

**INCREASING THE STUDENTS READING COMPREHENSION BY
USING PEER-ASSISTED LEARNING ACTIVITIES METHOD**
(A Classroom Action Research at the First Grade of SMK Negeri 1 Limbung)



A THESIS

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The Writer

ASTINA

MOTTO

*Never say, It's too late and surrender in your
life.*

*Try to be always the best of the best in your
life.*

Dedications:

This is especially dedicated to:

- ❖ *My Beloved husband, Muh Rusli Dg Rewa.*
- ❖ *My daughters Reski Astianty and Aqila
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- ❖ *My beloved parents, Asri Sunusi Dg Sitaba
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- ❖ *Headmaster, teachers, students and all
administrative staff of SMK Negeri 1 Limbung.*

ABSTRAK

ASTINA, 2007. *Increasing the Students' Reading Comprehension by Using Peer-Assisted Learning Activiites Method (A Classroom Action Research at the First Grade of SMK Negeri 1 Limbung)* tesis Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar (dibimbing oleh Fahmi Room dan Radiah Hamid).

Penelitian ini bertujuan untuk mengetahui peningkatan pemahaman membaca siswa dalam hal pemahaman literal berhubungan dengan ide-ide utama dan rincian pendukung dan pemahaman interpretatif berhubungan dengan kesimpulan.

Penelitian ini dilakukan dalam Penelitian Tindakan Kelas (PTK) yang dilakukan dalam dua siklus dimana setiap siklus terdiri dari empat pertemuan. Lokasi penelitian ini diambil di Kelas XI Siswa SMK Negeri 1 Limbung dengan jumlah subjek adalah 30 siswa.

Hasil penelitian menunjukkan bahwa penerapan Metode Kegiatan Belajar Peer Assisted signifikan dalam meningkatkan pemahaman membaca siswa dalam hal pemahaman literal dan pemahaman interpretatif. Hal ini dibuktikan dengan nilai rata-rata siklus I adalah 6,27. Ini diklasifikasikan sebagai adil kemudian diperbaiki menjadi 8.12. Itu tergolong baik pada siklus II. Itu lebih tinggi dari nilai rata-rata tes diagnostik yaitu 4,49 yang tergolong rendah. Oleh karena itu ada peningkatan pemahaman membaca siswa dalam hal pemahaman literal berhubungan dengan ide-ide utama dan rincian pendukung dan pemahaman interpretatif berhubungan dengan kesimpulan di Kelas 1 AK 1 SMK Negeri 1 Limbung.

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CHAPTER I

INTRODUCTION

A. Background

Reading is one of English skill to be mastery in listening, speaking and writing. The purposes of reading such as to gain information, the learn subject matter, for enjoyment, academic purpose and prepare test purpose. To achieve those skills, the students find difficulties in get the message that extended by the writer and understand of the reading text. (Juwarni. 2011:1).

The first problem was the students found difficult to understand the text. In comprehend the reading of the text, the students had to able establish the main idea and detail information. The main idea is the most general ideas in the paragraph while detail information is supporting of the ideas in the paragraph. When the students gain knew about them, they had to understand how a text was organized because to comprehend the written words the students must be able to understand what the writer had to structure of organize the ideas and information presented in the text and related with the ideas and information present in the text, and related the ideas and information from text to ideas information stored in his or her mind.

The second problem was how the students made a conclusion about the the text. In understand of the text, make conclusion is one of the fast way in get the writers' idea. All of the information in the summary contained in the reading text, although the words that is used is different. Through conclusion, the students got a good understanding of the overall meaning and main points of the text.

Based on observation which ¹ seen done in SMA 1PALLANGGA, especially for class XI IPS 2. The researcher gave diagnostic and found the result was very poor in reading comprehension. According to the result of test, there were 30 students in the class, 5 students got the score 6.0 – 7.5 and 25 students got the score < 60. The research wanted to changed of score based on the KKM was 70, and the target of the researcher is score 75.

The researcher concluded that in class XI IPS 2 had problem in reading comprehension. In solving that problem, the research tried to use strategy in

teaching reading material to comprehend the text. According to Michael Pressley in B. Fatmawati (2011:1) strategy is something using by the students to analyze the learning problem. So that, Strategies is very important in gets success of learning process in the classroom.

In this case, the research used of Three Studies of 3D-Readers strategy. Three Studies of 3D-Readers is one of strategy that can be used by the teacher in the classroom where it makes the students to active in learning process because the teacher knows what the students need . According to Mina C. Johnson-Glenberg in Reading Comprehension Strategy Theories Interventions and Technologies by Danielle S. McNamara (2007:294), Three Studies of 3D-Redaers is one of strategy application for comprehension instruction that design to both instruct and assess young adolescent readers' use verbal and visual metacognitive strategies and their comprehension in science text. It is use open-ended prior knowledge question instruct in firstly learning and the end of learning process. Prior knowledge is not only predictive learning but also often critical in helping readers make necessary inferences in texts that might contain gaps (Danielle McNamara, kintsch, Songer, and Kintsch 1996:296) activating prior knowledge in open-ended question before reading can stimulate previous topic schemas and more readily provide a structure for the newly acquire knowledge to adhere. In addition, in Three Studies of 3D-Readers use picture that have similar meaning with the text before that we will use in learning process.

In writer point of view, one of the easiest methods in improving students reading comprehension was used Three Studies of 3D-Readers, because it is a

very simple instruction that can easy to comprehend a reading passage as well as finding the main idea, supporting details and make conclusion.

Based on the information above the writer conducted a research under title: *“The use of Three Studies of 3D-Readers Strategy to Improve Reading Comprehension at the Second Grade of SMA Negeri 1 Pallangg”*.

B. Problem Statements.

Based on the description above, the writer formulated research questions as follow:

1. How does Three Studies of 3D-Readers strategy improve the students’ reading comprehension in terms of the literal comprehension at SMA Negeri Pallangga?
2. How does Three Studies of 3D-Readers strategy improve the students’ reading comprehension in terms of the interpretative comprehension at SMA Negeri Pallangga?

C. Objectives of the Research

From the previous background and the problem statement, the objectives of the study were:

1. To find out the students’ reading comprehension in terms of the literal comprehension through Three Studies of 3D-Readers strategy at SMA Pallangga.
2. To find out the students’ reading comprehension in terms of the interpretative comprehension through Three Studies of 3D-Readers strategy at SMA Pallangga.

D. Significance of the Research

The result of the research is expected to be useful information and a reference for the English learners in general, particularly for the students at the Senior High School. So do for the teachers, they can use Three studies of 3D-Readers as one of strategy in teaching English especially for improve students' reading comprehension.

E. Scope of the Research

The scope of this research was focused on Three Studies of 3D-Readers Strategy to improve the students' reading comprehension at the second grade students of SMA 1 Pallangga. That limited on literal comprehension (main idea and supporting details) and interpretative comprehension (conclusion) in Descriptive text.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings.

Juwarni (2011) in her thesis. The use of Explicit Teaching Strategy to improve reading comprehension. She found that the reading comprehension of the second students of SMA Negeri 2 Buo Ponrang Kabupaten Luwu in 2010/2011 academic year was still low, where the mean score is 65.

Ulung, (2007) in his thesis. Improving the Reading Comprehension through Authentic Material Using Varied Exercises of the Third Year Students of

SMP Negeri 2 Makassar. He found that improving reading comprehension of the third year students was low. The students' reading comprehension score was 5,00.

Ermalyn (2007). In her journal, used 3D research in medical science. She found that 3D, three dimension of ultrasound technology used in medical for support limiting ultrasound in pregnancy to medical necessary events whereas commercial venues use direct to consumer marketing to promote this technology as way to see the baby before it is born,

Nicholas (1983). In his journal, used 3D research and technology for mechanical engineering and industrial design. He found that 3D is great to used for sketching in geometric and mechanical product design. 3D technology for aesthetic auto mobile and industry design. 3D virtual engineering complex industrial arrangements. Point based strategy for mechanical computer aided design, segmentation modeling of point clouds. It have been apply in industrial computer aided design of engineering system, general motors and integraph.

Based on the previous findin⁵ ve, it can be conclude from Uleng's and Juwarni's finding that the students' reading comprehension is still low in some school. While, Ermalyn added that 3D is ever used in medical science and Nicholas used in Engineering design . I think all of the journal above had especially explanation. On the other side, the researcher will apply Three Studies of 3D Readers to improve students' reading comprehension. Three Studies of 3D-Readers is one application strategy to improve reading comprehension where the students read together with the teacher and their friends at the classroom.

B. Some Pertinent Ideas

1. Reading

There are many definition of reading given by some experts as follows:

- a) Carrel and Patricia (1988:12) define reading is an activity between a reader and writer, the writer sends his idea in the written symbols and the reader catches the idea from the printed pages. He adds that there is an essential interaction between language and thought in reading. The writer encodes thought as language and the reader decodes language to be thought.
- b) Anderson et al (1990:1-16) state that reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information.
- c) Harrist (1980:28) defines reading is the meaningful printed or written verbal symbol that represent language and the reader language skill and knowledge of the world. In this process, the reader tries to create the meaning intended by the writer.
- d) Thinker and Mc Collough (1975:9) state that reading is identification and recognition of printed or written symbol, which series as stimulation for the recall of meaning build through past experience.
- e) Brothers (1982 :89) states that reading is ability to recognize word, phrases, sentences, and paragraphs.
- f) Lamuhiddin (1988:22) explaines that reading is complex procces in which the reader uses mental content to obtain the meaning from writing materials.

g) Nuttal (1998:89) Reading is a flexible for the students, because they can get information from the text they have read. Reading also is an active process indentifying important ideas comparing.

Based on the definition above, the researcher concludes that the definition of reading is interactive process of getting information and ideas from the author with the text.

2. The Purpose of Reading

Andi Nurmasita (2009:20). State that the degree of desired comprehension will depend in part upon the purpose of the reader. There are some purposes of reading as follows:

a. Reading to Find the Mind Idea

One of the most common reasons for reading is to get the general idea of a selection. Reading is of eviction usually done for this purpose.

b. Reading to Answer Question

Reading to find the answer to one more question is one of the common goal for reading. Even in high school and college and in life out side of school it often form the purpose for reading. Answers are relatively easy to find when the question are party couched in the exact word of the writer.

c. Reading to Summarize and Organize

To make an adequate summary or to organize what has been read, it is not enough for the reader to know what the the main idea is and what the significant details are. Reader must also be able to sense the relationship between the main

point and the detail as well as the interrelationship among the details. Furthermore, he often needs to know either how to make these relationships clear to others or how to record them for later rereading.

d. Reading Evaluate Critically

Critical evaluation is not meant the attitude of suspecting every statement read of being false. The different skill of the reading are related to the ways of reading

3. Types of Reading

Woodin in Sahariana (1985) indicated the types of reading are important categories as follows:

a. Skimming

The eyes run quickly, over the text to discover what is about the main idea and the gist. Thus skimming occurs when the reader looks quickly at the contents page of a book or at the chapter's heading, subheadings, etc. This is sometimes called previewing. When the reader glances quickly through a newspaper to see what the main items of the day are, this will often mean just glancing at headlines. What the reader goes through a particular passage such as newspaper article merely to get the gist.

b. Scanning

The reader looks out for a particular item he believes in the text. The scanning can be done to find name, date, static, or facts in a written text. The eyes start quickly at the lines of a written.

c. Pre-Reading

Pre reading is a strategy a reader uses before he begins to read the material which will improve his comprehension.

According to Jumsrimurty (2009:9) that pre-reading involves looking only at those parts of the reading material that will tell you what it is about or how it is organized. Further, he explains the portions to look at in reading a text book chapter are:

1. Read the title
2. Read the interaction or opening paragraph
3. Read each bold face heading
4. Notice any typographical aids
5. Notice any typographical aids
6. Any graphs or pictures
7. Read the last paragraph or summary

The strategy is effective because it helps a reader to give basic information about the text to the reader.

Based on the quotes above, the researcher concludes that there are three types of reading skill. Those are essential for the students to read a text or passage easily.

4. Reading Process

Woryodijoyo (1989:10-11) puts forward some state or reading process as follow:

a. Perception

The perception here indicates the ability to read word a significant unit.

b. Comprehension

The comprehension refers ability to mane the author or writer word conductive to useful through as read in contexts.

c. Reaction

The reaction is the action that requires consideration in connection with what has been by the author.

d. Integration

The integration levels to the ability comprehend or understand through concept toward the experience of the writer that can be useful as a part of the reader's experience.

C. Reading Comprehension

1. Definition of Reading Comprehension

Thinker (1975: 5) reading comprehension is not just reading with a loud voice but reading to establish and understand the meaning of words, sentences, and paragraph sense relationship among the ideas. As it is, if a student's just reads loudly but cannot understand the content of the passage, it means he / she fails in comprehending the passage.

Goodman et al (1979: 151 - 152) reading comprehension is an interaction between taught and language. How far the reader can comprehend the passage in

reading process is represented by his ability to understand and criticize the author's messages.

Clymer (1968:7) defines reading with giving a unique or limited emphasis or focus to the reading program are not restricted to pupils or to their parents. The statement from Flesch, "I don't understand it, i just read it," presents in capsule form one of the real controversies in the definition of reading. whether reading involves only the translation of printed symbols to the spoken word, or reading involves understanding of those words as well. If concern for understanding is eliminated from definition of reading, obvious and sweeping changes are mandatory in the instructional programs and in the ways we evaluate the success in instruction. Instructional programs which deal with "nonsense" words, pay little attention to backgrounds for understanding, and spend the major portion of time on word-analysis skills are logical outcomes of reading defined translation of printed symbols to spoken word.

The achievement in reading comprehension is really based on how far a reader can comprehend or understand and gain meaningful information encoded by the author. Reading achievement can be gained toward reading skills and reading competence. Besides that, good in reading strategies also treated as a requirement.

2. Categorizing of Reading Comprehension

There are several levels of comprehension. Higher level of comprehension would obviously include higher level thinking. Burn (1984:177) state, divides reading comprehension skill into four levels of skills they are Literal,

Interpretative, Critical reading, and Creative Reading. Each of skill could be explained as follows:

a). Literal Comprehension.

Literal comprehension refers to the ideas and fact that directly state on the printed pages. Literal comprehension is the skill of getting primary direct literal meaning of a word, ideas or sentences in context. The basic of literal comprehension are reorganizing stated main idea, supporting details, cause and effect and sequences. This level of comprehension is fundamental to all reading skills at any levels because a reader must first understand what the author said before they can draw and inference or make an evaluation.

The researcher put the literal comprehension as this variable of this research covers main idea and supporting details.

Carnine. D. al in Muh.Ikbal (2011:17) state the main idea of lesson, section or paragraph is what it is mostly about. It was the idea that the author most wants you to understand when you read. Supporting details in a lesson tell more about the main idea. They help you better understand the main idea and why it is important.

The main idea of a lesson can often be found on the first page of a lesson, sometime special kind of lesson in your text book, such as biographies, experiment and activities may not have a main idea with on the first page. You will have to read the lesson in order to figure out the main idea. Sometimes the main idea is the most important idea in a lesson section or paragraph, most of the

lesson is made up of supporting details helps you understand. Understanding the connection between the supporting detail and main idea will help you better understand the lesson.

b). Interpretive or Inferential Comprehension

Higher level of comprehension involves reading beyond or between the lines. The reader brings knowledge and experience to the act of reading and draws the differences. She must be able to read critically and analyze carefully what she has read. She also needs to see relationship among ideas, for example, how ideas go together and also implied meaning of the ideas. Interpretive or referential comprehension includes thinking process such as drawing conclusion, making generalization, prediction outcomes. At this level, teacher can asks more challenging question such as asking students to do the following task:

- 1). Rearrange the ideas or topic discussed in the text of paragraph
- 2). Try to improve comprehend about the meaning of the text in each paragraph
- 3). Summarize the main idea when this is not explicitly stated in the text.
- 4). Select conclusion which can be deduced from the text they have read.

Conclusion draws together factual evidence into a statement about the nature of phenomenon Romero and Romeo (1998).

c). Critical or Applied Reading

For literal comprehension, the readers need only to understand exactly what is stated or receive the author literal message. For higher level of comprehension the reader is involved in an interchange of ideas with the author and applies reading to life situations. The author's ideas and information the writer presented. At this level, the students can be tested on the following skill.

- 1.) The ability to differentiate between fact and opinion
- 2.) The ability to recognize persuasive statement
- 3.) The ability to judge the accuracy of the information given in the text.

d). Creative Reading

Creative reading involves going beyond the material presented by the author, creative reading requires the readers to think as the read just as critical reading done, and it also requires the readers to use their imagination.

D. Types of Text

According to Widarso (1992:51), there are three general types of text. The types are:

1. Description

Description text is a written text which describe or illustrate something with words. In description writer hopes the reader can see what he sees, can hear what he hears, Descriptive type of text is able to imagine the scene, object, person, etc. Series of detailed observations are recorded, using sensory language.

Descriptive are like narrative text, with visual characteristics unfolding in a dramatize way. The main objective of a description is to more the story ahead.

Description reproduces the way things, smell, taste, fell, or sound. It makes also evoke moods such as happiness, loneliness, or fear. In the word, we may say that descriptions, gives sense impression. Description helps the reader through their imaginations, to visualize a scene or a person, or to understand a sensation or an emotion. Good description usually has there important qualities. These have a dominant impression supported by specific details, a clearly recognizable mood, and logical development.

2. Narration

Narration text is a text which tells a moment with purpose to enlarge the reader's knowledge. Narration sometimes tells story about fact and sometimes about fiction. The fact story such as biography and autobiography.

3. Exposition

Exposition text as a written text that explains something through logic explanation, that the eksposition text is a set of explanation about a main idea. The purpose of this text is to achieve comprehension about something sharp.

From the explanation above, there are three types of text such as Description, Narration, Exposition. But in this research, the researcher will focus to use the Description text.

E. Three Studies of 3D-Readers Strategy.

1. Definition of Three Studies of 3D-Readers Strategy.

C. Johnson Glenberg (2007: 293), Three studies of 3D-Readers Strategy is one application strategy for improving students reading comprehension that designed to both instruct and assess young adolescent readers' use of verbal and visual metacognitive strategies and comprehension. Three studies consist of three steps studies were the following like; study 1, with poor comprehender, revealed significant gain on constructing answers to open-ended question over eight sessions. In addition, these readers significantly altered their reading processes when encourage to reread text, with the poorer comprehender rereading more often. Study 2, with students with attention deficit disorder/attention deficit hyperactivity disorder, revealed significant vocabulary gains, and significant gains in self-reported metacognitive strategy use after six sessions. Study 3, with students also revealed significant gains in the quality of question generated over four session. The result support the conclusion of visual simulations are important strategies for increasing comprehension monitoring and learning. 3D-Readers or 3 dimension of gestalt is constructing of visual model for building internal by repeatedly manipulating and building images readers discover and confirm how the segment of sequential of element text fit together.

Three Studies of 3D-Readers strategy is a simple strategy, it is not like a traditional strategy, strategy instruction traditionally has not receive time in the classroom (Durkin in Daniel. 2007:294). This situation has not changed appreciably over time. In fact many observational research suggests that strategy

instruction is largely absent in classroom. Furthermore, when we use the old strategy instruction its quality is often problematic.

This strategy training is effortful for the teacher. It can take large chunks of time to properly teaching strategy to model, to assess, to practice this strategy. In addition the teacher needs to be specifically trained in the strategies themselves. This strategy use in an internal construct, in order for teacher to teach this strategies to their students and then assess students' mastery, teacher must ask questions of the students and wait for answer. This short individualistic cognitive assessment takes time and seems prohibitive to perform with an entire class learning multiple strategies. Teacher must also be explicit and used direct instruction as to when and how to use strategy (Duck and Person: 2002), this is especially important for striving readers. Another factor that may explain the dearth of strategy instruction is that is effortful for students as well. To stop during text comprehension and consciously work on a strategy may seem unnatural at first. However, as the strategy becomes more automatized it should feel natural. Striving. And even on-level readers, need reader friendly texts and stress-free time with which to practice strategies until mastery. Because student assimilate strategy at different rates, quality strategy instruction may not actually be conducive to a whole-class instruction paradigm. Many variables affect the choice and efficacy of a strategy: type of text, prior knowledge, preferred learning style, amount of repetition needed for mastery and so on. It is strategy instruction particularly appealing and easy to implement.

2. The Purpose of Three Studies of 3D-Readers Strategy.

Three studies of 3D-Readers Strategy begins with learning goals to make the students think about how they improve their reading comprehension with many steps in this strategy so the students are aware of knowledge expectation. They are then prompted with open-ended prior knowledge questions, constructed to be engaging and age appropriate. Prior knowledge is not only predictive of learning (Recht & Lesly 1988: 296) but also often critical in helping readers make necessary inferences in text that may contain gaps. Activating prior knowledge before reading can stimulate previous topic schemas and more readily provide a structure for new knowledge.

3. Characteristics of Three Studies of 3D-Readers Strategy.

There are some characteristics of Three Studies of 3D-readers Strategy, those are:

❖ Question Generation

Question generation is a powerful tool with which to know the comprehension of the students. After students read in each paragraph they should be answer questions in each paragraph and search the meaning of several vocabularies items, but it will answer by orally and give feedback from the teacher immediately.

❖ Visualization Strategy

Before the students start to read, the teacher gives them some information related to the topic. During the students read the text, the teacher shows the picture as a sample of the text explanation, and it can help the students easily understand the text.

❖ **Open-ended Question.**

After students read the text, they will answer open-ended question or final question and it is about all of the content of the text. It is consist of several questions and after that the students make conclusion to know how far they understand of the text.

4. The Steps to Apply Three Studies of 3D-Readers Strategy.

- 1) Teacher prepare the text that have type content area of science and it have genre descriptive text because it more closely and it will more interest. Teacher shows the text related to the topic and ask the students some question based on the given the topic of the text.
- 2) Teacher should do *prior knowledge* steps, in this phase teacher ask he students to prompt to answer *open-ended question* on the main topic as the step to begin the class.
- 3) Teacher always to keep the students spirit and interest to continue our lesson with give more attention to all of the students.
- 4) After that in *pre reading* teacher ask the students to answer vocabulary in several item that have relation meaning with the text, ask students some questions orally. The question should tend to the topic of the reading material.
- 5) After that in next phase in *text reading* students answer question-generation in each paragraph, and it will be measure take comprehend of the students about the text.
- 6) Embed *visualization strategy*, it is the process that will become several steps by the teacher:

The first stage: *static brain cloud*, the students ask by the teacher try to visualize one element from the text after the teacher show the sample text picture about five minutes.

The second stage: *visualization demonstration*. In this phase the visual strategy will use, students have opportunities to manipulate objects and they can built and improve their comprehend about the text.

- 7) *Embedded strategy*, its step the student will ask to make two question to improve their comprehend, and in this session the students have to use question such as, *why* and *how*, because it will improve their comprehend about the text that they will read and it will make their focus about the text.
- 8) *Post reading vocabulary*, in this phase the students will read all the part paragraph of the text and then the students will answer vocabulary and in this session they will receive immediate feedback as right answer from the teacher.
- 9) The next step is answer final question

F. Classroom Action Research (C.A.R)

According to John Elliot in Adnan Mohammad (2010: 82), Action research is the process through which teachers collaborate in evaluating their practice jointly; raise awareness of their personal theory; articulate a shared conception of values; try out new strategies to render the values expressed in their practice more consistent with the educational values they espouse; record their work in a form which is readily available to and understandable by other teachers; and thus develop a shared theory of teaching by researching practice.

Action research is simply a form of self-reflective enquiry undertaken by participant in social situation in order to improve rationality and justice of their own practices, their understanding of these practices and the situations in which the practices are carried out (Carrel and Kemmis, 1986:162). Such a teacher as researcher is constantly reflecting on their practices, experimenting, evaluating the effects of the experiment, and the changing their practices if the effects are positive (Nunan, 1989:123).

Patricia Cross (1987:499) states Classroom Research is geared to self-improvement since it is designed, conducted, and used by teacher themselves.

Nunan, (1990:134) A Classroom Action Research does not required the standard formalization of a research project with a literature search, hypothesis testing, treatment conditions, etc. Instead, it consists of seven basic steps to investigate a problem. They are as follows:

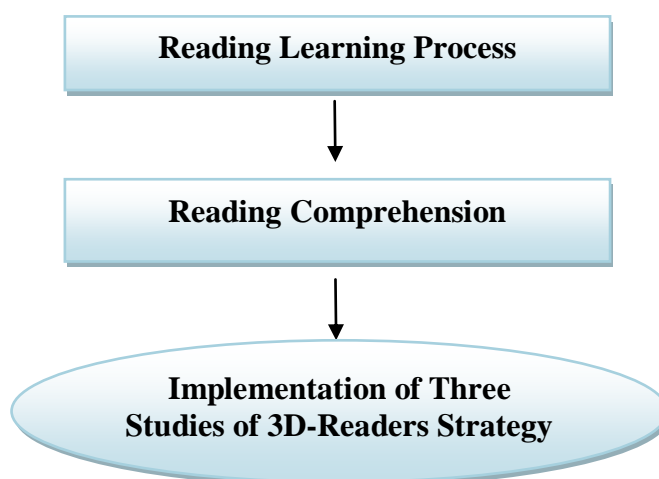
1. After determining that there is a potential problem, survey what is happening through observation via video, audio, hash marks, or whatever relevant means are available.
2. Code the observation based on the problem and what was seen (i.e., the code is created solely for the problem).
3. On the coded information, determine one change that could impact the problem in a positive manner.
4. Implement the change in the classroom.
5. Observe the class (as in step 1) while implementing the change.
6. Code the new observation as in step 2.

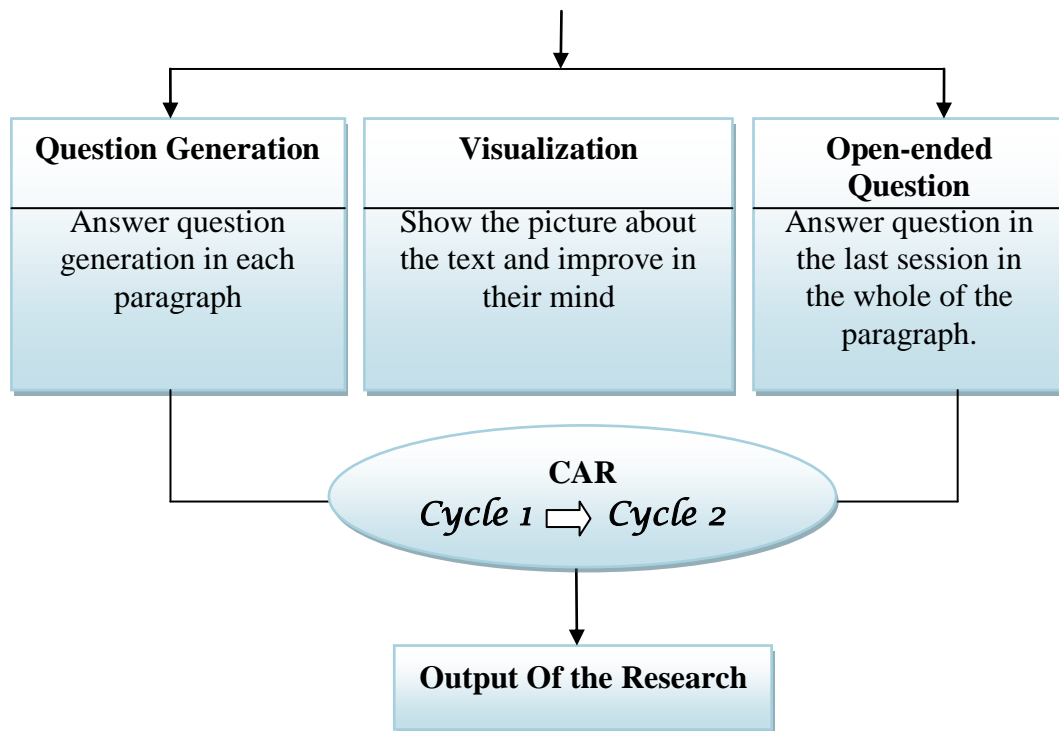
7. Finally, compare the coded sessions to determine the results of the change.

The researchers needed for social practice can best be characterized as research for social management or social engineering. It is a type of Action Research, a comparative researcher on the conditions and effects of various forms of social action, and research leading to social action. Research that produces nothing but books will not suffice (Lewin, 1948: 202-203).

G. Conceptual Framework

The conceptual framework show that the researcher will apply Three Studies of 3D-Readers in teaching reading comprehension which is described as the following diagram:





CHAPTER III

RESEARCH METHOD

A. Research Design.

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

1). Research Variables and Indicators

a. Variables

The variables of the research:

- a. Independent variable was the used of Three Studies of 3D-Readers Strategy
- b. Dependent variable was focused in students' reading comprehension in literal comprehension (main idea and supporting details) and interpretative comprehension (conclusion) in Descriptive text at Students of SMA Negeri 1 Pallangga.

b. Indicators

The indicators of this research are the students' reading comprehension in literal comprehension (main idea and supporting details) and interpretative comprehension (conclusion) in Descriptive text at students of SMA Negeri 1 Pallangga.

B. Research Subject

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The subject of the research at the second grade of SMA Negeri 1 Pallangga 2013/2014 academic year. The number of the subject are 30 students. 13 woman and 17 man.

C. Research Instrument

There were some instruments in collecting data, observation sheet and test. In these case, data were taken from the source by employing observation sheet and test.

1. Observation sheet

The researcher observed toward teaching reading directly. In this research, the researcher interacted with the students as well as the teacher. The researcher observed the students' active and presence in learning process.

2. Test

Test aimed to get information about students' improvement of reading comprehension after teaching learning process end.

The Scheme of Classroom Action Research

Cycle 1

1. The planning

- a) In this section, the researcher prepared the material to the students. The teacher prepared some of descriptive text in reading material.
- b) Made lesson plan based on the curriculum, and arranged material of lesson plan for the first, the second, the third and the fourth meeting and it should based on the teaching of reading comprehension.
- c) Made pre test in pre material.

- d) Made the observation paper for observed the condition of learning process.
- e) The researcher arranged the instrument test to know the improvement of the result study after used the strategy.

2. Action

- a) Researcher conducted a brief as warming up (10-15 minutes) related on a topic or content area. Researcher assigned a reading or written assignments as would.
- b) Gave information to the students about the learning strategy.
- c) Researcher then gave the students a text with visualization set of question generation in open-ended questions in each paragraph of the text with some vocabulary.
- d) Students worked individually to write their own answer based on questions of the material being covere.
- e) Students did not have to be able to answer the questions they pose. This activity designed to force students to think about idea relevant to the content area.
- f) Students should answer question generation in each paragraph.
- g) Students answer the final questions and then made conclusion to comprehend of the paragraph.
- h) In the end of cycle give them evaluation.

3. Observation

In this phase, the researcher observed the student's activity in learning process with used checklist observation to know the students comprehend in reading. After used Three Studies of 3D-Readers Strategy in action, the researcher gave evaluation to the students to measured the achievement of students reading comprehension in cycle 1. Things observed as follow:

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

4. Reflection

After collecting the data, the research evaluated the teaching – learning process. Then, researcher reflected to the students by seeing the result of the observation, whether the teaching learning reading with used the strategy was good to imply in teaching learning process or not. If the first plant is unsuccessful, the researcher should made the text plant (re planning) to got a good result.

The research plan is the plan for the next cycle which repair from I cycle.

Cycle II

In cycle II conducted four times meeting include once time for test in cycle II. The main activities were:

1. Planning

The way that had been done:

- a) Continued the activities that have been done in first cycle.
- a) Repaired the weakness in the first cyle.

- b) Made planning again in the scenario earning process from the result of cycle I reflection.
- c) Repaired the action research with gave more motivation to the students.

2. Action

In this stage, action had done to improved the result based on the cycle reflection I. The stages had done the same with the previous cycle but the researcher changed the topic of teaching material like modified the text to be more interest with unique visualization set, to got improvement of the applied teaching strategy.

3. Observation

In the reality the observation had done at the cycle II was almost same with the observation at cycle I, however the researcher still gave more attention and motivated to the students.

4. Reflection

According to achieved the result of the observation which was collected and analyzed. From the result of the research, the researcher can drew conclusion that Three Studies of 3D-Readers Strategy can improve the students' reading comprehension.

D. Source of Data

There were three sources of data had applied in this research. They were:

- 1) Data got from the students' reading progress for each cycle.
- 2) Data got from observation sheet. It was about teaching and learning situation when treatment (action, observation, reflection).

3). Data got from students' final composition for each cycle.

E. Procedure of Collecting Data

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

1. Observation Sheet

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

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

Percentage the students' participation through the following formula:

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

Where:

P = Percentage

FQ = Sum of all the students' score

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

2. Test

Sudjana (1987:16) a test means questions to students to be answer, the test used reading test.

Researcher gave test to students by using following steps:

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

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

Maximum score = 100

$$\text{Score} = \frac{x_1 + x_2 + x_3 + x_4 + x_5}{\text{Maximum score}} \times 10$$

(Hecklemen, 1969:45).

F. Data Analysis

The data analyzed quantitatively through the following procedures:

- 1). Classifying the rubric assessment into the following classification:

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

Depdikbud in Wangsa (2010: 4)

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

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

N Where:

X = mean score

ΣX = total row score

N = total number of students

Tiro, Arif and Ilyas (2002:69)

3). Calculating percentage of students score.

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

Where:

P = the percentage

F_q = Number of frequency

N = the total sample

(Sudjana. 1990:85)

4). The assessment of students' reading competence

a. Characterization Scoring For Students' Literal Comprehension Dealings with Main Idea and Supporting Details..

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

b. Characterization Scoring For Students' Interpretative Comprehension Dealing with Conclusion.

Category	4	3	2	1
I N T E R P R E T A T I V E	The student's response is complete and analyze really careful. It indicates a very good understanding and clearly follows	The student's response is partial and analyze nearly. It indicates a fairly good understanding and follows the original of the	The response is fragmentary and less analyze, indicates only minimal understanding and some of sequencing follows the	There is a little or no response. It indicates a serious misunderstanding of the text, erratic and does not follow the

I V E	the original of the text	text.	original of the text.	original of the text.
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Pollar Dinne (2007: www.teach-nology.com) in Muh. Iqbal (2011)

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

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

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

Where:

P: Percentage of the students

X1: Mean score of first cycle

X2: mean score of the second cycle

Gay (1981:298) in Zainal (2012:29)

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter consists of the finding research and discussion. The findings of the research presented the result of improvement the students' reading comprehension that covers the students' literal comprehension and the students' Interpretative comprehension, and the discussion of the research covers further explanation of the finding.

A. Findings

1. The Improvement of the Students' Literal Comprehension.

The improvement of the students' literal comprehension at eleventh grade students' of SMA Negeri 1 Pallangga, through Three Studies of 3D-Readers Strategy can be seen clearly in the following table:

Table 1: The Improvement of the Students' Literal Comprehension

Indicators	The Students' Score			Improvement (%)	
	D-Test	Cycle I	Cycle II	DT - CI (%)	CI - CII (%)
Main Idea	5.08	6.33	8.25	24.60	30.33
Supporting Details	5.35	6.43	8.2	20.18	53.08
$\sum x$	10.43	12.76	16.45	44.78	83.41
\overline{X}	5.23	6.38	8.23	22.39	41.70

In the table above, the improvement of the students' main idea and supporting details in literal comprehension more application of Three Studies of 3D-Readers Strategy indicated that the diagnostic-test assessment is (5.23) it was poor category, and after application in cycle I, the assessment of the students' literal comprehension improve become higher than diagnosis-test, This mean (6.38) where classified as fair. The students' assessment in cycle II (8.23), classified as good. The assessment of cycle II was greater than cycle I (6.38 > 8.23) and classified as good which there was improvement (41.70%) of the students' reading comprehension. And then, improve from Cycle I to cycle II was greater than D – test to cycle I (41.70% > 22.39%).

Based on explanation above there were significant improvement of the students with used Three Studies of 3D-Readers Strategy. To viewed clearly the improvement of the students' literal comprehension, the following chart was presented.

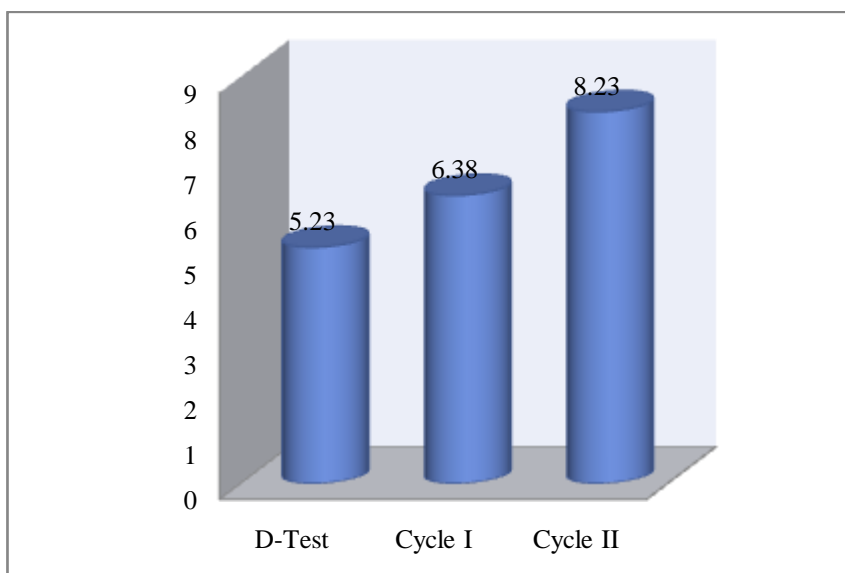


Chart 1: The Improvement of the Students' Literal Comprehension

The chart above showed the improvement of the students' literal reading comprehension in cycle II was higher 8.23 than cycle I 6.38 and D-Test 5.23. It also showed that the result of D-Test was the lowest achievement. After assessment in cycle I and cycle II, there was a significant improvement of the students' literal reading comprehension that showed clearly in the chart after taking an action in cycle through Three Studies of 3D-Readers Strategy.

The Improvement of the Students' Literal Comprehension Dealing with Main Idea and Supporting Details.

a. Main Idea

The application of Three Studies of 3D-Readers Strategy to improve the students' literal comprehension in terms of main idea; it can be seen from the difference of the result of the students' Diagnostic Test and the students' achievement after action in cycle I and II.

Table 2: The Percentage of the Students' main idea in literal comprehension.

No.	Classification	Score	D-test		Cycle I		Cycle II	
			F	%	F	%	F	%
1.	Excellent	9.6-10	0	0	3	11.11	9	30
2.	Very good	8.6-9.5	0	0	0	0	0	0
3.	Good	7.6-8.5	0	0	0	0	0	0
4.	Fairly good	6.6-7.5	9	32.14	16	59.26	21	70
5.	Fair	5.6-6.5	0	0	0	0	0	0
6.	Poor	3.6-5.5	15	53.57	8	29.63	0	0
7.	Very poor	0-3.5	4	14.29	0	0	0	0
Total			28	100	27	100	30	100

The table above showed that the percentage of the students' main idea in literal comprehension Diagnostic Test indicates that 9 students (32.14%) get fairly good score, 15 students (53.57%) gets poor, 4 students (14.29%) and none of students for the other classification.

After applying Thee Studies of 3D-Readers Strategy, the percentage of the students' main idea were 3 students (11.11%) get excellent score ,16 students (59.26%) get fairly good, and 8 students (33.33%) get poor score.

In cycle II, the percentage of the students' main idea in reading comprehension were 21 students (70%) got fairly good score, and 9 students (30%) got fairly good score.

The result above also proves that Three Studies of 3D-Readers Strategy could improve the students' main idea in reading comprehension where result of Cycle II is higher than cycle I and Diagnostic test was the lowest.

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

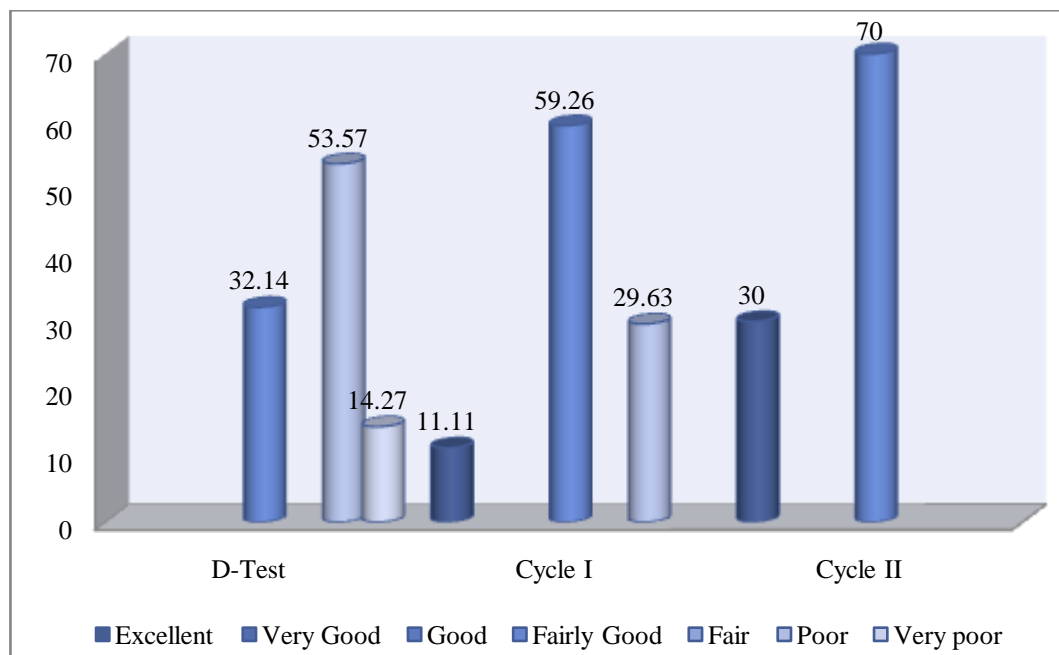


Chart 2: The Improvement of the Students' Main Idea in Literal Comprehension.

The chart above shows that the result of the students' literal comprehension in terms of main idea. After applying Three Studies of 3D-Readers Strategy in cycle I and cycle II, the result of students' main idea

achievement significantly improve where Cycle II is higher than D-Test and cycle I. The students' main idea achievement in cycle II is 30% categorized as excellent and 70% categorized as fairly good, while in cycle I is lower than cycle II where the students' main idea achievement in cycle I is 11.11% categorized as excellent, 59.26% categorized as fairly good, and 29.63% as poor. The D-Test is the lowest where the students' main idea achievement was (32.14%) categorized as fairly good, (53.57%) as poor, and (14.27%) was very poor categorized.

b. Supporting Details

The used of Three Studies of 3D-Readers strategy improve the students' literal comprehension in terms of details; it can be seen from the difference of the result of the students' Diagnostic- Test and the students' achievement after action in teaching and learning process.

Table 3: The Percentage of the Students' supporting idea in literal comprehension.

No.	Classification	Score	D-test		Cycle I		Cycle II	
			F	%	F	%	F	%
1.	Excellent	9.6-10	0	0	0	0	5	16.67
2.	Very good	8.6-9.5	0	0	0	0	2	6.67
3.	Good	7.6-8.5	1	3.57	7	25.93	9	30
4.	Fairly good	6.6-7.5	4	14.29	12	44.44	14	46.66
5.	Fair	5.6-6.5	7	25	8	29.63	0	0
6.	Poor	3.6-5.5	14	50	0	0	0	0
7.	Very poor	0-3.5	2	7.14	0	0	0	0
Total			28	100	27	100	30	100

The table above shows the percentage of the students' details achievement in Diagnostic Test, it indicates that 1 student (3.57%) got good categorized, 4 students (14.29%) got fairly good, and 7 students (25 %) get fair, 14 students (50%) and 2 students (7.14% very poor). After taking action in cycle I, the percentage of the students' details achievement improve where 7 students (25.93%) got good, 12 students (50%) got fair, 12 students (44.44%) got fairly good, and 8 students (29.63) as fair categorized.

In cycle II, the percentage of the students' achievement in details was higher than cycle I where 5 students (16.67%) got excellent, 2 students (6.67%) got very good categorized, 9 students (30%) good and 14 students (46.66) fairly good.

To see the percentage of the improvement of the students' details in literal comprehension clearly, the following chart was presented:

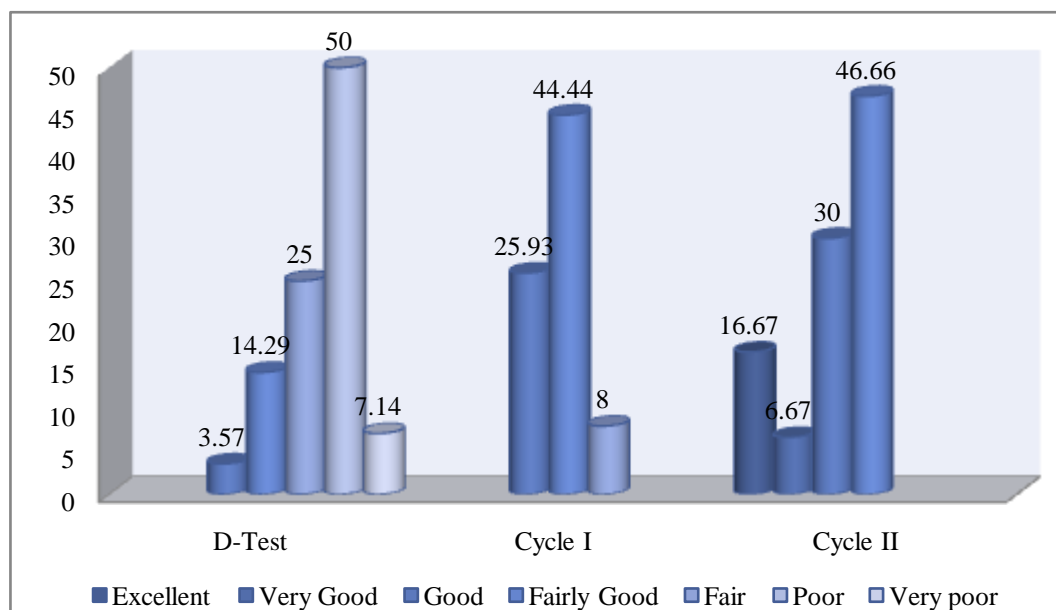


Chart 3: The Improvement of the Students' Supporting Details in Literal Comprehension

The chart above shows that the result of the students' literal comprehension in terms of supporting details. After applying Three Studies of 3D-Readers Strategy in cycle I and cycle II, the result of students' details achievement improve significantly.

The result of students' details in cycle II is higher than Diagnostic-Test and cycle I (Cycle II > Cycle I > Diagnostic test) where the students' supporting details achievement in cycle II were 16.67% categorized as excellent consist of 5 students, 6.67% categorized as very good consist of 2 students, 9 students (30%) good categorized and 14 students (46.66%) fairly good, while in cycle I was lower than cycle II where the students' details achievement in cycle I is 25.93 % categorized as good, 44.44% categorized as fair,ly good, and 29.63% categorized as fair.. The result of diagnostic test was the lowest than the other category.

2. The Improvement of the Students' Interpretative Comprehension

The application of Three studies of 3D-Readers Strategy in improvement of the students' Interpretative comprehension deals with conclusion at the students XI IPS 2 of SMA Negeri 1 Pallangga, can be seen clearly in the following table:

Table 4: The Improvement of the Students' Interpretative Comprehension

Indicators	The Student' Score			Improvement (%)	
	D-Test	Cycle I	Cycle II	DT - CI (%)	CI - CII (%)
Conclusion	4.66	6	8	28.76	33.33
$\sum x$	4.66	6	8	28.76	33.33

\bar{X}	4.66	6	8	28.76	33.33
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The table above indicated that the improvement of the students' Interpretative comprehension in particular made conclusion from D-Test to cycle I the students' score achievement (4.66). After evaluation in cycle I became (6) and in cycle II (8). The improvement of students achievement from D-Test to cycle I (28.76%) and the improvement of students achievement from cycle I to cycle II (33.33) and in D-Test to cycle II (7.67%).

To viewed clearly the percentage score improvement of the students' Interpretative comprehension, following chart was presented:

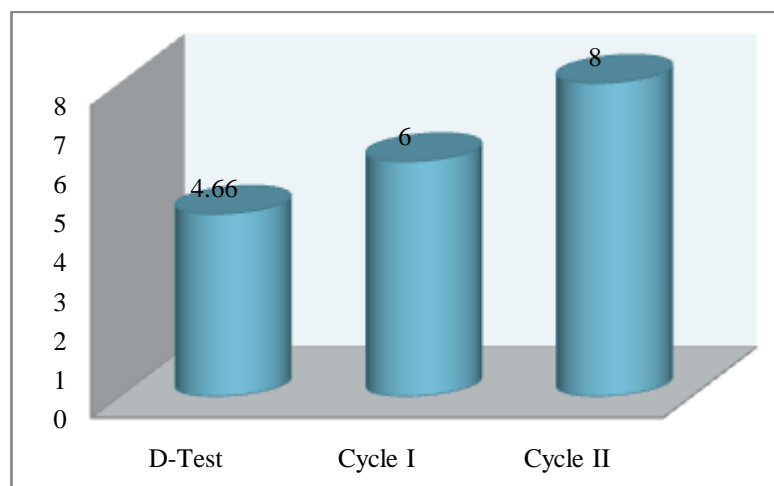


Chart 4: The Improvement of Students' Interpretative Comprehension

The chart above shows that the improvement of the students' Interpretative comprehension in cycle II was higher (71.67%) than cycle I (33.33%) and D-Test (28.76%). The result of D-Test is lowest achievement (D-Test-Cycle I-cycle II).

The Improvement of the Students' Interpretative Comprehension Dealing with Conclusion.

The application Three Studies of 3D-Readers Strategy improve the students' reading comprehension in terms of interpretative comprehension in particular made conclusion, it can be seen clearly from the difference of the result of the students' observation data and the students' knowledge after taking action in cycle I and cycle II.

Table 5: The Percentage of the Students' Conclusion in Interpretative.

No.	Classification	Score	D-test		Cycle I		Cycle II	
			F	%	F	%	F	%
1.	Excellent	9.6-10	0	0	0	0	6	20
2.	Very good	8.6-9.5	0	0	0	0	0	0
3.	Good	7.6-8.5	0	0	0	0	0	0
4.	Fairly good	6.6-7.5	7	25	18	66.67	24	80
5.	Fair	5.6-6.5	0	0	0	0	0	0
6.	Poor	3.6-5.5	14	50	9	33.33	0	0
7.	Very poor	0-3.5	7	25	0	0	0	0
Total			28	100	27	100	30	100

The table above showed the percentage of the students' details achievement in Diagnostic Test, it indicated that 7 student (25%) got fairly good categorized, 14 students (50%) got poor, and 7 students (25 %) got very poor. After taking action in cycle I, the percentage of the students' details achievement improve where 18 students (66.67%) got fairly good, and 9 students (33.33%) got poor.

In cycle II, the percentage of the students' achievement in details was higher than cycle I where 6 students (20%) got excellent, 24 students (680%) got fairly good categorized.

To viewed the percentage of the improvement of the students' interpretative comprehension clearly, the following chart was presented:

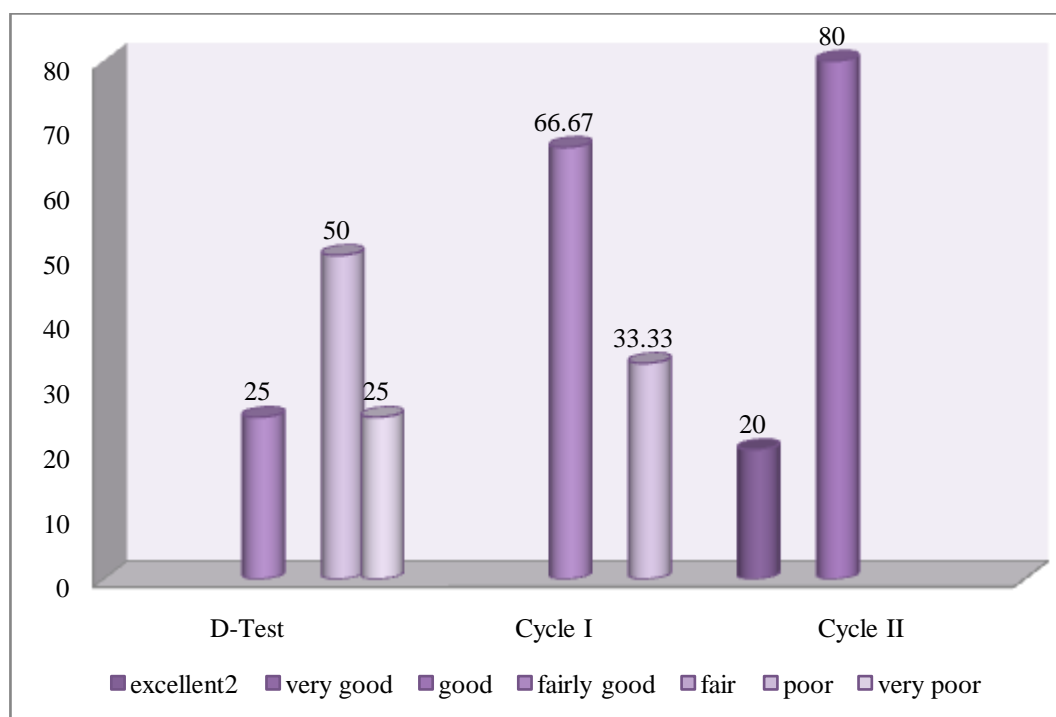


Chart 5: The Improvement of Students' Conclusion in Interpretative Comprehension

3. The Improvement of the Students' Reading comprehension

The application of Three Studies of 3D-Readers Strategy in improvement of the students' reading comprehension that deals with literal comprehension and Interpretative comprehension. The improvement of students' reading comprehension that dealing with literal comprehension and Interpretative comprehension can be seen clearly in the following table:

Table 6: The Improvement of the Students' Reading Comprehension

N O	Indicators	D – T	Cycle I	Cycle II	Improvement (%)	
		Score	Score	Score	DT – CI (%)	CI-CII (%)
1	Literal	5.23	6.38	8.23	21.99	28.99
2	Interpretative	4.66	6	8	71.67	33.33
ΣX		9.89	12.38	16.23	93.66	62.32
\bar{X}		4.95	6.19	8.12	46.83	31.16

The table above indicated that there was improvement of the students' reading comprehension from D-Test to cycle I and cycle II, where in D-Test the students' mean score achievement in reading comprehension was 4.95, but after evaluation in cycle I the students' interpretative reading comprehension became 6.19. So the improvement of students' interpretative reading comprehension achievement from D-Test to cycle I was 46.83%. There was also a significant improvement of students' reading comprehension from cycle I to cycle II where the students' reading comprehension in cycle I was 6.19 and in cycle II was 8.12. So the improvement of students' reading comprehension achievement from cycle I to cycle II was 31.16%.

The table above proved that the used of Three Studies of 3D-Readers Strategy in teaching and learning process was able to improve of students' reading comprehension after taking action in cycle I and II where the students' achievement in cycle II was greater (cycle II > cycle I > Diagnostic-Test).

To see clearly the improved of the students' reading comprehension, following chart was presented:

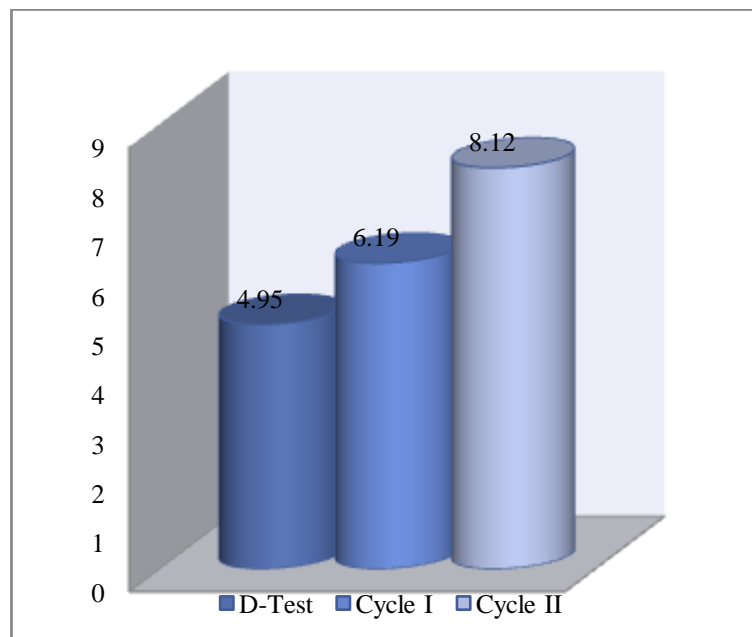


Chart 6: The Improvement of the Students' Reading Comprehension

The chart above showed that the improvement of the students' reading comprehension in cycle II higher (8.12) than cycle I (6.19) and D-Test (4.9). The result of Diagnostic-Test was lowest achievement. The students' achievement in diagnostic-test was categorized as poor. After evaluation in cycle I and cycle II, there was significant improvement of the students' reading comprehension where the result of cycle I was categorized as fair and in cycle II categorized as good (Poor- Fair- Good).

4. The Percentage of the Students' Reading Comprehension

The following table showed the percentage of students' reading comprehension in D-Test, cycle I and II through Three Studies of 3D-readers Strategy.

Table 7. The Percentage of the Students' Reading Comprehension

No.	Classification	Score	D-test		Cycle I		Cycle II	
			F	%	F	%	F	%
1.	Excellent	9.6-10	0	0	0	0	5	16.67
2.	Very good	8.6-9.5	0	0	0	0	2	6.67
3.	Good	7.6-8.5	0	0	6	22.22	9	30
4.	Fairly good	6.6-7.5	5	17.87	14	51.85	14	46.66
5.	Fair	5.6-6.5	7	25	5	18.52	0	0
6.	Poor	3.6-5.5	15	53.56	2	7.41	0	0
7.	Very poor	0-3.5	1	3.57	0	0	0	0
Total			28	100	27	100	30	100

The table above showed that the percentage of the students' reading comprehension in Diagnostic Test indicated that 5 students (17.87%) got fairly good, 7 students (25%) got fair, 15 students (53.56%), 1 student (3.57%) got very poor.

After taking action with applying Three Studies of 3D-Readers Strategy in cycle I, there were 14 students (51.85%) got fairly good, 5 students (18.52%) got fair, and 2 students (7.41%) got poor.

In cycle II there were 5 students (16.67%) got excellent, 2 students (6.67%) got very good, 9 students (30%) got good, 14 students (46.66%) and none of the students for the other classifications.

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

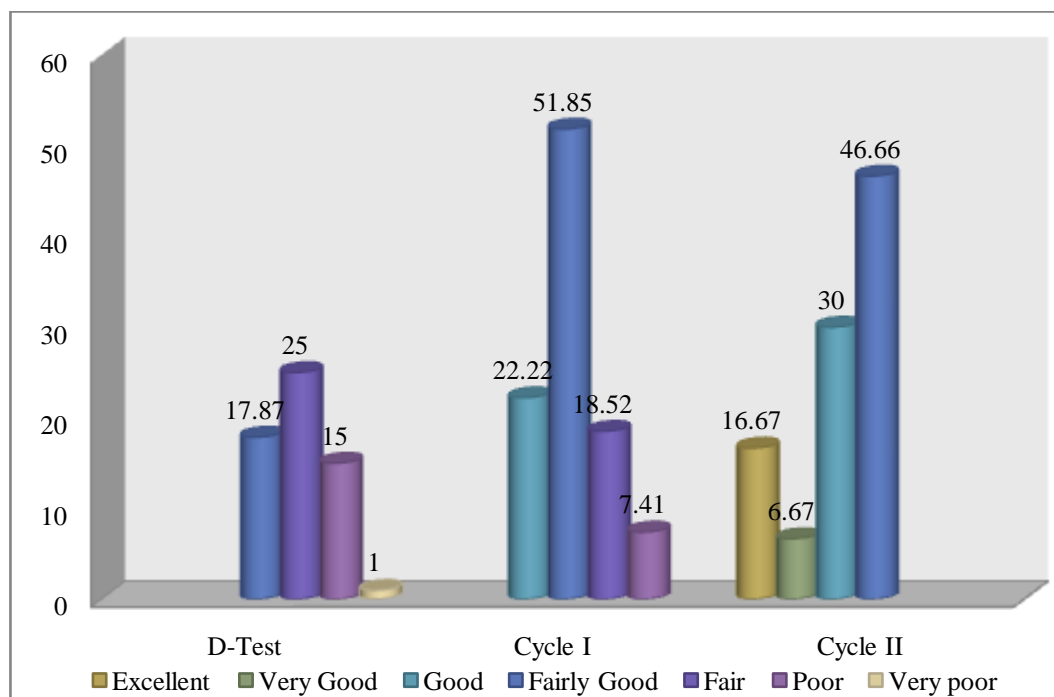


Chart 7: The Improvement of the Students' Reading Comprehension

The chart above showed the percentage of students' reading comprehension after applying Three Studies of 3D- Readers Strategy. It showed that the result of students' reading comprehension in cycle I was higher than D-Test, where the students' comprehension in cycle I was 22,22% categorized good, 51,58% fairly good, 18,52% fair and the last categorized was poor in 7,41%, while in cycle I was lower than cycle II where the students' achievement in cycle II was 16,67% excellent, 6,67% categorized as very good, 30% good, and then 46,66% fairly good. But the D-Test was the lowest where the students' achievement was 17,87% fairly good, 25% fair, 53,56% categorized poor and then 3,57% categorized very poor.

The Result of the Students' Presence and Activeness in Learning Process

The result of observation of the students' activeness in teaching and learning process during the application of Three studies of 3D-Readers Strategy in improving the students' reading comprehension at students of XI IPS 2 SMA Negeri 1 Palangga which was conducted in 2 cycles during 8 meetings was taken by the observer through observation sheet. It could be seen clearly through the following table:

Table 8. The Observation Result of the Students' Presence and Activeness in Learning Process

Cycle	The Students' Activeness				Mean Score
	1 st Meeting	2 nd Meeting	3 rd Meeting	4 th Meeting	
I	60.83%	61.66%	62.5%	74.16%	64.79%
II	75%	82.5%	87.5%	90%	83.75%

The table above showed that in cycle I the students' activeness in each meeting was improved significantly. It can be seen clearly in table that the students' activeness in the fourth meeting was higher than the first, the second and the third meeting, where the first meeting in cycle I the students' activeness was 60.83% and it aim to 61.66% in the second meeting, and then students' activeness in the third meeting was 62.5% increases to 74.16% in the forth meeting, So the average percentage of the students' activeness in cycle I was 64.79%.

The students' participation in the first meeting of cycle II was 75%, then the second meeting of the students' participation was 82.5 %, and the third meeting

and four meeting of students' participation were 87.5 % and 90 %. And the average score of students' participation in cycle II was 83.75%.

The research findings from the table above, indicated that there was the improve of the students' participation from cycle I to cycle II, where in cycle I the average score of students' participation score was 64.79 % became 90% % in cycle II. It means that the students' participation got 25.21 % progress.

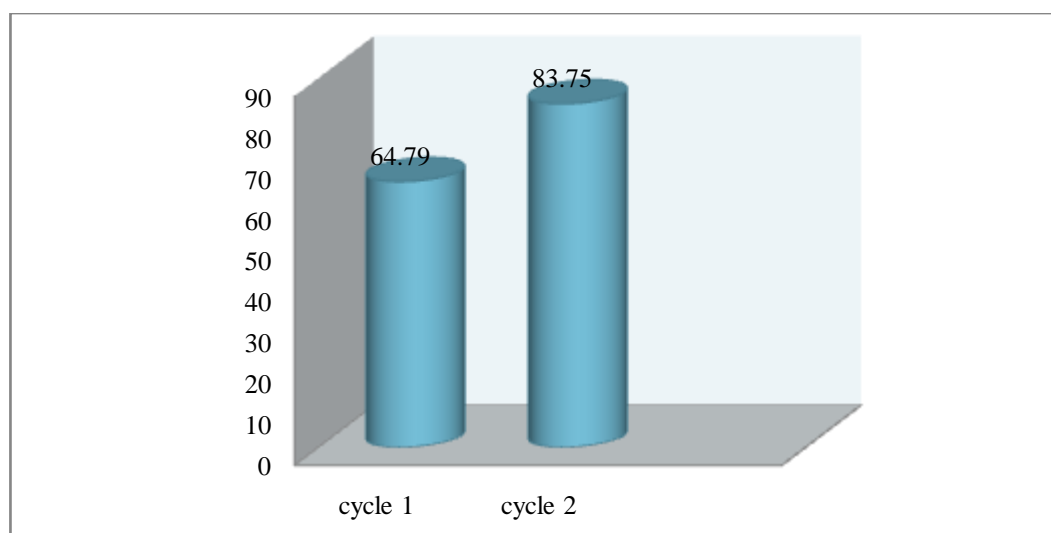


Chart 8: The Students' Presence and Activeness in Learning Process

The chart above showed that there was improvement of students' activeness in teaching and learning process where in cycle I was 64.79% lower than cycle II, but after conducted in cycle II the students' activeness in learning process became 83.75 %.

The chart above showed that there was improvement of students' activeness in teaching and learning process where in cycle I was 51.5 % lower than cycle II, but after conducted in cycle II the students' activeness in learning process became 77.4 %.

B. Discussion

This part presents the result of the data analysis. The data was found on two tests; these are cycle I, cycle II and the observation result of the students' presence activeness in teaching and learning process. The Improvement of the students' reading comprehension in descriptive text which focused on main idea, supporting details and conclusion at the second grade students of SMA Negeri 1 Pallangga with used Three Studies of 3D-Readers Strategy, it have different result from cycle 1 and cycle 2, where the achievement from cycle 2 is higher from cycle 1.

At the first meeting in cycle 1, the researcher explained the general description about the strategy that can be use then give the text to the students. During the teaching learning process some students confused to answer the question and made conclusion because they still strange and low comprehension about the vocabulary. It can be seen by the reaction of the students, they have low enthusiasm in learning. Then the researcher give them motivation.

Different with the cycle 1 learning process, in cycle 2 most of students get enthusiasm and ready to learn because before the researcher give the students text, the researcher stimulate the students with toldl information related to the text and sharing as a warming up, so the students more interest to learn and ready to activated their prior knowledge. It proved that the result of cycle 2 is higher than cycle 1, and it can be conclude that the using of this strategy is success.

Before taking a classroom action research through "Three Studies of 3D-Readers Strategy", the researcher held diagnostic test to measured the students'

knowledge in English reading comprehension. After giving D-Test, the researcher found that the students' reading comprehension at the students of XI IPS 2 SMA Nereri 1 Pallangga was poor, so it should be improved. The D-Test's score was that 5 students (17.87%) got fairly good, 7 students (25%) was fair, 15 students (53.56%) got poor and 1 student (3.57%) got very poor, while the mean score was 4.95 which it was classified as poor.

Implementation of Three Studies of 3D-Readers Strategyl in the class, the researcher found that the students. The researcher taught about the report text in the cycle I , where there were 6 students(22.22%) good, 14 students (51.85%) fairly good, 5 students (18.52%) fair and 2 students (7.41%) poor, and the mean score were 6.19. The researcher found that the students had difficulty to find the main idea idea. The students have less skill in translate to reading text.

Based on the unsuccessful teaching in the cycle 1, the researcher decided to do cycle 2. In the cycle 2, the researcher revised the lesson plan. Where, when the researcher explained about text the researcher should explain more clearly, if needed gave the students occasion to ask about the material. Besides that, the researcher had to give better guidance for the students.

In cycle 2, there were good improvement, 5 students (16.67%) got excellent, 2 students (6.67%) got very good, 9 students (30%) good and the last classification from the cycle 2 was 14 students (46.66%) got fairly good categorized, and the mean score 8.12

Finally, the students' mean score of the students' cycle I was 6.19 (fair category) and the mean score of the students' cycle II was 8,12 (good), it means

that the target that had been said in the chapter 1 could be achieved. In the other word, teaching reading comprehension with use Three Studies of 3D-Readers Startegy able to improve the achievement of the second grade students of SMA Negeri 1 Pallangga.

CHAPTER V

CONCLUSION AND SUGGESTION

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

A. Conclusion

Base on the findings and discussion in the previous chapter, the researcher inferential in the following conclusion.

1. The use of Three Studies of 3D-Readers Strategy can improve the students' Reading Comprehension in terms of literal comprehension and Interpretative comat the second grade in XI IPS 2 class of SMA Negeri 1 Pallangga. This provided by the mean score of the students where the result of the cycle I is 6.38 (fair) in the cycle II is 8.23 (good).
2. The use of Three Studies of 3D-Readers Strategy can improve the students' Reading Comprehension in terms of Interpretative Comprehension at the second grade in XI IPS 2 class of SMA Negeri 1 Pallangga. This provided by the mean score of the students where the result of the cycle I is 6 (fair) in the cycle II is 8 (good).

B. Suggestion

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

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

Hecklemen, 1969:45).

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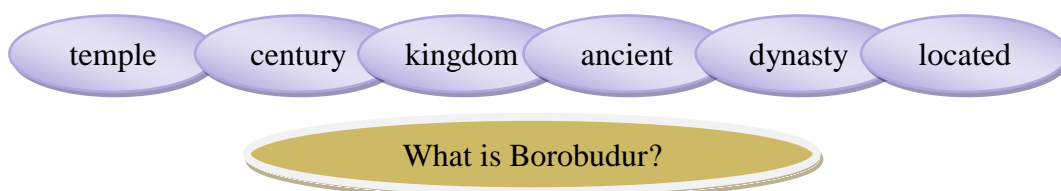
APPENDIX A

TEACHING MATERIAL 1

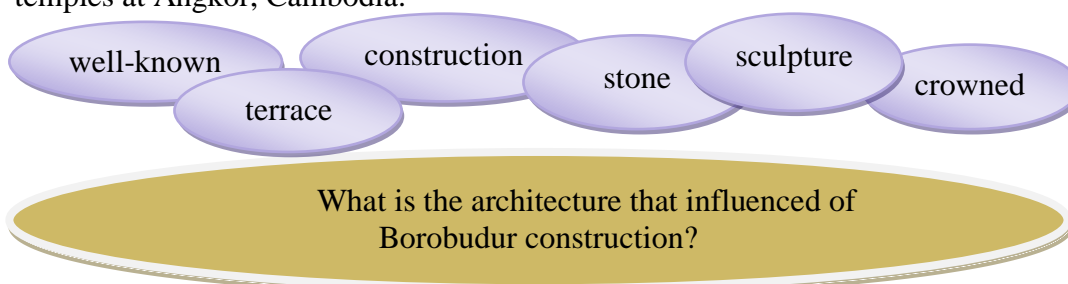
Read the text carefully and answer the questions!

BOROBUDUR TEMPLE

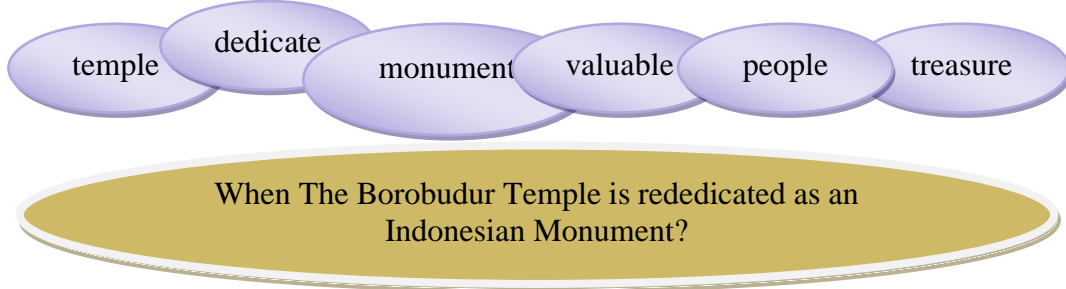
Borobudur is Hindu – Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.



Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consists of eight steps like stone terrace. The first five terrace are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire edifice is crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and stairways. The design of Borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.



Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.



a. *Find the main idea of each paragraph!*

b. *Answer the question below based on the text.*

1. *What is Borobudur?*
2. *How many steps does the Borobudur temple have?*
3. *When was the Borobudur temple built?*
4. *What is architecture influenced of Borobudur construction?*
5. *Where is the Borobudur located?*

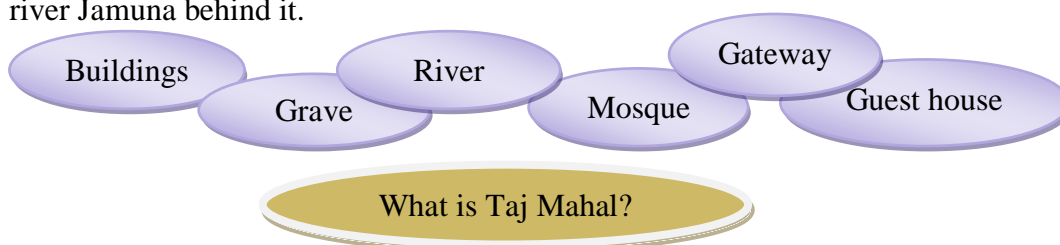
c. *Make conclusion based on the question above!*

TEACHING MATERIAL 2

Read the text carefully and answer the questions!

THE AMAZING OF TAJ MAHAL

Taj Mahal is regarded as one of the eight wonders of the world. It was built by a Muslim Emperor Shah Jahan in the memory of his dear wife at Agra. Taj Mahal is a Mausoleum that houses the grave of queen Mumtaz Mahal. The mausoleum is a part of a vast complex comprising of a main gateway, an elaborate garden, a mosque (to the left), a guest house (to the right), and several other palatial buildings. The Taj is at the farthest end of this complex, with the river Jamuna behind it.



The Taj stands on a raised, square platform (186 x 186 feet) with its four corners truncated, forming an unequal octagon. The architectural design uses the interlocking arabesque concept, in which each element stands on its own and perfectly integrates with the main structure. It uses the principles of self-replicating geometry and a symmetry of architectural elements. Its central dome is fifty-eight feet in diameter and rises to a height of 213 feet. It is flanked by four subsidiary domed chambers. The four graceful, slender minarets are 162.5 feet each. The central domed chamber and four adjoining chambers include many walls and panels of Islamic decoration.

architectural stands concept chamber decoration. walls

What concept of design architectural used in Taj Mahal building?

Taj Mahal is built entirely of white marble. Its stunning architectural beauty is beyond adequate description, particularly at dawn and sunset. The Taj seems to glow in the light of the full moon. On a foggy morning, the visitors experience the Taj as if suspended when viewed from across the Jamuna river.

marble adequate glow river. sunset moon

What material is used to build entirely of Taj Mahal?

a. Find the main idea of each paragraph!

b. Answer the question below based on the text!

1. What is Taj Mahal?
2. Who was built Taj Mahal?
3. How tall the central dome of Taj Mahal?
4. What concept of design architectural used in Taj Mahal building?
5. What is the river name of Taj Mahal?

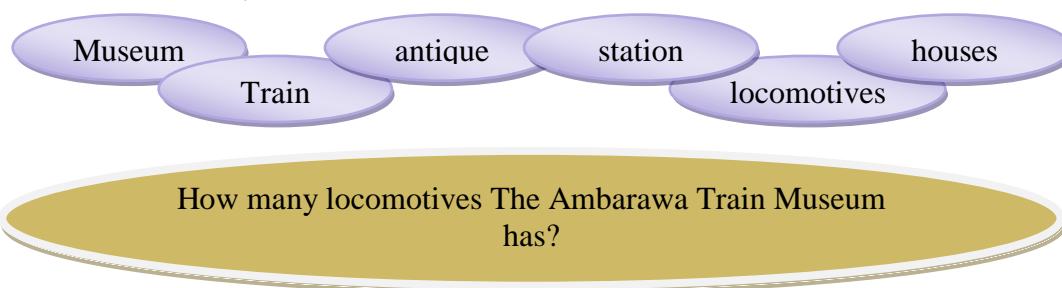
c. Make conclusion based on the question above!

TEACHING MATERIAL 3

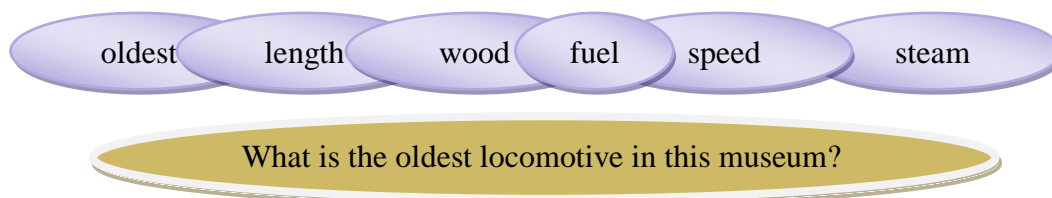
Read the text carefully and answer the questions!

AMBRAWA TRAIN MUSEUM

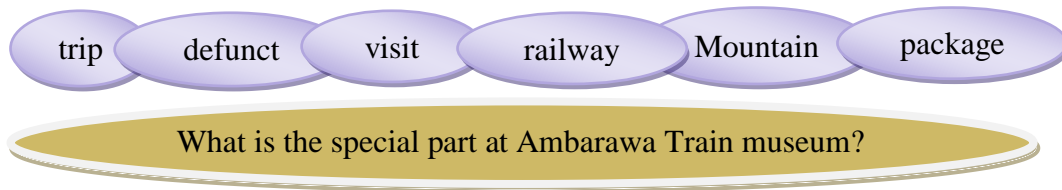
The Ambarawa Train Museum houses 21 antique locomotives plus two more, which are stored in the depot. These locomotives are no longer produced; even the factories that made them no longer exist. The main building of this museum is the defunct Ambarawa railway station which was built in 1873. the station covers 127,500 m².



The oldest in this museum is a locomotive made by Hartman Chemnitz. This locomotive, with a length of 8.58 m and a width of 2.45 m, began its operation in 1891. Using wood as fuel, the steam locomotive could run 50 km/h – its maximum speed.



A special part of a visit to this museum is a trip by train from the Ambarawa Train Museum to the defunct Bedono train station. This package tour is called Railway Mountain Tour. Why is the trip so special? Because the participants will board an antique train and the train will travel on a 4.9 kilometer-cog railway, which is the only one in the world.



a. Find out the main ideas of each paragraph!

b. Answer the question based on the text!

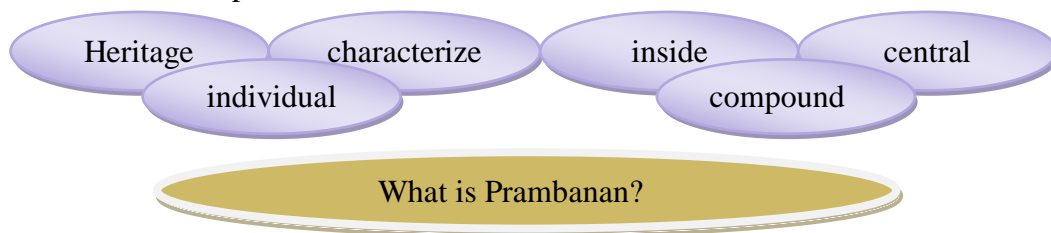
- 1. What does the text describe?*
- 2. When was the museum built?*
- 3. What does the steam locomotive use as a fuel?*
- 4. What is the main building of the Ambarawa Train Museum?*
- 5. What is the special part at Ambarawa Train museum?*

c. Make conclusion based on the question above!

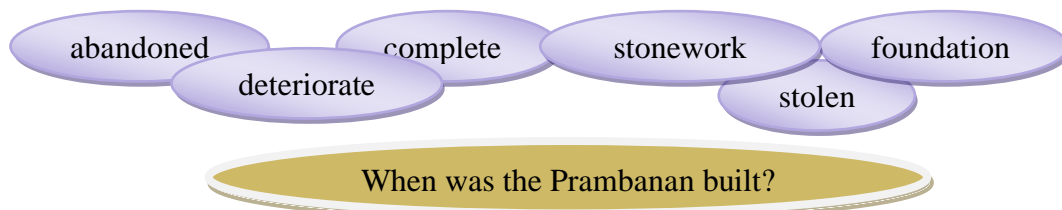
Test Cycle 1

PRAMBANAN

Prambanan is the largest Hindu temple compound in Central Java in Indonesia, located approximately 18 km east of Yogyakarta. The temple is a UNESCO World Heritage Site and is one of the largest Hindu temples in south-east Asia. It is characterized by its tall and pointed architecture, typical of Hindu temple architecture, and by the 47m high central building inside a large complex of individual temples.

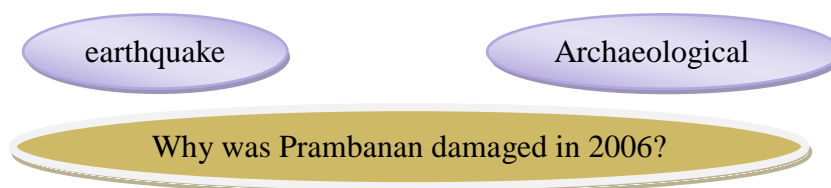


It was built around 850 CE by either Rakai Pikatan, king of the second Mataram dynasty, or Balitung Maha Sambu, during the Sanjaya Dynasty. Not long after its construction, the temple was abandoned and began to deteriorate. Reconstruction of the compound began in 1918. The main building was completed in around 1953. Much of the original stonework has been stolen and reused at remote construction sites. A temple will only be rebuilt if at least 75% of the original stones are available, and therefore only the foundation walls of most of the smaller shrines are now visible and with no plans for their reconstruction.



The temple was damaged during the earthquake in Java in 2006. Early photos suggest that although the complex appears to be structurally intact, damage

is significant. Large pieces of debris, including carvings, were scattered over the ground. The temple has been closed to the public until damage can be fully assessed. The head of Yogyakarta Archaeological Conservation Agency stated that: “it will take months to identify the precise damage”. However, some weeks later in 2006 the site re-opened for visitors. The immediate surroundings of the Hindu temples remain off-limits for safety reasons.



a. Find out the main ideas of each paragraph!

b. Answer the question based on the text!

- 1. What is Prambanan?*
- 2. What architecture typical that used in Prambanan temple?*
- 3. When was the Prambanan built?*
- 4. Who is Rakai Pikatan?*
- 5. Why was Prambanan damaged in 2006?*

c. Make conclusion based on the question above!

Read the text carefully and answer the questions!

JATIM PARK

For people in East Java, Jatim Park may have been heard many times as it is one of the famous tourism objects in East Java province. Jatim Park offers a recreation place as well as a study center.

famous

objects

tourism

recreation

What are the Jatim Park objects offers to the tourism?

Jatim Park is located at Jl. Kartika 2 Batu, East Java. To reach the location is not too difficult because the object is only 2, 5 kilos meters from Batu city. This Jatim Park tourism object is about 22 hectares width.

reach

location

Park

Where is the located of Jatim Park?

Visitor can enjoy at least 36 kinds of facilities which can attract them as well as give new knowledge. Just after the pass gate, the visitors will find an interesting view of 'Galeri Nusantara' area. This study offering continues to step on 'Taman Sejarah' area, which contains of miniature temple in East Java like Sumberawan temple, customhouse of Kiai Hasan Besari Ponorogo and Sumberawan Statue.

Visitor

view

contains

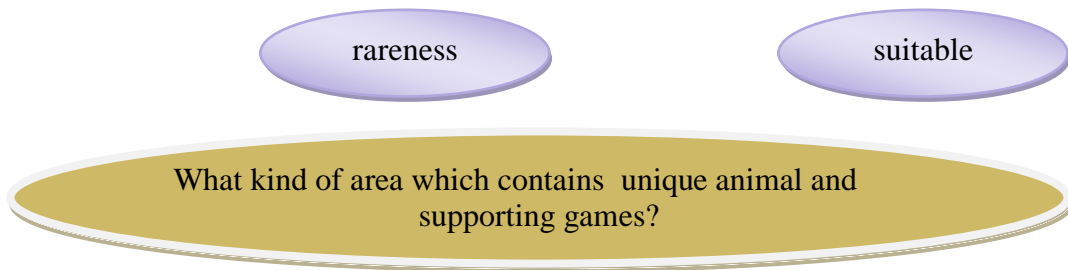
miniature

Statue.

What is the contains in Taman Sejarah?

It presents crop and rareness fruits, animal diorama which consists of unique

animals that have been conserved, and supporting games like bowling, throw ball, scooter disco, etc. Jatim Park is suitable for family and school recreation. The recreation area sites offer precious tour and can be used as alternative media of study.



a. Find out the main ideas of each paragraph!

b. Answer the question based on the text!

- 1. What is the one of the famous tourism object in East Java Province based on the text above?*
- 2. How far the Jatim Park from Batu City is?*
- 3. What is the contains in Taman Sejarah?*
- 4. What kind of area which contains unique animal and supporting games?*
- 5. Where is the Jatim Park located?*

c. Make conclusion based on the question above!

APPENDIX B

D-Test

THE MOON

Moon is the earth's satellite which we often see in the night. The Moon is the one place in our solar system where humans have visited. For the first time on July 20, 1969, astronauts Neil Armstrong and Edwin Aldrin landed the Lunar Module of Apollo 11 on the surface of the Moon. Neil Armstrong was the first man to walk on the Moon. However do you know what descriptive facts about the Moon are?

The moon rises in the east and sets in the west. It moves toward the east in our sky by about 12 degrees each day. The Moon is about 384,400 kilometers from Earth. The Moon has a diameter of 2,000 miles which is like to 3,476 kilometers.

The surface of the Moon has many things, such as craters, lava plains, mountains, and valleys. Scientists believe the craters were formed around 3.5 to 4.5 billion years ago by meteors hitting the moon's surface. The Moon does not have atmosphere, wind and weather that is why the footprints left there on the Moon by the Apollo astronauts will remain there for millions of years.

The Moon is not a light source. It means that Moon does not make its own light. It reflects light from the sun. All of us can see the Moon especially in the night because light from the Sun bounces off it back to the Earth. If the Sun wasn't there, we cannot see the Moon.

The moon influences many of the tides in the oceans. This is because of the gravity force between the Earth and Moon. At full Moon and new Moon, the

Sun, Earth and Moon are lined up, producing the higher than normal tides. When the Moon is at first or last quarter, it forms smaller neap tides.

a. Find the main idea of each paragraph!

b. Answer the question below based on the text!

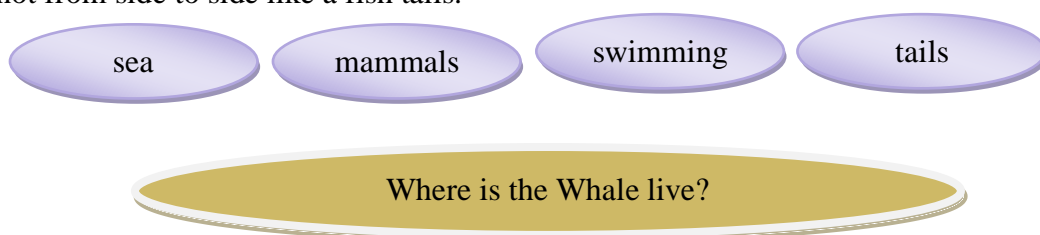
- 1. What is The Moon?*
- 2. Where does The Moon will rises and sets?*
- 3. What are things we can find in surface of The Moon?*
- 4. Is it The Moon a light source? Why?*
- 5. Why does The Moon influences the tides in the oceans?*

c. Make conclusion based on the question above!

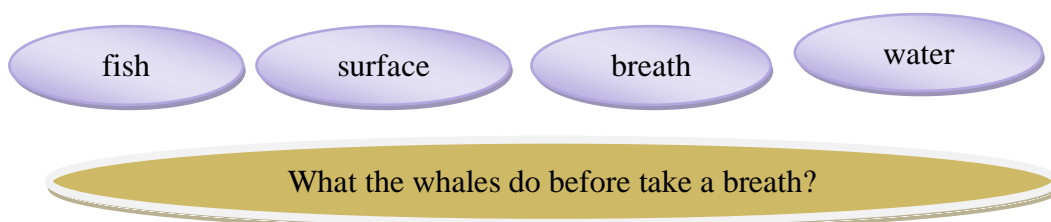
Read the text carefully and answer the questions!

WHALE

Whales are big mammals which live in the sea. A thick layer of fat called blub keeps out the cold. A whale's body is shaped for easy swimming. Its front limbs are shaped as flippers. It also has a broad tail flattened from top to bottom, not from side to side like a fish tails.

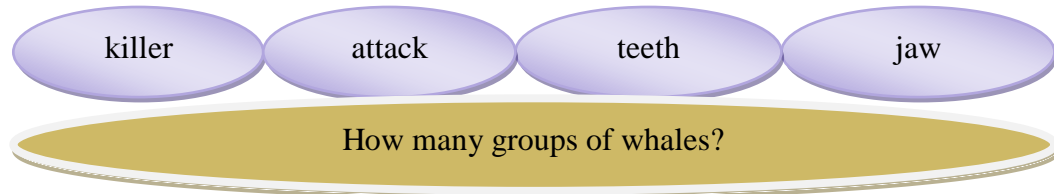


Unlike fishes, whales must swim to the surface to breath. Before breathing, they blow out state air through a blowhole, or two slits on top of the head. Baby whales are born an water. As soon as they are born, they swim up to take a breath.



There are two groups of whales. Toothed whales, like the dolphin. Mostly catch fish. But killer whales are toothed whales that attack seals, penguins, and other whales. Baleen whales are the other main group of whales. Baleen whales include the gigantic blue whale. Each baleen whale catches tiny shrimp like creatures with a special sieve. This is made of a horny substances tiny shrimp like creatures with a special sieve. This is made of a horny substance called baleen or whale bone. When the whale opens it mouth, long baleen plates hang from its

upper jaw like the teeth of a giant comb. A large whale can swallow over a tone of these tiny krill at one time. Hunting by mean has made the biggest whales very scarce.



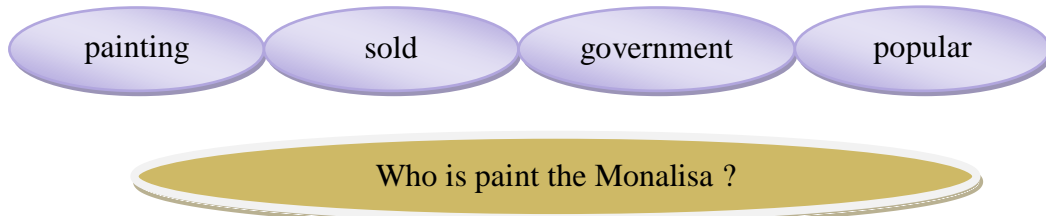
- a. Find the main idea of each paragraph!
- b. Answer the question below based on the text!
 1. What is whale?
 2. Where did the Whale live?
 3. Why a whale's body is shaped?
 4. What the different of whales' tails and fish?
 5. Why the whale must swim to the surface to take breath?
 6. Where the baby whales born?
 7. How many groups of whales?
- c. Make conclusion based on the question above!

TEACHING MATERIAL 6

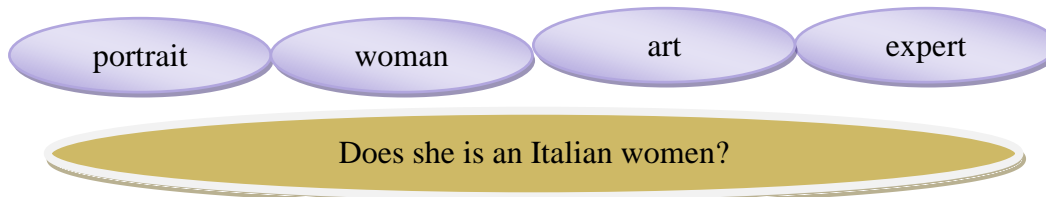
Read the text carefully and answer the questions!

The Mona Lisa

The Mona Lisa is a very popular painting by Leonardo da Vinci. Da Vinci started the painting in 1503 and it took around four years to finish. He then sold the painting to the king of France in 1516. It is now owned by the French government and hangs in the Louvre Museum in Paris.



The Mona Lisa painting is a portrait of woman with a curious smile. Many of art experts are still not sure who the model of the Mona Lisa was. Some experts said that it was an Italian hoblewoman. One expert actually believed that the painting was a disguised self portrait of Leonardo da Vinci himself. The fact that people are still uncertain about the identity of the model adds to the value of painting.



The model in the painting is also famous for her smile for centuries, people have been puzzled by the "Mona Lisa Smile". The smile has been described as both strange, yet very attractive. All these mysteries about the painting are the reason why this is one of the world most well know painting.

The Mona Lisa has been estimated as the world's most expensive painting. This is strange considering that it has only been sold once, by the painter himself. Today,



if the painting were to be sold, it would be valued at around 608 million Us dollars.

How much of the painting if want to sel?

- a. What is the main idea of the each paragraph?
- b. Answer the questions below based on the text!
 1. Where is the painting located now?
 2. Who is painted the Mona Lisa?
 3. Why the Mona Lisa's smile is very famous?
 4. How much of the painting if want to sel?
 5. When Leonardo Davinci start to paint?
- c. Make conclusion based on the question above!

TEACHING MATERIAL 7

Read the text carefully and answer the questions!

GIZA PYRAMIDS

The pyramids of Giza are the only surviving Ancient Wonder of the World and one of the most famous tourist attractions in the modern world. They are

some of the oldest sacred sites in our index and certainly among of the most impressive. (The Great Sphinx of Giza has a separate article.)

Although it is clear the pyramids were used for the burial of pharaohs, the construction, date, and possible symbolism of the Giza pyramids are still not entirely understood.

This mystery only adds to the attractiveness of these ancient wonders and many modern people still regard Giza as a spiritual place. A number of fascinating theories have been offered to explain the "mystery of the pyramids," one of which is summarized below.

Giza is the most important site on earth for many New Age followers, who are drawn by the pyramids' mysteries and ancient origins. Since 1990, private groups have been allowed into the Great Pyramid, and the majority of these have been seekers of the mystical aspects of the site. But even the most skeptical visitor cannot help but be awed by the great age, grand scale and harmonic mathematics of the pyramids of Giza.

a. find the mind idea of each paragraph!

b. Answer the question below based on the text!

1. What are the Pyramid of Giza?
2. What for the use of Pyramid construction?
3. Why the people still regard Giza is a spiritual place?
4. Why Giza as the most important site on the earth?
5. When private groups have been allowed into the Great Pyramid?

c. Make conclusion based on the question above!

*Test Cycle 2***CLEOPATRA**

One of the most famous women in world history was Cleopatra VII. She was the brilliant and beautiful last Pharaoh of Egypt. Historically, she becomes queen of Egypt in 51 B.C, at the age of eighteen. She was a Ptolemy, descended

from one of Alexander the Great's generals. When she was twenty- one, Julius Caesar becomes her lover. Seven years later she met Antony. The romantic tragic relationship continued until they died by suicide in 30 B. C.

Cleopatra was legendary. She was famous not only for her breathtaking beauty but also for her great intellect. She had brown eyes and they were shaped like cat eyes. Her skin was in fact an olive shade, darker than Hollywood actress Liz Taylor who portrayed her in film "Cleopatra" in 1963. She had medium dark brown hair, about to the middle of her shoulder blades. She had a reputation as an extraordinarily sensuous woman.

Cleopatra was a woman of remarkable pulse and usual intelligence. She was highly educated. She spoke proficiently in nine languages and also skilled in mathematics. She is often considered to be a stunning seductress though she was studying to be a nun. Cleopatra was a very intelligent queen and a politician with a great charisma.

a. Find the main idea of each paragraph!

b. Answer the question below based on the text!

- 1. Who is Cleopatra?*
- 2. When she become a queen?*
- 3. When she was died?*
- 4. What she look like?*
- 5. Why she was die?*
- 6. When the film of Cleopatra was release?*

c. Make conclusion based on the question above!

TEACHING MATERIAL 8

Read the text carefully and answer the questions!

KANGAROO

A kangaroo is an animal found only in Australia. It has a smaller relative, call a wallaby, which lives on the Australia Island of Tasmania and also in New Guinea.

animal

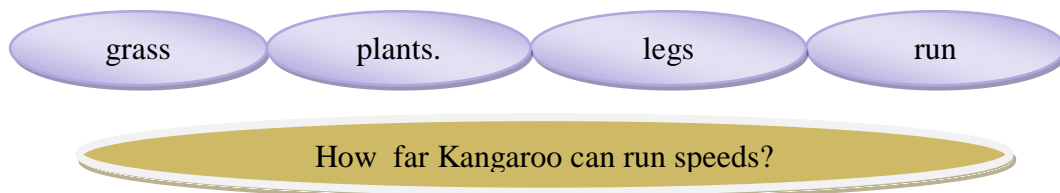
smaller

Island

lives

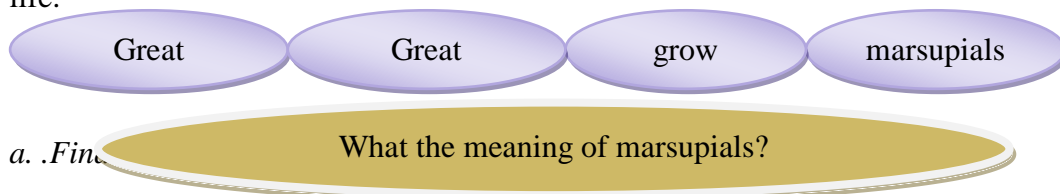
Where we can find a Kangaroo?

Kangaroo eat grass and plants. They have short front legs, but very long and very strong back legs and a tail. These they use for sitting up on and jumping. Kangaroos have been known to make forward jumps of over eight meters and leap across fences more than three meter high. They can also run at speeds over as kilometers for hour.



The largest Kangaroos are the Great Grey Kangaroo and the Red Kangaroo. Great grow to a length of 1.60 meters and weight over 90 kilos.

Kangaroos are marsupials. This means that the female kangaroo has an external pouch on the front of her body. A baby Kangaroo is very tiny went it is born, and it crawls at once into this pouch where it spends its first five months of life.



a. .Find

b. Answer the question below based on the text!

1. Where we can found the Kangaroo?
2. What food of Kangaroo eat?
3. How far the Kangaroo can run speed?
4. How length and weight of adult Kangaroo?
5. Why did the expert said The Kangaroo is a marsupials?

c. Make conclusion based on the question above!

APPENDIX. A**THE RESULT OF THE STUDENTS' READING DIAGNOSTIC-TEST OF
XI IPS 2 SMA NEGERI I PALANGGA**

S A M P L E	LITERAL COMPREHENSION		INTERPRETATIVE COMPREHENSION	READING COMPREHENSION	SCORE
	MAIN IDEA	SUPPORTING DETAIL	CONCLUSION		CLASSIFICATION
S-1	5	4	5	4.75	Poor
S-2	7.5	6.5	7.5	7.25	Fairly Good
S-3	7.5	3.5	5	5.25	Poor
S-4	5	5.5	2.5	3.88	Poor
S-5	5	6.5	2.5	4.13	Poor
S-6	2.5	5.5	5	4.5	Poor
S-7	-	-	-	-	-
S-8	7.5	6	5	5.88	Fair
S-9	5	5	2.5	3.75	Poor
S-10	7.5	6	5	5.88	Fair
S-11	7.5	6	5	5.88	Poor
S-12	5	5	5	5	Poor
S-13	5	4.5	2.5	3.63	Poor
S-14	5	7.5	2.5	4.38	Poor
S-15	2.5	5.5	2.5	3.25	Very Poor
S-16	5	3.5	5	4.63	Poor
S-17	5	5.5	7.5	6.38	Fair
S-18	-	-	-	-	-
S-19	7.5	7.5	7.5	7.5	Fairly Good
S-20	5	7	7.5	6.75	Fairly Good
S-21	5	5.5	5	5.13	Poor
S-22	5	6	5	5.25	Poor
S-23	5	8	7.5	7	Fairly Good
S-24	2.5	7.5	2.5	3.75	Poor
S-25	2.5	5.5	5	4.5	Poor
S-26	7.5	5.5	5	5.75	Fair
S-27	5	6.5	7.5	6.63	Fairly Good
S-28	5	5.5	7.5	6.38	Fair
S-29	7.5	5	5	5.63	Fair
S-30	7.5	5	5	5.63	Fair
ΣX	152.5	160.5	140	148.32	
\bar{X}	5.08	5.35	4.66	4.94	Poor

THE MEAN SCORE FOR D-TEST**1. Literal Comprehension**

- Main Idea

$$\mathbf{X} = \frac{\Sigma x}{N} = \frac{152.5}{30} = 5.08$$

- Supporting Details

$$\mathbf{X} = \frac{\Sigma x}{N} = \frac{160.5}{30} = 5.35$$

2. Interpretative Comprehension

- Conclusion

$$\mathbf{X} = \frac{\Sigma x}{N} = \frac{140}{30} = 4.66$$

Note :

X : Mean Score

Σx : total Score

N : Number of Students

APPENDIX. B

THE RESULT OF THE STUDENTS' READING TEST IN CYCLE I OF SMA NEGERI I PALLANGGA

S A M P L E	LITERAL COMPREHENSION		INTERPRETATIVE COMPREHENSION	READING COMPREHENSION	SCORE
	MAIN IDEA	SUPPORTING DETAIL	CONCLUSION		CLASSIFICATION

S-1	5	6.5	7.5	6.63	Fairly Good
S-2	7.5	6.5	7.5	7.25	Fairly Good
S-3	7.5	6.5	7.5	7.25	Fairly Good
S-4	10	8	7.5	8.25	Good
S-5	5	7	7.5	6.75	Fairly Good
S-6	7.5	8	7.5	7.63	Good
S-7	-	-	-	-	-
S-8	7.5	8	7.5	7.75	Good
S-9	5	7	5	7.63	Good
S-10	10	8.5	7.5	8.38	Good
S-11	7.5	8	5	6.38	Fair
S-12	7.5	8	5	6.38	Fair
S-13	7.5	7	5	6.13	Fair
S-14	7.5	7	5	6.13	Fair
S-15	5	6.5	5	5.38	Poor
S-16	5	6.5	7.5	6.63	Fairly Good
S-17	7.5	7	7.5	7.38	Fairly Good
S-18	-	-	-	-	-
S-19	-	-	-	-	-
S-20	7.5	6.5	7.5	7.2	Fairly Good
S-21	7.5	7.5	7.5	7.5	Fairly Good
S-22	7.5	6	5	5.88	Fair
S-23	7.5	7	7.5	7.38	Fairly Good
S-24	5	7.5	5	5.63	Fairly Good
S-25	10	8	7.5	8.25	Good
S-26	7.5	7	7.5	7.38	Fairly Good
S-27	5	7	5	5.5	Poor
S-28	5	6.5	7.5	6.63	Fairly Good
S-29	7.5	7	7.5	7.38	Fairly Good
S-30	7.5	7	7.5	7.38	Fairly Good
ΣX	190	193	180	188.04	
\bar{X}	6.33	6.43	6	6.27	Fair

THE MEAN SCORE IN CYCLE I

1. Literal Comprehension

- Main Idea

$$\bar{X} = \frac{\Sigma x}{N} = \frac{190}{30} = 6.33$$

- Supporting Details

$$\mathbf{X} = \frac{\Sigma x}{N} = \frac{193}{30} = \mathbf{6.43}$$

2. Interpretative Comprehension

➤ Conclusion

$$\mathbf{X} = \frac{\Sigma x}{N} = \frac{180}{30} = \mathbf{6}$$

Note :

X : Mean Score

Σx : total Score

N : Number of Student

APPENDIX. C

THE RESULT OF THE STUDENTS' READING TEST IN CYCLE II OF SMA NEGERI I PALLANGGA

S A M P L E	LITERAL COMPREHENSION		INTERPRETATIVE COMPREHENSION	READING COMPREHENSION	SCORE
	MAIN IDEA	SUPPORTING DETAIL	CONCLUSION		CLASSIFICATION
S-1	7.5	7.5	7.5	7.5	Fairly Good
S-2	10	10	10	10	Excellent
S-3	7.5	7.5	7.5	7.5	Fairly Good
S-4	10	8	10	9.5	Very Good
S-5	7.5	7.5	7.5	7.5	Fairly Good
S-6	7.5	9	7.5	7.88	Good

S-7	7.5	7.5	7.5	7.5	Fairly Good
S-8	10	8	7.5	8.25	Good
S-9	7.5	8	7.5	7.63	Good
S-10	10	8.5	10	9.63	Excellent
S-11	10	9.5	7.5	8.63	Very Good
S-12	7.5	7.5	7.5	7.5	Fairly Good
S-13	7.5	9	7.5	7.88	Good
S-14	7.5	8.5	7.5	7.75	Good
S-15	7.5	7.5	7.5	7.5	Fairly Good
S-16	10	10	10	10	Excellent
S-17	10	8.5	7.5	8.38	Good
S-18	7.5	7.5	7.5	7.5	Fairly Good
S-19	7.5	7.5	7.5	7.5	Fairly Good
S-20	10	10	10	10	Excellent
S-21	10	10	10	10	Excellent
S-22	7.5	7.5	7.5	7.5	Fairly Good
S-23	7.5	8	7.5	7.63	Good
S-24	7.5	7.5	7.5	7.5	Fairly Good
S-25	7.5	8	7.5	7.63	Good
S-26	7.5	7.5	7.5	7.5	Fairly Good
S-27	7.5	8	7.5	7.63	Good
S-28	7.5	7.5	7.5	7.5	Fairly Good
S-29	7.5	7.5	7.5	7.5	Fairly good
S-30	7.5	7.5	7.5	7.5	Fairly Good
ΣX	247.5	246	240	243.42	
\bar{X}	8.25	8.2	8	8.12	Good

THE MEAN SCORE IN CYCLE II

1. Literal Comprehension

- Main Idea

$$X = \frac{\Sigma x}{N} = \frac{247.5}{30} = 8.25$$

- Supporting Details

$$X = \frac{\Sigma x}{N} = \frac{246}{30} = 8.2$$

2. Interpretative Comprehension

- Conclusion

$$\bar{X} = \frac{\sum x}{N} = \frac{240}{30} = 8$$

Note :

X : Mean Score

$\sum x$: total Score

N : Number of Student

APPENDIX. D

THE RESULT OF THE STUDENTS' ACTIVENESS IN CYCLE I

Subject	1 st Meeting				2 nd Meeting				3 th Meeting				4 th Meeting			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
S-1	0	0	2	0	0	0	2	0	0	0	2	0	0	0	3	0
S-2	0	3	0	0	0	0	2	0	0	3	0	0	0	0	3	0
S-3	0	0	2	0	0	0	2	0	0	0	2	0	0	0	3	0
S-4	4	0	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-5	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0
S-6	0	3	0	0	0	0	2	0	0	0	2	0	0	0	2	0
S-7	0	0	2	0	A	A	A	A	A	A	A	A	0	3	0	0
S-8	0	0	2	0	0	3	0	0	0	3	0	0	0	3	0	0
S-9	0	0	2	0	0	0	2	0	0	0	2	0	0	0	2	0
S-10	0	0	2	0	0	0	2	0	0	0	2	0	0	0	2	0
S-11	0	0	2	0	0	3	0	0	0	3	0	0	0	3	0	0
S-12	0	0	2	0	0	0	2	0	0	0	2	0	0	3	0	0
S-13	0	3	0	0	0	0	2	0	0	0	2	0	0	3	0	0
S-14	0	0	2	0	0	0	2	0	0	0	2	0	0	3	0	0
S-15	0	0	2	0	0	3	0	0	0	3	0	0	0	3	0	0

S-16	0	0	2	0	0	3	0	0	0	3	0	0	0	3	0	0
S-17	4	0	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-18	0	3	0	0	A	A	A	A	A	A	A	A	0	3	0	0
S-19	0	0	2	0	A	A	A	A	A	A	A	A	0	3	0	0
S-20	0	3	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-21	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0
S-22	0	0	2	0	0	3	0	0	0	3	0	0	0	3	0	0
S-23	0	0	2	0	4	0	0	0	4	0	0	0	4	0	0	0
S-24	0	0	2	0	0	0	2	0	0	0	2	0	0	0	2	0
S-25	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0
S-26	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0
S-27	0	0	2	0	0	0	2	0	0	0	2	0	0	0	2	0
S-28	0	0	2	0	0	3	0	0	0	3	0	0	0	3	0	0
S-29	0	0	2	0	0	3	0	0	0	3	0	0	0	3	0	0
S-30	0	0	2	0	0	3	0	0	0	3	0	0	0	3	0	0
Sum	2	9	19	0	4	12	11	0	4	13	10	0	4	21	5	0
Fq	8	27	38	0	16	36	22	0	16	39	20	0	16	63	10	0
P	60.83			61.66				62.5				74.16				
N	30															

Note:

4 = Sangat Aktif

Fq = Frequency

3 = Aktif

P = Percentage

2 = Kurang Aktif

N = Sum of Subject

1 = Tidak Aktif

Percentage of the Students' Activeness in Cycle I

a. The First Meeting

b. The Third Meeting

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

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

$$P = \frac{73}{120} \times 100$$

$$P = \frac{74}{120} \times 100$$

$$P = 60.83$$

$$P = 61.66$$

c. The Second Meeting

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

$$P = \frac{75}{120} \times 100$$

$$P = 62.5$$

d. The Fourth Meeting

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

$$P = \frac{89}{120} \times 100$$

$$P = 74.16$$

THE RESULT OF THE STUDENTS' ACTIVENESS IN CYCLE II

Subject	1 st Meeting				2 nd Meeting				3 th Meeting				4 th Meeting			
	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
S-1	0	3	0	0	0	3	0	0	4	0	0	0	4	0	0	0
S-2	0	3	0	0	0	3	0	0	4	0	0	0	4	0	0	0
S-3	0	3	0	0	0	0	2	0	0	3	0	0	0	3	0	0
S-4	4	0	0	0	0	3	0	0	4	0	0	0	4	0	0	0
S-5	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0
S-6	0	0	2	0	0	0	2	0	0	3	0	0	0	3	0	0
S-7	0	3	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-8	0	3	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-9	0	0	2	0	0	3	0	0	0	3	0	0	0	3	0	0
S-10	0	0	2	0	0	3	0	0	0	3	0	0	0	3	0	0
S-11	0	3	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-12	0	0	2	0	0	0	2	0	0	3	0	0	4	0	0	0
S-13	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0
S-14	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0
S-15	4	0	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-16	4	0	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-17	4	0	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-18	0	3	0	0	0	3	0	0	4	0	0	0	4	0	0	0
S-19	0	3	0	0	0	3	0	0	0	3	0	0	4	0	0	0
S-20	0	3	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-21	0	3	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-22	0	3	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-23	4	0	0	0	4	0	0	0	4	0	0	0	4	0	0	0

S-24	0	0	2	0	0	3	0	0	0	3	0	0	0	3	0	0
S-25	4	0	0	0	4	0	0	0	0	3	0	0	0	3	0	0
S-26	0	0	2	0	0	3	0	0	0	3	0	0	0	3	0	0
S-27	0	0	2	0	0	3	0	0	0	3	0	0	0	3	0	0
S-28	0	3	0	0	0	3	0	0	0	3	0	0	4	0	0	0
S-29	4	0	0	0	4	0	0	0	4	0	0	0	4	0	0	0
S-30	0	3	0	0	0	3	0	0	0	3	0	0	0	3	0	0
<i>Sum</i>	7	16	7	0	12	15	3	0	15	15	0	0	18	12	0	0
<i>Fq</i>	28	48	14	0	48	45	6	0	60	45	0	0	72	36	0	0
<i>P</i>	75				82.5				87.5				90			
<i>N</i>	30															

Note:

4 = Sangat Aktif

Fq = Frequency

3 = Aktif

P = Percentage

2 = Kurang Aktif

N = Sum of Subject

1 = Tidak Aktif

Percentage of the Students' Activeness in Cycle II

a. The First Meeting

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

$$P = \frac{90}{120} \times 100$$

$$P = 75$$

c. The Third Meeting

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

$$P = \frac{105}{120} \times 100$$

$$P = 87.5$$

b. The Second Meeting

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

$$P = \frac{99}{120} \times 100$$

d. The Fourth Meeting

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

$$P = \frac{108}{120} \times 100$$

27	YELIANA NUR	.	.	.	.	.	.	.	.
28	YUSRAN	.	.	.	.	.	.	.	.
29	YUSRIANDI	.	.	.	.	.	.	.	.
30	SRI MUSTIKA	.	.	.	.	.	.	.	.
JUMLAH YANG HADIR		30	27	27	30	30	30	30	30

APPENDIX. E**THE RESULT OF STUDENTS' LITERAL COMPREHENSION IN DIAGNOSTIC TEST OF CLASS XI IPS 2 SMA NEGERI 1 PALLANGGA**

SAMPLE	LITERAL COMPREHENSION			
	MAIN IDEA	CLASSIFICATION	SUPPORTING DETAIL	CLASSIFICATION
S-1	5	Poor	4	Poor
S-2	7.5	Fairly Good	6.5	Fair
S-3	7.5	Fairly Good	3.5	Very Poor
S-4	5	Poor	5.5	Poor
S-5	5	Poor	6.5	Fair
S-6	2.5	Very Poor	5.5	Poor
S-7	-	-	-	-
S-8	7.5	Fairly Good	6	Fair
S-9	5	Poor	5	Poor
S-10	7.5	Fairly Good	6	Fair
S-11	7.5	Fairly Good	6	Fair
S-12	5	Poor	5	Poor
S-13	5	Poor	4.5	Poor
S-14	5	Poor	7.5	Fairly Good
S-15	2.5	Very Poor	5.5	Poor
S-16	5	Poor	3.5	Very Poor
S-17	5	Poor	5.5	Poor
S-18	-	-	-	-
S-19	7.5	Fairly Good	7.5	Fairly Good
S-20	5	Poor	7	Fairly Good
S-21	5	Poor	5.5	Poor
S-22	5	Poor	6	Fair
S-23	5	Poor	8	Good
S-24	2.5	Very Poor	7.5	Fairly Good
S-25	2.5	Very Poor	5.5	Poor
S-26	7.5	Fairly Good	5.5	Poor
S-27	5	Poor	6.5	Fair
S-28	5	Poor	5.5	Poor
S-29	7.5	Fairly Good	5	Poor
S-30	7.5	Fairly Good	5	Poor

$\sum X$	152.5	Poor	160.5	Poor
\bar{X}	5.08		5.35	

**THE RESULT OF STUDENTS' INTERPRETATIVE COMPREHENSION
IN DIAGNOSTIC TEST OF CLASS XI IPS 2 SMA NEGERI 1
PALLANGGA**

SAMPLE	INTERPRETATIVE COMPREHENSION	SCORE
	CONCLUSION	CLASSIFICATION
S-1	5	Poor
S-2	7.5	Fairly Good
S-3	5	Poor
S-4	2.5	Very Poor
S-5	2.5	Very Poor
S-6	5	Poor
S-7	-	-
S-8	5	Poor
S-9	2.5	Very Poor
S-10	5	Poor
S-11	5	Poor
S-12	5	Poor
S-13	2.5	Very Poor
S-14	2.5	Very Poor
S-15	2.5	Very Poor
S-16	5	Poor
S-17	7.5	Fairly Good
S-18	-	-
S-19	7.5	Fairly Good
S-20	7.5	Fairly Good
S-21	5	Poor
S-22	5	Poor
S-23	7.5	Fairly Good
S-24	2.5	Very Poor
S-25	5	Poor
S-26	5	Poor
S-27	7.5	Fairly Good
S-28	7.5	Fairly Good
S-29	5	Poor
S-30	5	Poor
$\sum X$	140	Poor
\bar{X}	4.66	

APPENDIX. F**THE RESULT OF STUDENTS' LITERAL COMPREHENSION IN CYCLE I OF CLASS XI IPS 2 SMA NEGERI 1 PALLANGGA**

S A M P L E	LITERAL COMPREHENSION			
	MAIN IDEA	CLASSIFICATION	SUPPORTING DETAIL	CLASSIFICATION
S-1	5	Poor	6.5	Fair
S-2	7.5	Fairly Good	6.5	Fair
S-3	7.5	Fairly Good	6.5	Fair
S-4	10	Excellent	8	Good
S-5	5	Poor	7	Fairly Good
S-6	7.5	Fairly Good	8	Good
S-7	-	-	-	-
S-8	7.5	Fairly Good	8	Good
S-9	5	Poor	7	Fairly Good
S-10	10	Excellent	8.5	Good
S-11	7.5	Fairly Good	8	Good
S-12	7.5	Fairly Good	8	Good
S-13	7.5	Fairly Good	7	Fairly Good
S-14	7.5	Fairly Good	7	Fairly Good
S-15	5	Poor	6.5	Fair
S-16	5	Poor	6.5	Fair
S-17	7.5	Fairly Good	7	Fairly Good
S-18	-	-	-	-
S-19	-	-	-	-
S-20	7.5	Fairly Good	6.5	Fair
S-21	7.5	Fairly Good	7.5	Fairly Good
S-22	7.5	Fairly Good	6	Fair
S-23	7.5	Fairly Good	7	Fairly Good
S-24	5	Poor	7.5	Fairly Good
S-25	10	Excellent	8	Good
S-26	7.5	Fairly Good	7	Fairly Good
S-27	5	Poor	7	Fairly Good
S-28	5	Poor	6.5	Fair
S-29	7.5	Fairly Good	7	Fairly Good
S-30	7.5	Fairly Good	7	Fairly Good
ΣX	190	Fair	193	Fair
\bar{X}	6.33		6.43	

THE RESULT OF STUDENTS' INTERPRETATIVE COMPREHENSION IN CYCLE I OF CLASS XI IPS 2 SMA NEGERI 1 PALLANGGA

S A M P L E	INTERPRETATIVE COMPREHENSION	SCORE
	CONCLUSION	CLASSIFICATION
S-1	7.5	Fairly Good
S-2	7.5	Fairly Good
S-3	7.5	Fairly Good
S-4	7.5	Fairly Good
S-5	7.5	Fairly Good
S-6	7.5	Fairly Good
S-7	-	-
S-8	7.5	Fairly Good
S-9	5	Poor
S-10	7.5	Fairly Good
S-11	5	Poor
S-12	5	Poor
S-13	5	Poor
S-14	5	Poor
S-15	5	Poor
S-16	7.5	Fairly Good
S-17	7.5	Fairly Good
S-18	-	-
S-19	-	-
S-20	7.5	Fairly Good
S-21	7.5	Fairly Good
S-22	5	Poor
S-23	7.5	Fairly Good
S-24	5	Poor
S-25	7.5	Fairly Good
S-26	7.5	Fairly Good
S-27	5	Poor
S-28	7.5	Fairly Good
S-29	7.5	Fairly Good
S-30	7.5	Fairly Good
ΣX	180	Fair
\bar{X}	6	

**THE RESULT OF THE STUDENTS' LITERAL COMPREHENSION IN
CYCLE II OF XI IPS 2 SMA NEGERI I PALLANGGA**

S A M P L E	LITERAL COMPREHENSION		
	MAIN IDEA	CLASSIFICATION	SUPPORTING DETAIL
			CLASSIFICATION

E				
S-1	7.5	Fairly Good	7.5	Fairly Good
S-2	10	Excellent	10	Excellent
S-3	7.5	Fairly Good	7.5	Fairly Good
S-4	10	Excellent	8	Very Good
S-5	7.5	Fairly Good	7.5	Fairly Good
S-6	7.5	Fairly Good	9	Good
S-7	7.5	Fairly Good	7.5	Fairly Good
S-8	10	Excellent	8	Good
S-9	7.5	Fairly Good	8	Good
S-10	10	Excellent	8.5	Excellent
S-11	10	Excellent	9.5	Very Good
S-12	7.5	Fairly Good	7.5	Fairly Good
S-13	7.5	Fairly Good	9	Good
S-14	7.5	Fairly Good	8.5	Good
S-15	7.5	Fairly Good	7.5	Fairly Good
S-16	10	Excellent	10	Excellent
S-17	10	Excellent	8.5	Good
S-18	7.5	Fairly Good	7.5	Fairly Good
S-19	7.5	Fairly Good	7.5	Fairly Good
S-20	10	Excellent	10	Excellent
S-21	10	Excellent	10	Excellent
S-22	7.5	Fairly Good	7.5	Fairly Good
S-23	7.5	Fairly Good	8	Good
S-24	7.5	Fairly Good	7.5	Fairly Good
S-25	7.5	Fairly Good	8	Good
S-26	7.5	Fairly Good	7.5	Fairly Good
S-27	7.5	Fairly Good	8	Good
S-28	7.5	Fairly Good	7.5	Fairly Good
S-29	7.5	Fairly good	7.5	Fairly good
S-30	7.5	Fairly Good	7.5	Fairly Good
$\sum X$	247.5	Good	246	Good
\bar{X}	8.25		8.2	

**THE RESULT OF THE STUDENTS' INTERPRETATIVE
COMPREHENSION IN CYCLE II OF XI IPS 2 SMA NEGERI I
PALLANGGA**

SAMPLE	INTERPRETATIVE COMPREHENSION	SCORE
	CONCLUSION	CLASSIFICATION
S-1	7.5	Fairly Good
S-2	10	Excellent
S-3	7.5	Fairly Good
S-4	10	Excellent

S-5	7.5	Fairly Good
S-6	7.5	Fairly Good
S-7	7.5	Fairly Good
S-8	7.5	Fairly Good
S-9	7.5	Fairly Good
S-10	10	Excellent
S-11	7.5	Fairly Good
S-12	7.5	Fairly Good
S-13	7.5	Fairly Good
S-14	7.5	Fairly Good
S-15	7.5	Fairly Good
S-16	10	Excellent
S-17	7.5	Fairly Good
S-18	7.5	Fairly Good
S-19	7.5	Fairly Good
S-20	10	Excellent
S-21	10	Excellent
S-22	7.5	Fairly Good
S-23	7.5	Fairly Good
S-24	7.5	Fairly Good
S-25	7.5	Fairly Good
S-26	7.5	Fairly Good
S-27	7.5	Fairly Good
S-28	7.5	Fairly Good
S-29	7.5	Fairly Good
S-30	7.5	Fairly Good
ΣX	240	
\bar{X}	8	Good