berbentuk narrative.
- Mencari antonym kata yang berasal dari teks.

The Snow Bride



Many years ago, when great forests still covered the hills of Japan, a samurai named Hikaru lost his way in a sudden winter storm. Snow pellets sharp as spears pierced his cloak and drove him blindly into the deep woods.

Cold stalked him, and he had no weapon to battle this invisible enemy. Finally his horse burst into a clearing. The wind rattled the tree limbs, but no snow fell here. A wooden house squatted beside a huge camphor tree. The snow was a smooth white carpet. This quiet place seemed peaceful enough, but he sensed someone watching, waiting in silence.

A door opened. A white-haired woman studied him. Holding out her arms, she murmured, "Welcome, my lord. Enter and feel no fear."

Hikaru smiled. He had killed fear long ago. But his horse ran away from the tiny hut. The samurai pulled the reins and drove it forward until the horse reluctantly moved forward. He found a lean-to built on the side of the hut, sheltered on one side by the hut and on the other by the tree. When his mount discovered some hay, its hunger drove out all fear. He left the animal peacefully grazing and went to find his hostess.

The hut was simply furnished; though firelight created a golden sparkle off the dishes and cups she set before him. Where had this woman found such luxuries, he wondered as she silently served him.

After he had eaten, he fixed his eyes on her. "Who are you?"

She kept her gaze modestly lowered. "I am called Yuki, my lord. This place is my home."

Yuki glided around the room in a silken whisper. Gradually he became aware of how quiet the woods had become. “Are you not lonely here?”

Her lips quirked in a shadow of a smile. “You are here, my lord. As long as you are pleased with me, how could I be lonely?”

Time passed, but it was always winter. Hikaru forgot everything but the lovely woman who anticipated his wants. As soon as he thought, “I want – “ Yuki was there, offering food and drink to fill his belly or song to soothe his soul. Yet men are never content. For a warrior, even an earthly paradise can become a wicked prison.

One day, Hikaru woke with anger. Nothing Yuki said or did pleased him.

Dashing dishes off the table, the tiny crashes echoed how he’d destroyed his enemies in the past. The memory inflamed his temper. Enough of this quiet and inaction! He could find that in death.

“My lord, tell me how I have displeased you. I –”

“You, woman!” he snapped. “You’ve kept me prisoner in this place far too long!”

He rushed to the door and flung it open. A cold breeze brushed his cheek. Yuki grasped his sleeve. “My lord! Do not leave!”

“Enough!” The samurai jerked from her grip. Rage boiled in his heart as he backhanded her. “Out of my way, woman!”

“As you wish.” The mark of his hand seemed a dark bruise on her pale skin. “I will bother you no more.” Head bowed, Yuki stepped aside. The door swung shut between them.

A low moan shuddered amongst the trees. Wind whipped his helm from his head and his cloak off his shoulders. Cold knifed his body, just beneath the heart.

“Yuki?” Blinded, Hikaru stumbled backwards, but tree bark scraped his questing hands. Where was the hut? It was cold, so cold.

Spring came late that year. Birdsong welcomed the sun’s return. The golden fingers of the goddess Amateratsu caressed the still alabaster face of the sleeping man. But he never wakened. As she continued her journey across the sky,

cherry trees covered the silken clad form with tiny pink-edged petals, a living blanket of snow.

Adapted from: <http://mariannah.com>

Task 1:

Questions:

1. Where does the story come from?
2. Who is Hikaru?
3. What happened to him?
4. How was the weather then?
5. What happened to Hikaru after she met Yuki?
6. What made Hikaru want to leave Yuki's hut?
7. What happened to Yuki when she tried to restrain Hikaru's anger?
8. What happened after Yuki stepped aside?
9. Do you think this story has a happy ending or sad ending? Why?

Metode Pengajaran:

- DR-TA Method
- Question Answering,
- Tanya jawab,
- Diskusi,
- ceramah

Langkah Pembelajaran:

A. Kegiatan Awal :

- Doa
- Absensi
- Apersepsi, motivasi : dengan mengarahkan siswa pada situasi pembelajaran

B. Kegiatan Inti :

- Menjelaskan metode DR-TA terkait dengan materi
- Memberi contoh teks Narrative
- Membacakan teks narrative
- Melakukan tanya jawab isi teks tersebut

- Menerangkan gramatikal yang digunakan

C. Kegiatan akhir :

- Memberi pertanyaan tertulis
- Penugasan : membuat teks narrative
- Salam

Sumber Belajar:

- Buku paket Bahasa Inggris Look A Head 1 Penerbit Erlangga

Rubrik Penilaian:

Penilaian menjawab soal

POINT	CRITERIA
4	The answer must be based on the correct passage and supported with information and/or examples from the passage, as asked for in the question.
3	The information in the answer is correct, but more supporting information and/or examples based on the passage are needed.
2	The information in the answer may be correct and based on the passage, but may not be clearly written, or exact enough. More supporting information and/or examples may be needed.
1	The answer may be incomplete, may have several mistakes or inaccuracies, and may not fulfill the task required by the question.
0	The answer is incorrect or not based upon the passage, or the student gives no response.

$$\text{Score: } \frac{\text{The correct answer}}{\text{Total number of item}} \times 10$$

Makassar, 2017

Mahasiswi Peneliti,

FITRIANI
NIM: 10535 5360 12

RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII / 2
Pertemuan Ke : 8
Alokasi Waktu : 1 x Pertemuan (2 x 45 menit)
Skill : Reading

Standar Kompetensi : Memahami makna teks fungsional pendek dan esai sederhana berbentuk narrative, descriptive, dan news item dalam konteks kehidupan sehari-hari untuk mengakses ilmu pengetahuan.

Kompetensi Dasar : Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan, dll) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan bahasa tulis dalam kehidupan sehari-hari

Tujuan Pembelajaran : Siswa dapat menafsirkan makna teks fungsional pendek berbentuk narrative.

Indikator : - Menafsirkan makna teks fungsional pendek berbentuk narrative.
- Menjawab pertanyaan berdasarkan teks fungsional pendek berbentuk narrative.

Materi Ajar : Reading Text Narrative

The Wolf and The Goat

A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner.

“My dear friend,” said the wolf in his sweetest voice, “aren’t you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground.”

“No, thank you,” said the goat.

“Well then,” said the wolf, “aren’t you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area.”

“No, thank you,” said the goat. “But the grass tastes better down here!” said the exasperated wolf, “Why dine alone?”

“My dear wolf,” the goat finally said, “are you quite sure that it is my dinner you are worrying about and not your own?”

Adapted from: <http://mariannah.com>

Questions:

1. What did the wolf ask when he saw the goat grazing at the edge of a high cliff?
2. “Aren’t you cold up there in the wind?”
3. What can we learn from the story above?
4. What we know from the story?
5. Make the conclusion about the story above!

Metode Pengajaran:

- DR-TA Method
- Question Answering,
- Tanya jawab,
- Diskusi,
- ceramah

Langkah Pembelajaran:

A. Kegiatan Awal :

- Doa
- Absensi
- Apersepsi, motivasi : dengan mengarahkan siswa pada situasi pembelajaran

B. Kegiatan Inti :

- Menjelaskan Metode DR-TA Terkait dengan materi.
- Memberi contoh teks Narrative
- Membacakan teks narrative
- Melakukan tanya jawab isi teks tersebut
- Menerangkan gramatikal yang digunakan

C. Kegiatan akhir :

- Memberi pertanyaan tertulis
- Penugasan : membuat teks narrative
- Salam

Sumber Belajar:

- Buku paket Bahasa Inggris Look A Head 1 Penerbit Erlangga

Rubrik Penilaian:

Penilaian menjawab soal

POINT	CRITERIA
4	The answer must be based on the correct passage and supported with information and/or examples from the passage, as asked for in the question.
3	The information in the answer is correct, but more supporting information and/or examples based on the passage are needed.
2	The information in the answer may be correct and based on the passage, but may not be clearly written, or exact enough. More supporting information and/or examples may be needed.
1	The answer may be incomplete, may have several mistakes or inaccuracies, and may not fulfill the task required by the question.
0	The answer is incorrect or not based upon the passage, or the student gives no response.

Score: $\frac{\text{The correct answer}}{\text{Total number of item}} \times 10$

Makassar, 2017

Mahasiswi Peneliti,

FITRIANI
NIM: 10535 5360 12

Appendix B

Diagnostic Test

Rain Forest

Rain forests cover about 10% of the earth, but they contain 90% of the world's animals and plants. Rain forests are found in the hottest parts of the earth. They are situated in the area from the Tropic of Cancer to the Tropic of Capricorn. This is the area on both sides of the Equator.

These forests are called rain forests because it usually rains there everyday. The weather is always hot and humid. The main rain forests are in America, Africa, and Asia. The largest area of rain forest is Amazonia in South America. It is three times larger than the whole of Indonesia.

Indonesia was covered by rain forests, but many of its forests have been cut down. Some fire also destroyed the Indonesian forests, especially during the dry season. It is hard now to reforest the bare land.

Read the text above and then answer the question below:

1. What is the main idea of the first paragraph?
2. What are the supporting ideas of the first paragraph!

Answer key

1. Rain forests cover about 10% of the earth and contain 90% of the world's animals and plants.
2.
 - a. Rain forests are found in the hottest parts of the earth.
 - b. They are situated in the area from the Tropic of Cancer to the Tropic of Capricorn.
 - c. This is the area on both sides of the Equator.

Appendix C

Test Cycle 1

Read the following text and answer the question!

The Flowers from the Moon

High in the mountains live a prince whose great wish was to journey to the moon, because he love its gentle glow. His dream finally comes true. When he reaches the moon, he discovered its light came from the moon king's beautiful daughter.

The two young people soon fall in love, but the worlds they come was just too different and soon they had to part. As a sign of her great love, the moon king's daughter give the prince one of the smooth and lovely flowers that covered the moon like snow and this was how the first alpine flower was bring to earth.

1. When did the story happen?
2. Where did the story take place?
3. What did the prince great wish?
4. Find out the main idea of each paragraph!

Answer key

1. The story happen when someone want to journey to the moon
2. The story take place in the moon
3. The great wish of the prince was to journey to the moon
4. a. A prince who have big hope to journey to the moon
b. The two young people love each other, but unable live together.

Appendix D

TEST Cycle 2

Music

Music may be defined as the art of organizing sounds and silences into meaningful patterns. Music is one of the oldest arts. In the world history, every civilization is accompanied by any form of music. Thus, music is a part of every civilization. There are many kinds of music, such as a classical music, waltz, jazz, pop music, and rock and roll music. In this text we are going to discuss about jazz music.

Jazz began in the early 20th century as music of black Americans. It was intended for singing, dancing, entertaining and party atmosphere. Since then, jazz continued to develop. There are many leading singers, instrumentalists, and composers in the world. Jazz also influenced almost every other kind of music. Jazz represents a blending of musical elements from Africa and from Europe. Jazz uses some European ideas of harmony and melody, but the rhythms are more African in origin. It is irregular in rhythm.

Jazz has also developed in Indonesia. Most people in Indonesia know who IrengMaulana is. He and his band often appear on television. His band is one of the leading jazz music bands.

Read the text above and then answer the question below:

1. What is the main idea of the first paragraph?
2. What are the supporting ideas of the first paragraph!
3. What is the main idea of the second paragraph?
4. What are the supporting ideas of the second paragraph!

Key Answers

1. Music is one of the oldest art who liked by many people in the world.
2. Kinds of music are classical music, waltz, jazz, pop music, and rock'n roll music.
3.
 - a. Music may be defined as the art of organizing sound
 - b. Music is one of the oldest arts
 - c. Music is a part of every civilization
4. Jazz is one of the kinds of music that developed in the early 20th as music of black Americans.

Appendix E

ATTENDANCE LIST

Class: VIII

No	Students' Code	Meeting							
		1	2	3	4	5	6	7	8
1	A-01	a							
2	A-02		a						
3	A-03								
4	A-04	a							
5	A-05								
6	A-06								
7	A-07								
8	A-08								
9	A-09	a						s	
10	A-10			s					
11	A-11								
12	A-12								
13	A-13			s					
14	A-14	a	a						
15	A-15								
16	A-16								
17	A-17			s					
18	A-18							a	
19	A-19	a					a		
20	A-20	a							
21	A-21								
22	A-22								
23	A-23								
24	A-24								
25	A-25								
26	A-26								
27	A-27	a	a	a				a	
28	A-28								
29	A-29	a							
30	A-30								
31	A-31								
32	A-32								
33	A-33								
34	A-34								
35	A-35	a							
36	A-36	a		a					

No	Students' Code	Meeting							
		1	2	3	4	5	6	7	8
37	A-37	a							
38	A-38	a							
39	A-39	a							
40	A-40	a							
41	A-41	a							
42	A-42								
43	A-43								
44	A-44								
45	A-45			s					
46	A-46		a	a					
47	A-47			a					

Keterangan :

S = Sakit

I = Izin

a = Alpa

= Hadir

Guru Pengamat

WaliKelas

Suryani syamsuddin,M.Pd

Ratna Dewi, S.Pd.

Appendix F

The Result of Observation of Students' Activeness

In Cycle I and Cycle II

No	Students' Code	Meeting							
		Cycle I				Cycle II			
		1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th
1.	A-01	a	2	2	3	2	2	3	3
2.	A-02	2	2	3	3	2	2	3	3
3.	A-03	1	1	2	2	1	1	2	3
4.	A-04	a	1	2	2	1	2	2	3
5.	A-05	2	2	3	3	3	3	3	3
6.	A-06	3	3	3	3	3	3	3	3
7.	A-07	3	2	3	2	3	3	3	3
8.	A-08	3	2	2	3	2	3	2	3
9.	A-09	a	2	3	3	3	3	s	3
10.	A-10	2	2	S	2	3	2	2	3
11.	A-11	3	2	3	3	3	3	3	3
12.	A-12	3	3	3	3	3	3	3	3
13.	A-13	1	2	s	3	1	1	3	2
14.	A-14	a	a	2	2	1	1	3	3
15.	A-15	2	3	4	3	3	4	4	4
16.	A-16	3	2	3	3	3	4	3	3
17.	A-17	3	3	s	3	3	4	3	4
18.	A-18	2	3	2	2	2	2	a	3
19.	A-19	a	2	1	2	2	a	3	2
20.	A-20	a	2	2	2	2	2	2	2
21.	A-21	1	2	3	3	2	2	2	2
22.	A-22	2	2	3	3	2	3	3	3
23.	A-23	2	1	2	2	3	2	2	3
24.	A-24	4	4	4	4	4	4	4	4
25.	A-25	3	3	4	3	3	4	3	3
26.	A-26	2	2	2	3	3	3	3	3
27.	A-27	a	a	a	3	2	3	a	2
28.	A-28	3	3	3	3	4	3	3	3

29.	A-29	a	2	3	2	1	2	2	3
30.	A-30	3	2	3	3	3	3	3	4
31.	A-31	4	4	4	4	4	4	4	4
32.	A-32	4	3	4	4	3	4	4	4
33.	A-33	3	2	3	3	3	3	3	3
34.	A-34	4	3	3	4	4	4	4	4
35.	A-35	a	1	2	3	1	2	2	2
36.	A-36	1	2	2	3	2	2	2	2
37.	A-37	a	2	1	2	1	2	3	3
38.	A-38	a	2	1	2	2	2	3	3
39.	A-39	a	2	2	3	3	2	3	2
40.	A-40	a	3	2	2	2	2	2	2
41.	A-41	a	2	2	2	2	1	3	3
42.	A-42	3	2	3	3	3	3	4	4
43.	A-43	2	2	3	3	3	3	2	3
44.	A-44	4	4	4	4	4	4	4	4
45.	A-45	3	2	s	3	2	1	2	3
46.	A-46	2	a	a	2	2	3	2	2
47.	A-47	2	3	a	2	2	1	3	2
Total		85	101	106	128	116	120	125	139
Percentage		45,21	53,72	56,38	68,08	61,70	63,82	66,48	73,93

Note :

- | | | | |
|-----|----------------|-----|---------|
| * 4 | = Sangat Aktif | * A | = Alfa |
| 3 | = Aktif | S | = Sakit |
| 2 | = Kurang Aktif | I | = Izin |
| 1 | = Tidak Aktif | | |

The result of observation sheet of students' participation in cycle I can be shown in the calculating by using this formula:

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

1. Cycle 1

a. The First Meeting

$$P = \frac{85}{4 \times 47} \times 100$$
$$= 45.21\%$$

c. The Third Meeting

$$P = \frac{106}{4 \times 47} \times 100$$
$$= 56.38\%$$

b. The Second Meeting

$$P = \frac{101}{4 \times 47} \times 100$$
$$= 53.72\%$$

d. The Fourth Meeting

$$P = \frac{128}{4 \times 47} \times 100$$
$$= 68.08\%$$

2. Cycle 2

a. The First Meeting

$$P = \frac{116}{4 \times 47} \times 100$$
$$= 61.70\%$$

c. The Third Meeting

$$P = \frac{125}{4 \times 47} \times 100$$
$$= 66.48\%$$

b. The Second Meeting

$$P = \frac{120}{4 \times 47} \times 100$$
$$= 63.82\%$$

d. The Forth Meeting

$$P = \frac{139}{4 \times 47} \times 100$$
$$= 73.93\%$$

Appendix G

THE RESULT OF D-TEST

No.	Students' Code	L/P	INDICATORS			
			Main Idea		Supporting Idea	
			Row Score	Total Score	Row Score	Total Score
1	A-01	L	3.2	4	3.2	4
2	A-02	L	4	5	3.6	4.5
3	A-03	P	2.8	3.5	2.8	3.5
4	A-04	L	3.2	4	3.2	4
5	A-05	L	3.2	4	4	5
6	A-06	L	4.4	5.5	4	5
7	A-07	P	4.8	6	4	5
8	A-08	P	4	5	4.4	5.5
9	A-09	L	4.8	6	4	5
10	A-10	P	3.6	4.5	4	5
11	A-11	P	4.4	5.5	4	5
12	A-12	P	4.4	5.5	4.8	6
13	A-13	P	3.2	4	3.6	4.5
14	A-14	L	3.2	4	3.2	4
15	A-15	P	4.8	6	4.8	6
16	A-16	P	4.4	5.5	4.4	5.5
17	A-17	P	4	5	4	5
18	A-18	L	4	5	4	5
19	A-19	L	3.6	4.5	4	5
20	A-20	L	4	5	3.6	4.5
21	A-21	L	4.4	5.5	3.6	4.5
22	A-22	L	4.4	5.5	4	5
23	A-23	L	3.2	4	4	5
24	A-24	P	5.6	7	5.6	7
25	A-25	P	4.4	5.5	4.4	5.5
26	A-26	P	4	5	4.4	5.5
27	A-27	P	3.2	4	3.2	4
28	A-28	P	4.8	6	4.4	5.5
29	A-29	P	3.2	4	4	5
30	A-30	L	4.8	6	4.8	6
31	A-31	L	5.6	7	5.6	7
32	A-32	P	5.6	7	6	6.5

33	A-33	L	4.8	6	4	5
34	A-34	P	5.6	7	5.6	7
35	A-35	L	3.6	4.5	3.6	4.5
36	A-36	P	4.4	5.5	3.6	4.5
37	A-37	L	3.6	4.5	3.6	4.5
38	A-38	L	3.6	4.5	3.6	4.5
39	A-39	P	4	5	4	5
40	A-40	P	3.2	4	3.6	4.5
41	A-41	P	4.4	5.5	4	5
42	A-42	L	4.8	6	4.8	6
43	A-43	P	4.4	5.5	4.4	5.5
44	A-44	P	6	7.5	5.6	7
45	A-45	L	4.4	5.5	4.8	6
46	A-46	L	4	5	4.4	5.5
47	A-47	L	4	5	3.2	4
	Total Score		249		242	
	Mean Score		5.29		5.14	

CALCULATION DIAGNOSTIC TEST

A. MEAN SCORE OF STUDENTS' INDICATORS LITERAL COMPREHENSION SCORE

a. Main idea

$$\begin{aligned}\bar{x} &= \frac{\sum x}{N} \\ &= \frac{249}{47} = 5.29\end{aligned}$$

b. Supporting idea

$$\begin{aligned}\bar{x} &= \frac{\sum x}{N} \\ &= \frac{242}{47} = 5.14\end{aligned}$$

B. MEAN SCORE OF STUDENTS' VARIABLE LITERAL COMPREHENSION SCORE

$$\begin{aligned}\bar{x} &= \frac{\sum x}{N} \\ &= \frac{245.5}{47} = 5.22\end{aligned}$$

Appendix H

The Result of Cycle 1

No.	Students' Code	L/P	INDICATORS			
			Main Idea		Supporting Idea	
			Row Score	Total Score	Row Score	Total Score
1	A-01	L	2.2	5.5	2.2	5.5
2	A-02	L	2.6	6.5	2.6	6.5
3	A-03	P	2.2	5.5	2.2	5.5
4	A-04	L	2.4	6	2.2	5.5
5	A-05	L	2.4	6	2.6	6.5
6	A-06	L	2.6	6.5	2.4	6
7	A-07	P	2.8	7	2.8	7
8	A-08	P	2.8	7	2.8	7
9	A-09	L	2.6	6.5	2.6	6.5
10	A-10	P	2.2	5.5	2.6	6.5
11	A-11	P	2.8	7	2.8	7
12	A-12	P	2.8	7	2.8	7
13	A-13	P	2.6	6.5	2.4	6
14	A-14	L	2.2	5.5	2.4	6
15	A-15	P	3	7.5	2.8	7
16	A-16	P	2.8	7	2.8	7
17	A-17	P	2.6	6.5	2.4	6
18	A-18	L	2.4	6	2.6	6.5
19	A-19	L	2.6	6.5	2.6	6.5
20	A-20	L	2.6	6.5	2.4	6
21	A-21	L	2.4	6	2.8	7
22	A-22	L	2.6	6.5	2.8	7
23	A-23	L	2.6	6.5	2.4	6
24	A-24	P	3.2	8	3.2	8
25	A-25	P	2.8	7	2.8	7
26	A-26	P	2.6	6.5	2.4	6
27	A-27	P	2.4	6	2.2	5.5
28	A-28	P	2.6	6.5	2.8	7
29	A-29	P	2.6	6.5	2.4	6
30	A-30	L	2.8	7	2.8	7
31	A-31	L	3.2	8	3.2	8
32	A-32	P	3.2	8	2.8	7

33	A-33	L	2.8	7	2.6	6.5
34	A-34	P	3.2	8	3	7.5
35	A-35	L	2.4	6	2.2	5.5
36	A-36	P	2.6	6.5	2.4	6
37	A-37	L	2.6	6.5	2.4	6
38	A-38	L	2.4	6	2.6	6.5
39	A-39	P	2.6	6.5	2.6	6.5
40	A-40	P	2.6	6.5	2.6	6.5
41	A-41	P	2.8	7	2.6	6.5
42	A-42	L	3	7.5	2.8	7
43	A-43	P	2.8	7	3	7.5
44	A-44	P	3.2	8	3.2	8
45	A-45	L	2.8	7	2.6	6.5
46	A-46	L	2.6	6.5	2.4	6
47	A-47	L	2.4	6	2.2	5.5
	Total Score		311.5		307	
	Mean Score		6.62		6.53	

CALCULATION OF CYCLE I

A. MEAN SCORE OF STUDENTS' INDICATORS LITERAL COMPREHENSION SCORE

a. Main idea

$$\begin{aligned}\bar{x} &= \frac{\sum x}{N} \\ &= \frac{311.5}{47} = 6.62\end{aligned}$$

b. Supporting idea

$$\begin{aligned}\bar{x} &= \frac{\sum x}{N} \\ &= \frac{307}{47} = 6.53\end{aligned}$$

B. MEAN SCORE OF STUDENTS' VARIABLE LITERAL COMPREHENSION SCORE

$$\begin{aligned}\bar{x} &= \frac{\sum x}{N} \\ &= \frac{309.25}{47} = 6.57\end{aligned}$$

Appendix I

The Result of Cycle 2

No.	Students' Code	L/P	INDICATORS			
			Main Idea		Supporting Idea	
			Row Score	Total Score	Row Score	Total Score
1	A-01	L	10.4	6.5	10.4	6.5
2	A-02	L	12	7.5	12	7.5
3	A-03	P	9.6	6	9.6	6
4	A-04	L	11.2	7	10.4	6.5
5	A-05	L	12	7.5	11.2	7
6	A-06	L	12	7.5	12.8	8
7	A-07	P	12.8	8	12	7.5
8	A-08	P	12.8	8	12	7.5
9	A-09	L	10.4	6.5	10.4	6.5
10	A-10	P	11.2	7	11.2	7
11	A-11	P	12.8	8	12.8	8
12	A-12	P	12.8	8	12	7.5
13	A-13	P	12	7.5	12	7.5
14	A-14	L	10.4	6.5	10.4	6.5
15	A-15	P	12.8	8	12.8	8
16	A-16	P	12.8	8	12	7.5
17	A-17	P	12	7.5	11.2	7
18	A-18	L	12	7.5	12	7.5
19	A-19	L	12	7.5	12.8	8
20	A-20	L	12	7.5	12	7.5
21	A-21	L	11.2	7	12	7.5
22	A-22	L	12	7.5	12	7.5
23	A-23	L	12.8	8	12	7.5
24	A-24	P	14.4	9	13.6	8.5
25	A-25	P	12.8	8	12	7.5
26	A-26	P	11.2	7	12	7.5
27	A-27	P	12	7.5	12	7.5
28	A-28	P	12	7.5	12	7.5
29	A-29	P	12	7.5	11.2	7
30	A-30	L	12.8	8	12.8	8

31	A-31	L	14.4	9	13.6	8.5
32	A-32	P	12.8	8	12.8	8
33	A-33	L	12.8	8	12	7.5
34	A-34	P	14.4	9	12.8	8
35	A-35	L	11.2	7	12	7.5
36	A-36	P	10.4	6.5	9.6	6
37	A-37	L	12	7.5	12	7.5
38	A-38	L	11.2	7	11.2	7
39	A-39	P	12.8	8	12	7.5
40	A-40	P	12	7.5	12.8	8
41	A-41	P	11.2	7	10.4	6.5
42	A-42	L	12	7.5	11.2	7
43	A-43	P	11.2	7	12	7.5
44	A-44	P	14.4	9	13.6	8.5
45	A-45	L	12	7.5	12.8	8
46	A-46	L	12	7.5	11.2	7
47	A-47	L	11.2	7	12	7.5
	Total Score		351		348.5	
	Mean Score		7.46		7.41	

CALCULATION OF CYCLE II

A. MEAN SCORE OF STUDENTS' INDICATORS LITERAL COMPREHENSION SCORE

a. Main idea

$$\begin{aligned}\bar{x} &= \frac{\sum x}{N} \\ &= \frac{351}{47} = 7.46\end{aligned}$$

b. Supporting idea

$$\begin{aligned}\bar{x} &= \frac{\sum x}{N} \\ &= \frac{348.5}{47} = 7.41\end{aligned}$$

B. MEAN SCORE OF STUDENTS' VARIABLE LITERAL COMPREHENSION SCORE

$$\begin{aligned}\bar{x} &= \frac{\sum x}{N} \\ &= \frac{349.75}{47} = 7.44 \\ &= \frac{351.75}{47} = 7.48\end{aligned}$$

Appendix H

The Result of Cycle 1

No.	Students' Code	L/P	INDICATORS	
			Main Idea	Supporting Idea
1	A-01	L	5.5	5.5
2	A-02	L	6.5	6.5
3	A-03	P	5.5	5.5
4	A-04	L	6	5.5
5	A-05	L	6	6.5
6	A-06	L	6.5	6
7	A-07	P	7	7
8	A-08	P	7	7
9	A-09	L	6.5	6.5
10	A-10	P	5.5	6.5
11	A-11	P	7	7
12	A-12	P	7	7
13	A-13	P	6.5	6
14	A-14	L	5.5	6
15	A-15	P	7.5	7
16	A-16	P	7	7
17	A-17	P	6.5	6
18	A-18	L	6	6.5
19	A-19	L	6.5	6.5
20	A-20	L	6.5	6
21	A-21	L	6	7
22	A-22	L	6.5	7
23	A-23	L	6.5	6
24	A-24	P	8	8
25	A-25	P	7	7
26	A-26	P	6.5	6
27	A-27	P	6	5.5
28	A-28	P	6.5	7
29	A-29	P	6.5	6
30	A-30	L	7	7
31	A-31	L	8	8
32	A-32	P	8	7

33	A-33	L	7	6.5
34	A-34	P	8	7.5
35	A-35	L	6	5.5
36	A-36	P	6.5	6
37	A-37	L	6.5	6
38	A-38	L	6	6.5
39	A-39	P	6.5	6.5
40	A-40	P	6.5	6.5
41	A-41	P	7	6.5
42	A-42	L	7.5	7
43	A-43	P	7	7.5
44	A-44	P	8	8
45	A-45	L	7	6.5
46	A-46	L	6.5	6
47	A-47	L	6	5.5
	Total Score		311.5	307
	Mean Score		6.62	6.53

Appendix I

The Result of Cycle 2

No.	Students' Code	L/P	INDICATORS	
			Main Idea	Supporting Idea
1	A-01	L	6.5	6.5
2	A-02	L	7.5	7.5
3	A-03	P	6	6
4	A-04	L	7	6.5
5	A-05	L	7.5	7
6	A-06	L	7.5	8
7	A-07	P	8	7.5
8	A-08	P	8	7.5
9	A-09	L	6.5	6.5
10	A-10	P	7	7
11	A-11	P	8	8
12	A-12	P	8	7.5
13	A-13	P	7.5	7.5
14	A-14	L	6.5	6.5
15	A-15	P	8	8
16	A-16	P	8	7.5
17	A-17	P	7.5	7
18	A-18	L	7.5	7.5
19	A-19	L	7.5	8
20	A-20	L	7.5	7.5
21	A-21	L	7	7.5
22	A-22	L	7.5	7.5
23	A-23	L	8	7.5
24	A-24	P	9	8.5
25	A-25	P	8	7.5
26	A-26	P	7	7.5
27	A-27	P	7.5	7.5
28	A-28	P	7.5	7.5
29	A-29	P	7.5	7
30	A-30	L	8	8
31	A-31	L	9	8.5
32	A-32	P	8	8

33	A-33	L	8	7.5
34	A-34	P	9	8
35	A-35	L	7	7.5
36	A-36	P	6.5	6
37	A-37	L	7.5	7.5
38	A-38	L	7	7
39	A-39	P	8	7.5
40	A-40	P	7.5	8
41	A-41	P	7	6.5
42	A-42	L	7.5	7
43	A-43	P	7	7.5
44	A-44	P	9	8.5
45	A-45	L	7.5	8
46	A-46	L	7.5	7
47	A-47	L	7	7.5
	Total Score		351	348.5
	Mean Score		7.46	7.41

CALCULATION OF CYCLE I

A. MEAN SCORE OF STUDENTS' INDICATORS LITERAL COMPREHENSION SCORE

a. Main idea

$$\begin{aligned}\bar{x} &= \frac{\sum x}{N} \\ &= \frac{311.5}{47} = 6.62\end{aligned}$$

b. Supporting idea

$$\begin{aligned}\bar{x} &= \frac{\sum x}{N} \\ &= \frac{307}{47} = 6.53\end{aligned}$$

B. MEAN SCORE OF STUDENTS' VARIABLE LITERAL COMPREHENSION SCORE

$$\begin{aligned}\bar{x} &= \frac{\sum x}{N} \\ &= \frac{309.25}{47} = 6.57\end{aligned}$$

CALCULATION OF CYCLE II

A. MEAN SCORE OF STUDENTS' INDICATORS LITERAL COMPREHENSION SCORE

a. Main idea

$$\begin{aligned}\bar{x} &= \frac{\sum x}{N} \\ &= \frac{351}{47} = 7.46\end{aligned}$$

b. Supporting idea

$$\begin{aligned}\bar{x} &= \frac{\sum x}{N} \\ &= \frac{348.5}{47} = 7.41\end{aligned}$$

B. MEAN SCORE OF STUDENTS' VARIABLE LITERAL COMPREHENSION SCORE

$$\begin{aligned}\bar{x} &= \frac{\sum x}{N} \\ &= \frac{349.75}{47} = 7.44\end{aligned}$$

Appendix G

THE RESULT OF D-TEST

No.	Students' Code	L/P	INDICATORS	
			Main Idea	Supporting Idea
1	A-01	L	4	4
2	A-02	L	5	4.5
3	A-03	P	3.5	3.5
4	A-04	L	4	4
5	A-05	L	4	5
6	A-06	L	5.5	5
7	A-07	P	6	5
8	A-08	P	5	5.5
9	A-09	L	6	5
10	A-10	P	4.5	5
11	A-11	P	5.5	5
12	A-12	P	5.5	6
13	A-13	P	4	4.5
14	A-14	L	4	4
15	A-15	P	6	6
16	A-16	P	5.5	5.5
17	A-17	P	5	5
18	A-18	L	5	5
19	A-19	L	4.5	5
20	A-20	L	5	4.5
21	A-21	L	5.5	4.5
22	A-22	L	5.5	5
23	A-23	L	4	5
24	A-24	P	7	7
25	A-25	P	5.5	5.5
26	A-26	P	5	5.5
27	A-27	P	4	4
28	A-28	P	6	5.5
29	A-29	P	4	5
30	A-30	L	6	6
31	A-31	L	7	7
32	A-32	P	7	6.5

33	A-33	L	6	5
34	A-34	P	7	7
35	A-35	L	4.5	4.5
36	A-36	P	5.5	4.5
37	A-37	L	4.5	4.5
38	A-38	L	4.5	4.5
39	A-39	P	5	5
40	A-40	P	4	4.5
41	A-41	P	5.5	5
42	A-42	L	6	6
43	A-43	P	5.5	5.5
44	A-44	P	7.5	7
45	A-45	L	5.5	6
46	A-46	L	5	5.5
47	A-47	L	5	4
	Total Score		249	242
	Mean Score		5.29	5.14

CALCULATION DIAGNOSTIC TEST

A. MEAN SCORE OF STUDENTS' INDICATORS LITERAL COMPREHENSION SCORE

a. Main idea

$$\begin{aligned}\bar{x} &= \frac{\Sigma x}{N} \\ &= \frac{249}{47} = 5.29\end{aligned}$$

b. Supporting idea

$$\begin{aligned}\bar{x} &= \frac{\Sigma x}{N} \\ &= \frac{242}{47} = 5.14\end{aligned}$$

B. MEAN SCORE OF STUDENTS' VARIABLE LITERAL COMPREHENSION SCORE

$$\begin{aligned}\bar{x} &= \frac{\Sigma x}{N} \\ &= \frac{245.5}{47} = 5.22\end{aligned}$$

Appendix J

THE IMPROVEMENT CALCULATION

The Improvement of Students' Literal Comprehension

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

$$P = \frac{7.44 - 6.57}{7.44} \times 100 = 13.24\%$$

Appendix L

LEMBAR PENGAMATAN PROSES BELAJAR MENGAJAR

Nama Sekolah : SMP Bajiminasa Makassar

Tahun Pelajaran : 2016/2017

Kelas/ semester : VIII/2

Siklus/ Pertemuan : I / Satu

No	Kegiatan	Skor			
		4	3	2	1
	* Awal				
1	Memberi salam	✓			
2	Mengabsen siswa	✓			
3	Apersepsi		✓		
4	Teknik membuka pelajaran			✓	
	* Inti				
5	Penjelasan mengenai materi		✓		
6	Metode membimbing siswa dalam aspek yang di berikan			✓	
7	Pengarahan kepada siswa dalam setiap kegiatan pembelajaran			✓	
8	Penguasaan kelas			✓	
9	Suara		✓		
10	Pemberian pertanyaan		✓		
11	Kemampuan melakukan evaluasi		✓		
	* Akhir				
15	Memberi kesempatan siswa Bertanya	✓			
16	Menyimpulkan materi			✓	
17	Menutup pelajaran		✓		

Keterangan :

1 = Kurang

2 = Cukup

3 = Baik

4 = Sangat baik

Catatan :

Makassar,

2017

Mengetahui
Guru Pengamat

Suryani Syamsuddin.M.Pd.

**LEMBAR PENGAMATAN
PROSES BELAJAR MENGAJAR**

Nama Sekolah : SMP Bajiminasa Makassar

Tahun Pelajaran : 2016/2017

Kelas/ semester : VIII/2

Siklus/ Pertemuan : I / Dua

No	Kegiatan	Skor			
		4	3	2	1
	* <u>Awal</u>				
1	Memberi salam	✓			
2	Mengabsen siswa	✓			
3	Apersepsi		✓		
4	Teknik membuka pelajaran		✓		
	* <u>Inti</u>				
5	Penjelasan mengenai materi		✓		
6	Metode membimbing siswa dalam aspek yang di berikan		✓		
7	Pengarahan kepada siswa dalam setiap kegiatan pembelajaran		✓		
8	Penguasaan kelas			✓	
9	Suara		✓		
10	Pemberian pertanyaan	✓			
11	Kemampuan melakukan evaluasi		✓		
	* <u>Akhir</u>				
15	Memberi kesempatan siswa Bertanya	✓			
16	Menyimpulkan materi		✓		
17	Menutup pelajaran	✓			

Keterangan :

1 = Kurang

2 = Cukup

3 = Baik

4 = Sangat baik

Catatan :

Makassar,

2017

Mengetahui
Guru Pengamat,

Suryani Syamsuddin. M.Pd.

**LEMBAR PENGAMATAN
PROSES BELAJAR MENGAJAR**

Nama Sekolah : SMP Bajiminasa Makassar

Tahun Pelajaran : 2016/2017

Kelas/ semester : VIII/2

Siklus/ Pertemuan : I / Tiga

No	Kegiatan	Skor			
		4	3	2	1
	* <u>Awal</u>				
1	Memberi salam	✓			
2	Mengabsen siswa	✓			
3	Apersepsi		✓		
4	Teknik membuka pelajaran		✓		
	* <u>Inti</u>				
5	Penjelasan mengenai materi		✓		
6	Metode membimbing siswa dalam aspek yang di berikan		✓		
7	Pengarahan kepada siswa dalam setiap kegiatan pembelajaran		✓		
8	Penguasaan kelas		✓		
9	Suara		✓		
10	Pemberian pertanyaan			✓	
11	Kemampuan melakukan evaluasi	✓			
	* <u>Akhir</u>				
15	Memberi kesempatan siswa Bertanya	✓			
16	Menyimpulkan materi	✓			
17	Menutup pelajaran		✓		

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Nama Sekolah : SMP Bajiminasa Makassar

Tahun Pelajaran : 2016/2017

Kelas/ semester : VIII/2

Siklus/ Pertemuan : I/Empat

No	Kegiatan	Skor			
		4	3	2	1
	* <u>Awal</u>				
1	Memberi salam	✓			
2	Mengabsen siswa	✓			
3	Apersepsi		✓		
4	Teknik membuka pelajaran		✓		
	* <u>Inti</u>				
5	Penjelasan mengenai materi			✓	
6	Metode membimbing siswa dalam aspek yang di berikan		✓		
7	Pengarahan kepada siswa dalam setiap kegiatan pembelajaran			✓	
8	Penguasaan kelas		✓		
9	Suara	✓			
10	Pemberian pertanyaan		✓		
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	* <u>Akhir</u>				
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16	Menyimpulkan materi	✓			
17	Menutup pelajaran		✓		

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PROSES BELAJAR MENGAJAR

Nama Sekolah : SMP Bajiminasa Makassar

Tahun Pelajaran : 2016/2017

Kelas/ semester : VIII/2

Siklus/ Pertemuan : II / Satu

No	Kegiatan	Skor			
		4	3	2	1
	* <u>Awal</u>				
1	Memberi salam	✓			
2	Mengabsen siswa	✓			
3	Apersepsi		✓		
4	Teknik membuka pelajaran		✓		
	* <u>Inti</u>				
5	Penjelasan mengenai materi		✓		
6	Metode membimbing siswa dalam aspek yang di berikan	✓			
7	Pengarahan kepada siswa dalam setiap kegiatan pembelajaran		✓		
8	Penguasaan kelas		✓		
9	Suara	✓			
10	Pemberian pertanyaan		✓		
11	Kemampuan melakukan evaluasi		✓		
	* <u>Akhir</u>				
15	Memberi kesempatan siswa Bertanya	✓			
16	Menyimpulkan materi	✓			
17	Menutup pelajaran	✓			

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Nama Sekolah : SMP Bajiminasa Makassar

Tahun Pelajaran : 2016/2017

Kelas/ semester : VIII/2

Siklus/ Pertemuan : II/ Dua

No	Kegiatan	Skor			
		4	3	2	1
	* <u>Awal</u>				
1	Memberi salam	✓			
2	Mengabsen siswa	✓			
3	Apersepsi		✓		
4	Teknik membuka pelajaran	✓			
	* <u>Inti</u>				
5	Penjelasan mengenai materi		✓		
6	Metode membimbing siswa dalam aspek yang di berikan	✓			
7	Pengarahan kepada siswa dalam setiap kegiatan pembelajaran		✓		
8	Penguasaan kelas	✓			
9	Suara	✓			
10	Pemberian pertanyaan	✓			
11	Kemampuan melakukan evaluasi		✓		
	* <u>Akhir</u>				
15	Memberi kesempatan siswa Bertanya	✓			
16	Menyimpulkan materi	✓			
17	Menutup pelajaran	✓			

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Nama Sekolah : SMP Bajiminasa Makassar

Tahun Pelajaran : 2016/2017

Kelas/ semester : VIII/2

Siklus/ Pertemuan : II/ Tiga

No	Kegiatan	Skor			
		4	3	2	1
	* <u>Awal</u>				
1	Memberi salam	✓			
2	Mengabsen siswa	✓			
3	Apersepsi		✓		
4	Teknik membuka pelajaran		✓		
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Tahun Pelajaran : 2016/2017

Kelas/ semester : VIII/2

Siklus/ Pertemuan : II / Empat

No	Kegiatan	Skor			
		4	3	2	1
	* <u>Awal</u>				
1	Memberi salam	✓			
2	Mengabsen siswa	✓			
3	Apersepsi		✓		
4	Teknik membuka pelajaran	✓			
	* <u>Inti</u>				
5	Penjelasan mengenai materi	✓			
6	Metode membimbing siswa dalam aspek yang di berikan	✓			
7	Pengarahan kepada siswa dalam setiap kegiatan pembelajaran		✓		
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Makassar,

2017

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Guru Pengamat

Suryani Syamsuddin. M.Pd.

CURRICULUM VITAE



The writer Fitriani, was born on March 3rd 1993 in Bonto Burungeng, South Sulawesi. She is the oldest child of siblings for two in her family. Her parents Sikki and Ramasia. She spent her childhood in Jeneponto. First, she started his education at SD Inpres 222 on 2005. Second, she continued to SMP Negeri 1 Bonto Burungeng on 2008. Then, she entered at 1993 in SMA 1 Bonto Burungeng and finished it in 2011. At the same year, she continued his English Education Department at Unismuh Makassar and graduated 2018.