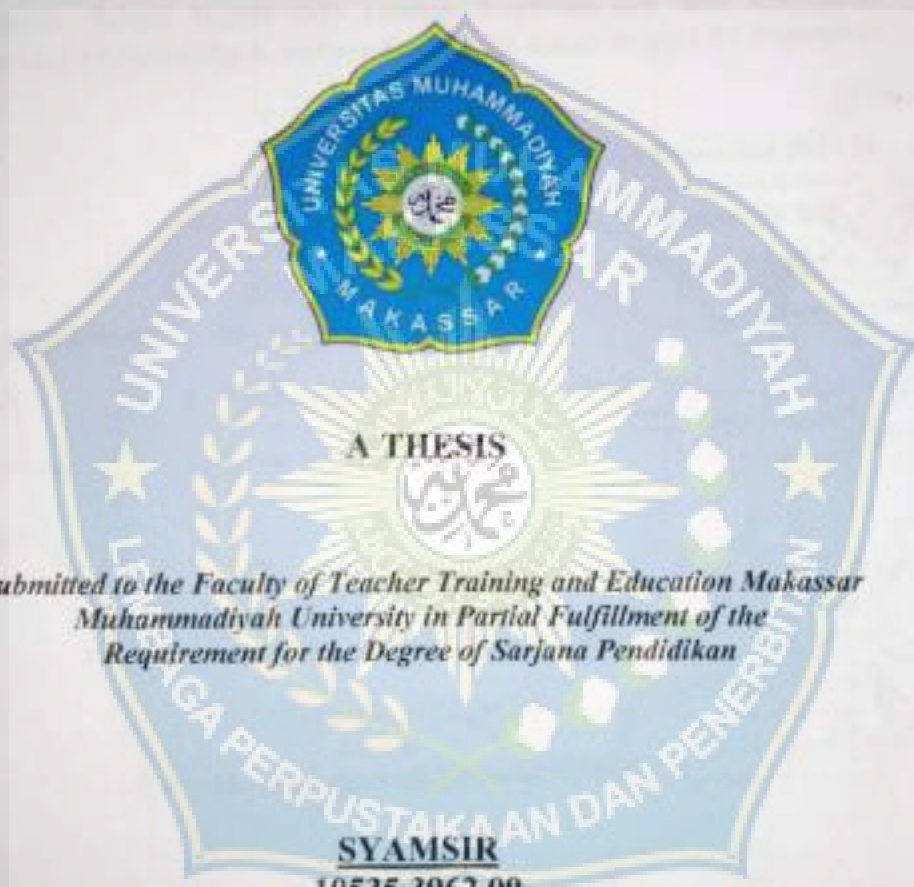


**IMPROVING THE STUDENTS' READING SKILL THROUGH
GUIDED READING METHOD**

*(A Classroom Action Research at the Second Years Students of
Yayasan SMP Perguruan Islam Makassar)*



*Submitted to the Faculty of Teacher Training and Education Makassar
Muhammadiyah University in Partial Fulfillment of the
Requirement for the Degree of Sarjana Pendidikan*

SYAMSIR

10535 3962 09

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHERS TRAINING AND EDUCATION
MAKASSAR MUHAMMADIYAH UNIVERSITY**

2014



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

LEMBAR PENGESAHAN

Skripsi atas nama SYAMSIR, NIM 10535 3962 09 diterima dan disahkan oleh Panitia Ujian Skripsi berdasarkan Surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: 147 Tahun 1436 H/2014 M, Sebagai salah satu syarat guna memperoleh Gelar Sarjana Pendidikan pada Jurusan Pendidikan Bahasa Inggris (S1) Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Kamis tanggal 25 Nopember 2014

14 Nopember 2014 M

Makassar,

21 Muharram 1436 H

PANITIA UJIAN

Pengawas Umum : Dr. H. Irwan Akib, M.Pd

Ketua : Dr. Andi Sukri Syamsuri, M.Hum

Sekretaris : Khaeruddin, S.Pd., M.Pd

Penguji :

1. Sulfasyah, MA., Ph.D

2. Nurdevi Bte Abdul, S.Pd., M.Pd

3. Maharida, S.Pd., M.Pd

4. Farisha Andi Baso, S.Pd., M.Pd

Disahkan Oleh:

Dekan FKIP Unismuh Makassar

Dr. Andi Sukri Syamsuri, M. Hum.

NBM: 858 625



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

APPROVAL SHEET

Title : *Improving The Students Reading Skill Through Guided Reading Method (Classroom Action Research At The Second Years Students Of Yayasan Smp Perguruan Islam Makassar)*

Name : Syamsir

Reg_Number : 10535 3962 09

Program : English Education Department Strata 1 (S1)

Faculty : Faculty Of Teacher Training And Education

Makassar, 27 November 2014

Approved by:

Consultant I

Erwin Akib, S.Pd, M.Pd

Consultant II

Nuzleyl Bte Abdul, S.Pd, M.Pd

Dean of FKIP
Universitas Muhammadiyah Makassar

Dr. A. Sukri Syamsuri, M. Hum.
NBM: 858 625

Head of English
Education Department

Erwin Akib, S.Pd, M.Pd
NBM: 860 934



APPROVAL SHEET

Title : **Improving the Students' Reading Skill Through Guided Reading Method (A Classroom Action Research at The Second Years Students of Yayasan SMP Perguruan Islam Makassar)**

Name : Syamsir

Reg. Number : 10535 3962 09

Program : Strata Satu (S-I)

After being checked and observed, this thesis had been filled qualification to be examined.

Makassar, October 2014

Approved by

Consultant I

Erwin Akib, S.Pd., M.Pd

Consultant II

Nurdevi Bte Abdul, S.Pd., M.Pd

Dean of FKIP

Petrismanuh Makassar



Dr. A. Sukri Syamsuri, M.Hum

Head of English

Education Department



Erwin Akib, S.Pd, M.Pd



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

Jl. Sultan Alauddin Telp. (0411) 860 132 Makassar 90221

CONSSELLING SHEET

Name : SYAMSIR
 Reg. Number : 10533 3962 09
 Title : *Improving the Students' Reading Skill Through Guided Reading Method (A Class Room Action Research at The Second Years Students of Yayasan SMP Pergerakan Islam Makassar)*
 Consultant II : Nurdevi Ite Abdul, S.Pd., M.Pd


Day / Date	Chapter	Note	Sign
9-9-2014	I-1	<ul style="list-style-type: none"> Review your background Problem statements are unclear Scope of the study Use of space between the books in each section Use the int. name of the source include the year of the source 	
23-10-2014	-	<ul style="list-style-type: none"> Check structure chapter Abstract Acknowledgment CV 	

Makassar, September 2014

Head of English
Education Department

Erwin Akib, S.Pd., M.Pd

NBM/ 860 934


FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR

Jl. Sultan Alauddin Telp. (0411) 860 132 Makassar 90221


CONSULTING SHEET

Name : SYAMSIR

Reg. Number : 10535 3962 09

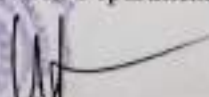
Title : **Improving the Students' Reading Skill Through Guided Reading Method (A Class Room Action Research at The Second Years Students of Yayasan SMP Perguruan Islam Makassar)**

Consultant II : Nurdevi Bie' Abdul, S.Pd., M.Pd

Day / Date	Chapter	Note	Sign
29/10	I - V	Acc	

Makassar, September 2014

Head of English
Education Department


Erwin Akip, S.Pd., M.Pd

NBM: 860 934



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

Jl. Sultan Alauddin Telp. (0411) 860 132 Makassar 90221

CONSELLING SHEET

Name : SYAMSIR
Reg. Number : 10535 3962 09
Title : **Improving the Students' Reading Skill Through Guided Reading
Method (A Class Room Action Research at The Second Years
Students of Yayasan SMP Perguruan Islam Makassar)**
Consultant I : Erwin Akib, S.Pd, M.Pd

Day / Date	Chapter	Note	Sign
20/6/14		OK	

Makassar, September 2014

Head of English
Education Department



Erwin Akib, S.Pd, M.Pd

NBM: 860 934



SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini :

Nama : SYAMSIR
Nim : 10535 3962 09
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul Skripsi : **IMPROVING THE STUDENTS' READING SKILL THROUGH GUIDED READING METHOD (A Classroom Action Research at the Second Years Students of Yayasan SMP Perguruan Islam Makassar)**

dengan ini menyatakan bahwa

1. Mulai dari penyusunan proposal sampai selesai skripsi ini, saya akan menyusunnya sendiri (tidak dibuatkan oleh siapapun)
2. Dalam menyusun skripsi ini, saya akan selalu melakukan konsultasi dengan pembimbing yang telah ditetapkan oleh pimpinan fakultas
3. Saya tidak akan melakukan penjiplakan (plagiat) dalam menyusun skripsi ini
4. Apabila saya melanggar perjanjian ini seperti butir 1, 2 dan 3 maka saya bersedia menerima sanksi sesuai aturan yang berlaku

Demikian perjanjian ini saya buat dengan sebenarnya.

Makassar, November 2014

Yang Membuat Pernyataan

SYAMSIR

Diketahui Oleh,
Ketua Jurusan
Pendidikan Bahasa Inggris

Erwin Akib, S.Pd., M.Pd.
NBM. 860 934

MOTTO

*"Sesungguhnya rahmat Allah dekat dengan orang-orang
yang berbuat baik"*

(Q.S. AL-'ARAF: 56)

*"Don't be Afraid to Stand for what You Believe in, Even if That
Means Standing Alone"*

*"When You Feel "You Can't Do It", You Will be Amaze "When
You Can DO IT"*

*Sebuah dedikasi kepada Allah swt yang menganugerahkan hidup dan kehidupan ini
Untuk kedua orang tuaku yang telah menjadi matahari di bumi dan bintang di surga dan teman,
sahabat, serta kerabat yang telah memberi dukungan, perhatian, pengorbanan dan do'a tulus
yang diberikan untuk menunjang kesuksesanku dalam menggapai cita-cita. Semoga menjadi
berkah buat kita semua. Amin.....*

ABSTRACT

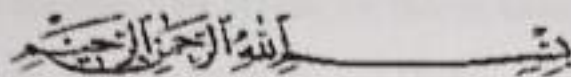
SYAMSIR, 2014. *The application of guided reading method in improving students' reading skill (A Classroom Action Research at the second years students of Yayasan SMP Perguruan Islam Makassar)*. Guided by Erwin Akib & NurdeviBte Abdul.

This research aimed to find the improvement of the students' reading skill in terms of Student' Reading Comprehension and Students' Activity on learning process of Yayasan SMP Perguruan Islam Makassar.

The researcher used A Classroom Action Research (CAR). The researcher had conducted two cycles, where each cycle consisted of four meetings. This classroom action research was done at Yayasan SMP Perguruan Islam Makassar. As subject in this research was the second class with students' number as about 38 students consist of 17 man and 21 women. The instruments were observation sheet and test sheet.

The research findings indicated that the application of guided reading method was effective and significant in improving the students' reading skill especially students' reading comprehension. It was proved that the mean score of D-Test was 39.4%, Cycle I 64.18% and after conducted Cycle II improved to 73.24%. And based of mean score of students' reading comprehension during two cycle researcher found percentage improvement that is from D-Test to Cycle I is 62.8% and from Cycle I to Cycle II is 85.8% higher than before. It means that there was the improvement of students' reading comprehension on learning process.

ACKNOWLEDGEMENTS



By reciting Bismillahi Rahmani Rahim, the researcher started the process of this activity including the primarily observation, literature review, writing process, getting research, and consultation. Therefore, the very gratefulness is adhered to almighty God (Allah SWT) and his messenger Muhammad SAW, who has given me the best everything to complete the whole process of this research.

Further, the researcher also expresses sincerely unlimited thanks to his beloved father and mother (Badu and Satu) and his beloved sister (Delvi Ulansari) who love his very much and always give the love, support sincerely and purely without time. Therefore, the researcher hopes that he can be always better and success in following his next life day by day to respond the love much more till their grand children born then grow up like their expectation and thanks to headmaster and English Teacher of Yayasan SMP Perguruan Islam Makassar (Nina Marlina Nadjamuddin, S.Pd & Syamsul Budiman, S.Pd) and My beloved friends and my cousins who has given supports to me every time and everywhere.

Special thanks are given to Muhammadiyah University of Makassar because of giving an opportunity to the researcher in getting undergraduate education. Therefore, the researcher also includes the thanks to the all people and instances that provide the best four years moment in this blue campus.

1. Rector of Muhammadiyah University of Makassar, Dr. Irwan Akib, S.Pd.,M.Pd

2. Dean and vices dean of Faculty of Teacher Training and Education (FKIP), Dr. A. Sukri Syamsuri, S.Pd.,M.Hum, Dr. Bahrin Amin, S.Pd.,M.Hum (PD I), Dra. Syahribulan. K, M.Pd (PD II), and Mustaqim Muhallim, S.Pd.,M.Pd (PD III).
3. Head of English Department, Erwin Akib, S.Pd.,M.Pd and his vice Ummi Khaerati Syam, S.Pd., M.Pd
4. Supervisors who help very much from the beginning to the end of this work (Erwin Akib, S.Pd., M.Pd & Nurdevi Bte Abdul, S.Pd., M.Pd).
5. Head of Lembaga Penelitian Pengembangan dan Pengabdian Masyarakat (LP3M), Muhammadiyah University of Makassar, Ir. Abubakar Idhan, MP.

In the process of this work, friends also help the researcher by collecting sources of information and making some best moments in her boring time.

1. EDSA 09
2. ELANG Community
3. BG 09 D
4. Personal thanks also given to his special one, Riska Amaliah who gives spirit and time for being together several times.

Finally, by reciting Alhamdulillah Robbil Alamin, the researcher has been success to finish his work or research according to the target of time and also target of the research, nothing left or forgotten to do.

Researcher

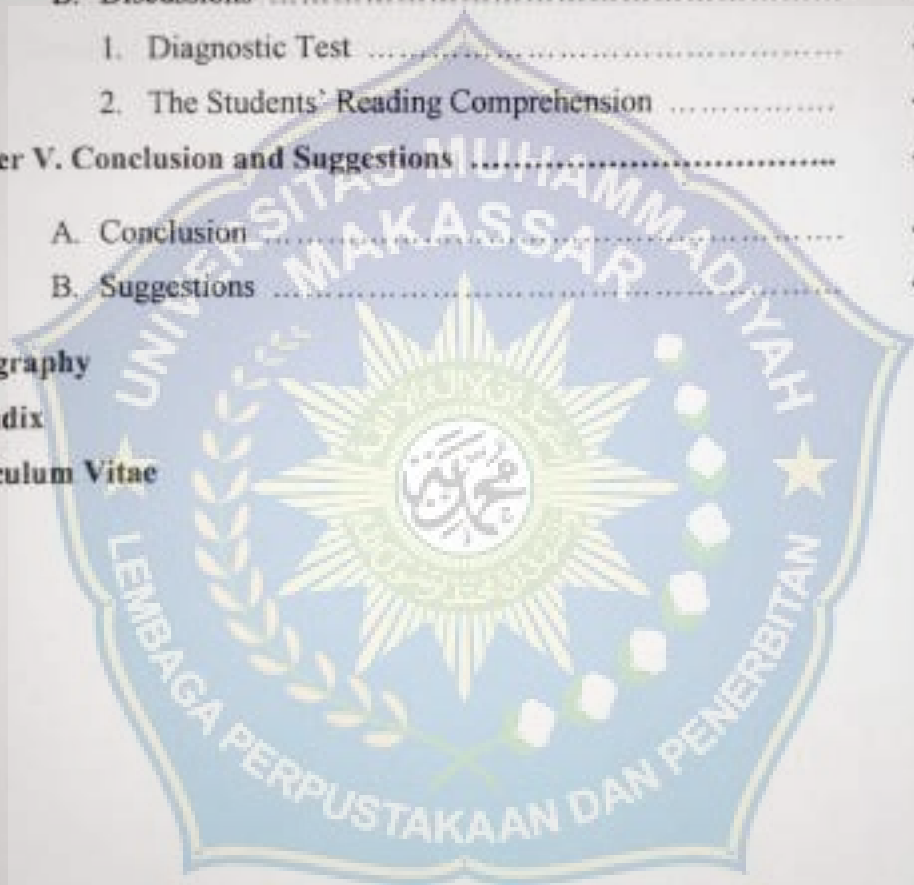
Syamsir

List of Contents

Page.

i.	Sampul <i>Cover</i>	
ii.	Approval Sheet	
iii.	Surat Pernyataan	
iv.	Surat Perjanjian	
v.	Abstract	
vi.	Acknowledgements	
viii.	List of Contents	
x.	List of Table	
xi.	List of Diagram	
xii.	List of Appendix	
Chapter I. Introductions		1
A. Background		1
B. Problem Statement		3
C. Objective of the Study		3
D. Significance of Study		3
E. Scope of the Study		4
Chapter II. Review of Related Literature		5
A. Concept of Reading		5
B. Concept of Guided Reading		20
C. Conceptual Framework		27
Chapter III. Research Method		21
A. Research Design		29
B. Research Variable and Indicator		32
C. Research Instrument		33
D. Data Collection		33
E. Data Analysis		34

Chapter IV. Findings and Discussion	36
A. The Findings	36
1. The Students' Reading Comprehension	36
2. The Students' Activeness in Learning Process	42
B. Discussions	44
1. Diagnostic Test	44
2. The Students' Reading Comprehension	45
Chapter V. Conclusion and Suggestions	46
A. Conclusion	46
B. Suggestions	47
Bibliography	
Appendix	
Curriculum Vitae	



List of Table

Table 1. Result Improvement of the Students' Reading Comprehension	36
Table 2. Frequency and Rate Percentage of the Students' Reading Comprehension	38
Table 3. Result of the Students' Activeness through Guided Reading	42



List of Diagram

Diagram 1: The Improvement of the Students' Mean Score	37
Diagram 2: The Frequency of the Students' Reading Comprehension in D-Test, Cycle I and Cycle II	40
Diagram 3: The Percentage of the Students' Reading Comprehension in D-Test, Cycle I and Cycle II	41
Diagram 4: Result of Improvement of the Students' Activeness in Learning Process	43



List of Appendix

Appendix 1. Lesson Planning

Appendix 2. Result Evaluation of Students' Reading Comprehension

Appendix 3. Lembar Observasi Keaktifan Siswa

Appendix 4. Lembar Observasi Terhadap Peneliti

Appendix 5. Gambar Siswa dalam Proses Kegiatan Belajar Mengajar



CHAPTER I

INTRODUCTION

A. Background

Language is a means of the communication, which is used people to communicate around the world to express their ideas, opinions and responds each others. When the students learn a language, they have to learn four language skills. The four language skills are speaking, listening, reading, and writing. Listening and reading are called receptive skill, while speaking and writing are called productive skills (Harmer, 1991:17).

Among the four skills mentioned above, reading gets the greater attention than other skills. Reading is probably the most important skill that the students need for success in their studies. Students may rarely have opportunities to talk to native speakers, but they have to read lengthily assignments in different subjects with varying degrees of detail and difficulty. As Farhady in Faramazzi, (2000:3), because of the rapid explosion in the world of science and technology, reading in English has received priority among other objectives of English language teaching. That is why the main goal of teaching English in many countries, especially within the educational programs, is to improve the reading ability of the students in order to enable them to extract new information from the original sources in their fields.

Reading skill is one of the main points to master English because a lot of students have opinion that reading an important target, with reading they can get information and entertainment beside for their career and study target. So,

the researcher will focus on reading skill in his research. As support for students in improving reading skill, student have to be give knowledge about component of language, such as knowledge about vocabulary, structure, pronunciation, sound for help their skill language. On the other hand, curriculum and education system also will assist teachers in improving education by significant especially learning English language.

In improving reading skill of students' teachers have to use good strategy, precise method, and resource of study, media on learning, assessment process and evaluation. To know about it, hence previously researcher have to do observation, and after doing observation in Yayasan SMP Perguruan Islam Makassar Class VIII the result on learning English Language that is the student did not focus on learning English, especially in reading teat, less understand about information on material, they were behaving passive when learning process, feeling boring on class and shy in reading because they were not confidence with their selves, while problem faced by teacher is how to make students focus on learning and teaching process.

According to the result of the first observations above, researcher decided to choose Guided Reading method because it is assessment can assist students and teacher on learning process. And it also can make students become active and self-learning because guided reading method applied to make students pleased.

Based on some benefit of it, the researcher is more confidence to choose that method to be used in learning process, and the researcher complied on a title "Improving Students' Reading Skill through Guided Reading Method".

B. Problem Statement

Based on background, the research formulated follows:

1. How is the improvement of the students' reading comprehension in identification type of reading text (skimming) and how the students find specific information and main ideas about reading text through Guided Reading Method at VIII class Yayasan SMP Perguruan Islam Makassar?
2. How is the improvement of the students' activeness in learning process through Guided Reading Method?

C. Objective of the Study

Related to the research question above, the objectives of the research are:

1. To find out the improvement of students' reading comprehension skill through Guided Reading Method.
2. To find out students' activity toward the use of Guided Reading Method.

D. Significance of Study

The result of the research is expected to be useful information to the teachers in order to know about Guided Reading. So they can use it in learning and teaching process.

E. Scope of the Study

The scope of the research is limited to improve the students' reading comprehension in identification type of reading text (skimming) and how the students found specific information and main ideas about reading text through Guided Reading Method.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Reading

1. Definition of Reading

Nuttal (1988: 21) defined reading as the meaningful interpretation of printed or written verbal symbol. It means that reading is result of interaction between the perception of graphic symbol that represent language and the reader language skill, cognitive skill, and the knowledge of the world.

According Mikulecky and Jeffirs (1986: 1), reading helped the students learn to think in the new language, builds a better vocabulary, and makes them more comfortable with writing English. As ability in reading increase, individual learn to adapt their reading strategies in matching with the purpose for reading and the limiting material. The reading activity reader must understand or comprehends what the reader read. This process calls cognitive process. Furthermore, Reiking and Scheiner as quoted by Kustaryo (1988: 2) suggested that reading is an active cognitive process on interacting with print and monitoring comprehension to establish meaning.

In comprehending the message of text, reading can function as a communicative process between a writer and reader. Reiking and Scheiner, as cited in Kustaryo (1988: 2) suggested that reading is an instantaneous recognition of various written symbols, simultaneous association of the symbols with existing knowledge, and comprehension of the information and

ideas communicated. The reader must also recognize the sentences structure of the passage such as question, negations, coordination, and subordination, and the other it the reader also recognize the relationship between parts of the sentences, for example conditional, purpose, and temporal relationship (River, 1971: 131).

Goodman (1988:12) stated that reading is a receptive language process. It is psycholinguistic process in that it starts with a linguistic surface representation encoded by writer and ends with meaning that the readers construct. And the conclusion reading is ability of cognitive process of interaction between the graphic symbols and the language skills of reader. Reading is also a process of communication between a writer and a reader. A writer has message about his or her name, such as feeling, facts, ideas, and argument which want to state.

As a skill in english, the students have to have an ability in reading for getting important information in a book because reading helps the students learn to think in the new language, builds a better vocabulary, and makes them more comfortable with writing English.

Some kinds of reading skills:

a. Word attack skill

Word attack skills are the ability to convert graphic into intelligible language.

b. Comprehension skills are the ability to use context and prior knowledge to aid reading and to make sense of what one reads and hears.

Comprehension is based on:

- 1) Knowledge that reading makes sense
 - 2) Readers' prior knowledge
 - 3) Information presented in the text, and
 - 4) The use of context to assist recognition of word and meaning.
- c. Fluency skills are the ability to see larger segment and phrase as wholes as an aid to reading and writing more quickly.

Example of fluency skills:

- 1) Immediately recognizing letters and frequent clusters of letters.
- 2) Learning frequent words by sight.
- 3) Seeing phrases as wholes

Reading skills are specific abilities which enable a reader

- (a) To read the written form as meaningful language
- (b) To read anything written with independence, comprehension and fluency, and
- (c) To mentally interact with the message.

Critical reading skills are the ability to analyze, evaluate, and synthesize what one reads. They are the ability to see relationships of ideas and use them as an aid in reading.

Examples of critical reading skills:

- a. Seeing questions and expecting answers
- b. Seeing cause and effect

Example: Being able to supply the correct word in a clause such as this one:

- o "If you drop it, it will b..."

c. Seeing steps in a process

Example: Being able to supply the correct word in a clause such as this one:

- o "Pull up a chair and s..."

In this research reading skill means that students' reading comprehension so researcher more focus with comprehension of students about material or test. Speak about reading comprehension, some people have definition about reading comprehension such as: David Nunan said: "It is important to bear in mind that reading is not an invariant skill, that there are different types of reading skills that correspond to the many different purposes we have for reading" (1989:33). So, in the classroom, in students' reading activities, the writer is sure that they have many purposes, among others are to graduate from their school and to provide themselves with the knowledge to continue their studies whatever their purposes are. In order to achieve the goal, the comprehension ability in reading is needed.

The concept of reading comprehension could be bottom-up and top-down approaches. Nunan (1989:33) mentioned that with the bottom-up approach, the reading is viewed as a process of decoding written symbols, working from smaller units (individual letter) to larger ones (words, clauses and sentences).

According to Olson and Diller (1982:42), reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material. This statement is supported by Harris and Sipay (1980:179), who said that reading comprehension ability is taught to be a set of generalized knowledge acquisition skills that permits people to acquire and exhibit information gained as a consequence of reading printed language.

2. Reading Process

Woridjoyo (1989:10-11) put 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.

3. Types of Reading

Abbot et al. (1981: 92) determined the types of reading for the purpose of reading;

a. Skimming

The eyes run quickly over the text to discuss what it is about, the main idea and the gist. However, a reader should look quickly across and down the page to find specific information he wishes.

b. Scanning

The reader is on the lookout for a particular item he believes in the text. The scanning can be done to find name, data, statistic, or fact in writing. The eyes start quickly at the lines of writing.

c. Intensive reading.

It is also called study reading. This involves closed reading of the text as the amount of comprehension should be high. The speed of reading is correspondently slower.

4. The purpose of Reading

Reading is an activity with a purpose, someone may read for many reasons from instance to gain information of very exciting knowledge, or in order to critique a writer's ideas or writing style. A person also read for enjoyment, or to enhance knowledge of the language being read, (Nuttal 2000:198)

The purpose for reading determined the appropriate type and level of comprehension.

- a. When reading for specific information, students read to ask themselves, have I obtained the information I was looking for?
- b. When reading for enough understanding (intensive reading) students need to ask themselves do I understand the story line? Sequence of ideas well enough to enjoy reading this?
- c. When reading for through understanding (intensive reading) students need to ask themselves do I understand each main idea and how the author support it? Does what aim reading agree with my prediction, and if not, how does it differ? (Heldi Byrness:1998:9) in Lutfia (2008: 12) Morefer and Williams (1984:159) said that reading really do not read unless. They have a reason for reading and in sides to see it is meant by this he give three questions
 - a. What sort of text each one comes (e.g., time table, novel)
 - b. Why might be read (e.g., for pleasure)
 - c. How it might be read (e.g. slowly)

For the three questions the reader would generally have no some reason. For reading this, as seeing and reading would occur at the some in the case of effect ivy reading, such involuntary reading is not an important aim for the foreign language learner thought. There maybe times he needed to read single words rapidly for a purpose, (Morefer : 103)

The second questions, the reader would not read all of this, but I look for particular train time. The last questions, these would be read for information. If the person was using the machine for the first time, he would probably read it all carefully and slowly, perhaps checking back from time to time (Intensive Reading), (Barners in Palaloi:43)

5. Reading Rules

Brothers (1962:84) divided two reading rules that can improve the reading skills:

a. Motivate the habit of reading

Someone never learn to become an efficient reader or to evaluate what you have read unless you have first become a steady reader.

b. Learning to read actively

This means, thinking while you read, you learned that mistake in reasoning are easy to make bit often hard to spot. Thus, when you read especially when you read anything of controversial nature, you must be an alert for pit falls in reasoning if you try to absorb learning without thinking about it, the scope of your reading ability will remain very narrow.

6. Teacher and Students in Learning Reading

a. Teachers

Reading in the students' native language and reading in their target language are different things. Reading in their native language is

much easier than reading in their target language because they have not mastered the vocabulary and the structure of their second language. Reading in the target language is very difficult for them. They have to have enough knowledge of the language that has a different system, including vocabulary and structure. When the students read a passage, they have to think about the meaning of words that they don't know. It is better for the students to have dictionary with them. They can find the meaning of the words they don't know more easily by consulting a dictionary. The students who have not mastering these components of language will face significant difficulties. The difficulties they face for example, they cannot understand the passage they read because they do not know the meaning of the words in the passage. In this matter, the teacher has an important role in improving students' awareness and supporting students' efforts. Briefly, the role of the teacher is to facilitate reading, raise consciousness, build confidence, ensure continuity and systematicity, show involvement, and demand performance (William Grabe, 1986:44). It means that teachers should try to get students to read and to develop skills aimed at improving their ability to read. Blair, Guzzetti and Marzano, as quoted by Estill (1988:493-494) stated that effective teachers are those who:

1. Have high expectations of their students.
2. Have a strong belief in what they are doing and believe that the goals that they have set can be attained.

7. Assignments are not too hard and there is enough practice to ensure success.
8. Evaluating the students' work.
9. The teacher involves in the students' learning directly.
10. The skills used are applied in a variety of ways.
11. Use higher-level questions in checking comprehension.
12. Use flexible grouping as the situation and instruction indicate.
13. Keep an open mind to ways of improving instruction.
14. Manage the classroom and plan carefully.

Finally, the teacher must show involvement and demand performance two sides of the same behavior. Since reading instruction must begin with a fair amount of faith and good intentions on the part of the student, over signs of involvement and interest are all the most important. Progress in reading is only recognizable over period of time, and often in less overt ways than direct production or application (Simanjuntak, 1988:36). Teachers must be willing to believe in the process as well. One clear indication of faith and commitment is to demand performance. Reading is a personal experience and the teacher cannot peer over the shoulder of the students. But the teacher can require assignments on the students. Most students rightly interpret such behavior as commitment and involvement on teachers' part.

b. Student

The weaknesses of students in reading skills are unquestionable. They lack prior knowledge, which is a very important foundation in "getting the gist of the paragraph". Providing background information and previewing content for the reader seem to be the most obvious strategies for the language teacher (Kustaryo, 1988:15). Providing background information and previewing are particularly important for the less proficient language student (Carrell, 1988:87). Readers who are more proficient in a language tend to receive content previews because they are no longer as susceptible to vocabulary and structure difficulties in reading. One thing we surely want to remind ourselves of, however, is that less proficient readers also need familiar content selections and/or content preview as much as, or more than proficient readers. Illustrations may be particularly appropriate for the students with minimal language skills. Providing the semantic content component for low-level readers will free them from focusing on vocabulary and structure expressive of that content.

Reading techniques play an important role in understanding reading materials. They facilitate students who want to read efficiently. A student who has determined what he expects to gain from his reading should select a reading technique that best suits his particular purpose. If he is reading a novel or a magazine for pleasure, he will obviously not

use the same kind of reading technique that he would use in studying a book on science: linguistics, mathematics, biology, and other subjects.

Reading is very complex and progresses from very poor reading habits to better ones. It requires a high level of effort and concentration. It is more than just a visual task. A reader must not only see and identify the symbols in front of him but he must be able to interpret what he reads, associate with past experience, and project beyond this in terms of ideas, judgments, applications, and conclusions. These reading necessities should be taught to help improve the students' reading abilities. Students should know some reading techniques that they need for their work. They should be sure that suitable techniques are used to facilitate their rapid understanding of the reading materials. Different types of reading materials call for different reading techniques. In any reading task a student should be flexible in using these techniques, meaning that the techniques should be appropriately chosen, and they should fit the aim of this reading. This appropriateness will help his reading and give positive effects; the objective he wants to obtain, to get some information, to get the main idea, to understand the whole material and other purposes can be reached.

6. Reading Comprehension

1. Definition of Reading Comprehension

Harris and Sipay (1980: 8) stated that reading comprehension as the result interaction between the perception of graphic symbols that present language skills and knowledge of the world.

Kustaryo in Tahrir (2001: 6) stated that reading comprehension is an active thinking process, which not only depend on comprehension understands what has been read. It is on active thinking process that depend not only comprehension skill but also the students experience and prior knowledge comprehension involves understanding vocabulary, seeing the relationship among words and concepts, meaning judgment and evaluating.

According to Mayor (2005) reading comprehension is understanding a text that is read, or the process of "constructing meaning" from a text. Comprehension is a "construction process" because it involves all of the elements of the reading process working together as a text is read to create representation of the text in the reader's mind.

Alexander (1998) pointed out that reading comprehension involves taking meaning to a text in order to obtain meaning from the text. Comprehension is the act or process of comprehending. Beside, Holt (1996: 175) stated that reading comprehension is the minds act or power of understanding.

According to Reinking and Seeiner in Irawati (2005: 6), she stated that reading comprehension understanding what has been read. It is an active thinking process that depend not only comprehension skill but also the students experience and prior knowledge comprehension involves understanding vocabulary, seeing the relationship among words and concepts, making judgment and evaluating.

Based on definition above, we may concluded that reading comprehension is such a kind of language between an author and a reader in which the written language become the medium that cause the dialogue happen when the two persons communicate through the medium print.

2. Reading Comprehension Levels

The term 'level' does not mean simply different degrees of difficulty. It refers to the attitude and reaction to what is read.

There are several levels of comprehension. Higher level of comprehension would obviously include higher level thinking. Burn (1984:177) divided reading comprehension skill into four levels, as gives below:

a. Literal Comprehension

Literal comprehension represents the ability of understanding with information that is explicitly stated in the print and illustration. The students can recall, identify, classify, and sequence detail, fact and stated

main ideas from a variety of written materials, and can interpret directions this level of comprehension involves surface meaning.

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
- 2.) Explain the author's purpose of writing in the text
- 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

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.

B. Concept of Guided Reading

1. Definition of Guided Reading

According to Fountas and Pinnell (2001), guided reading is an instructional setting that enables you (the teacher) to work with a small group of students to help them learn effective strategies for processing text with understanding. The purpose of guided reading is to meet the varying instructional needs of all the students in your class, enabling them to greatly expand their reading powers (p.189 - 191).

According Founta and Pinnell (2001). Guided Reading is a strategy that supports students to discover the meaning of a text for them. The amount of guidance give by you, the teacher, varies according to the ability and confidence of the students.

Guided reading is a teaching approach that is designed to help individual students learn how to process a variety of increasingly challenging texts with understanding and fluency. Guided reading occurs in a small-group setting because the small group allows for interactions among readers that benefit them all. The teacher selects and introduces

texts to readers, sometimes supports them while reading the text, engages the readers in discussion, and performs a mini-lesson after the reading. Sometimes after reading a text, the teacher extends the meaning of the text through writing, text analysis, or another learning activity. The lesson may also include work with words based on the specific needed of the small group.

Guided reading is strategies can helps students become good readers. The teacher provides support for small groups of readers as they learn to use various reading strategies (context clues, letter and sound relationships, word structure, and so forth). Although guided reading has been traditionally associated with primary grades it can be modified and used successfully in all grade levels. For example, older students may need to learn new strategies to understand how to read an information book in a way that is going to give them access to the information they are seeking.

In this research, researcher will use essay test for material match with method (guided reading).

2. Advantages Guided Reading

Castle (1995), Guided reading groups allow the teacher to instruct and support the strategies, skills, and concepts that are taught within any reading program. During whole group instruction, many students are being taught strategies that they are unable to practice because the text is too difficult. When students are given ample opportunities to practice learned strategies within text that is appropriate for their instructional reading

level, they are able to devote more attention to strategic problem solving that focuses on all of the cueing systems of reading: meaning, structure, and visual information. Key benefits include:

- a. Students develop into independent readers while being supported.
- b. Students have more opportunities to read independently and use learned strategies, while sharing in a small group activity.
- c. Students are given an opportunity to use strategies in a "high success" instructional setting that encourages strategy use in "successful" text.

Guided Reading method is easy to use in classroom. This method will train students be independent student and active learners, more focus at faced problem, and perhaps student don't be boring. This method more effective, variety and able advance creativity of teacher and student. The other it this method make student enjoy in learning and easy remember about study because learning process in class more be pleasing and impressing.

3. The Teaching Process of Guided Reading

According Fountas and Pinnel (1996) that there were some steps in teaching through Guided Reading, namely:

1. Choose and determining text or selection text according to experience of students or selection text which interest for students.
2. Grouping of students (4-6 students).

3. Each student read the text with three steps: read by them once, read slow or softly and then silently reading.
4. Students find information to their friends about way of reading or pronunciation of word as a starting discussion with their group.
5. Teacher using picture as meaning supporter.

According Hughes (2007) Step-by-Step Guide to Guided Reading at the Junior Level

1. Before Reading
 - a. Access prior knowledge
 - b. Build background and introduce genre, title and author
 - c. Ask for predictions based on the cover of the text
 - d. Access concepts, images and vocabulary in the readers' memories that are related to the story
 - e. Begin a graphic organizer
 - f. Do a 'Book Walk'
 - i. Scan through the text and examine any illustrations
 - ii. Look at the format of the book (pages, chapters, titles, table of contents, index, etc.)
 - iii. Introduce and discuss key vocabulary in the title
2. During Reading
 - a. Each group member reads a selected portion of the text silently
 - b. Teacher directs the students' reading by suggesting what they might look for in each paragraph

c. Teacher selects appropriate reading strategies and focus questions

3. After Reading

a. Reflect on reading strategies

b. Discuss characters, setting, plot, genre as a group

c. Discuss vocabulary

d. Teach mini-lessons based on the needs of those in the group

e. Develop reading skills and strategies

f. Responding and Extending:

g. Build comprehension by discussing the text in more depth (explore theme, character development, make connections).

In this research, researcher using teaching process with combine between Fountas and Pinnel (1996) and Jennette Hinghes concepts matching with situation and condition of students and class.

4. Principles of Guided Reading

According Klein et.al (2001) Guided Reading and Literacy Centers, principle of Guided Reading is:

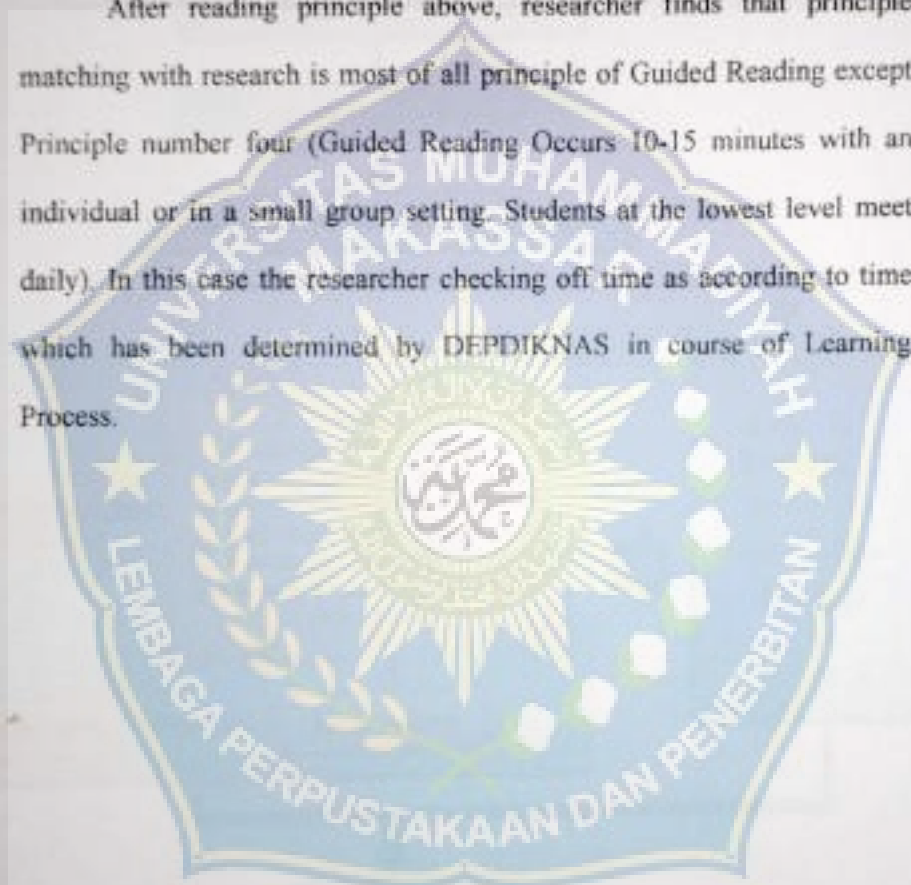
1. Guided Reading is not choral reading, round robin reading, or popcorn reading.
2. Guided Reading is a form of small group instruction where students read a new text at their own pace following a well planned, supportive introduction.

3. Guided Reading is a time for students to practice, in a new text, those skills and strategies previously taught in a familiar text, and for the teacher to provide further support and instruction.
4. Guided Reading occurs for 10-15 minutes with an individual or in a small group setting. Students at the lowest level meet daily.
5. Guided Reading mini-lessons follow the gradual release of responsibility model (To, with, and by).
6. Guided Reading has a planned, specific instructional purpose with explicitly identified teaching points.
7. Guided Reading instruction is differentiated according to the needs of the group of students and for prompting of individual students.
8. Guided Reading instruction uses a variety of texts at an instructional level (90-94% accuracy). Guided Reading ASD Curriculum Consultants May 2006
9. Guided Reading instruction provides the initial reading experience with a new text. This new text becomes a familiar text for the student to read again independently.
10. Guided Reading instruction is designed to ensure student success.
11. Guided Reading encourages active student participation.
12. Guided Reading should have a balanced of the instructional time be used for fiction and nonfiction time.

13. Literature Circles and Reciprocal Teaching are forms of guided reading and include appropriate mini-lessons to further students' literacy mastery.

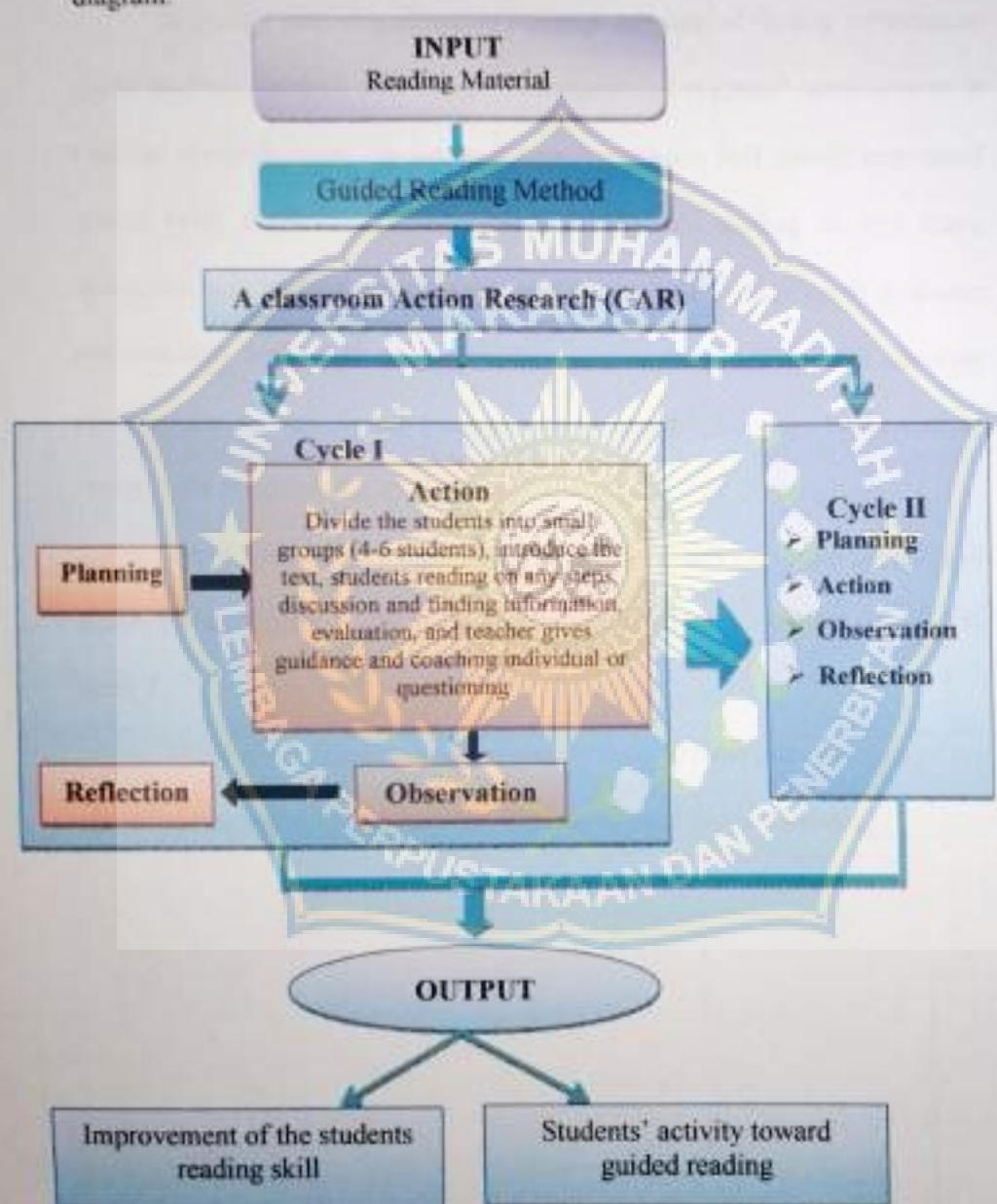
14. Guided Reading is enjoyable

After reading principle above, researcher finds that principle matching with research is most of all principle of Guided Reading except Principle number four (Guided Reading Occurs 10-15 minutes with an individual or in a small group setting. Students at the lowest level meet daily). In this case the researcher checking off time as according to time which has been determined by DEPDIKNAS in course of Learning Process.



C. Conceptual Frame work

Conceptual framework underlying the research is presented in the following diagram:



Guided Reading method is easy to use in classroom. This method will train students be independent student and active learners, more focus at faced problem, and perhaps student don't be boring.

In cycle 1 planning of action research consists of finding information about students, identify and found information of students' achievement in reading comprehension. In action research students will divide into small groups (4-6) students, introduce the text, students reading on any steps, discussion and finding information, evaluation, and teacher gives guidance and coaching individual or questioning. In observation phase, the observer observes the change in the class by using Guided Reading. Reflection of research the observer will evaluate the teaching learning process.

Cycle 2 in implementing cycle 2 based of result reflection cycle 1 and action research cycle 2 will be continuing steps which have been working in cycle 1.

There are 2 outputs in this research those are the improvement of the students' reading skill and students' activity toward Guided Reading.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used research model of John Elliot. Action research by John Elliot consist of two cycle with every cycle consists of four step: (1) Planning, (2) Action, (3) Observation, and (4) Reflecting. Action research model John Elliot assessed more detail and detailed.

Action Research of John Elliot describes the cycle through a schema of action research:



Implementing Cycle 1

1. Planning of action research: Planning of research consist of some action step, all of needed in action research. Step of planning the researcher as follows;

- a. Finding information about students; identify the students' requirement in learning process, problem of students and found information of students' achievement in learning process especially students' reading comprehension.
 - b. Observation of students reading behavior.
 - c. Provided need of action research, such as material/substance teach, instrument of observation and evaluation, and method to be used in learning process based of result the first observation.
2. Action research: this phase is implementations all of plans which have made and this phase researcher conduct in the class. As for step of implementation according to research method which have been planned following:
- a. Students divided into small group (4-6 students). From the information collecting about student's reading skill before that is teacher selected students between student owning word knowledge or vocabulary and pronunciation and after it placing on each group in heterogeneously.
 - b. Introduced the text: on introduce of text the teacher given some question for indentifying any cause of problem for the students and may be could help them to problem solve and gave motivate to students.
 - c. The students reading on any steps, the first they read self, read slowly or softly, than silently reading.

- d. Student doing the discussion and finding the information about way of reading or words uttering from its group friend and find some information about text.
 - e. Teacher gives evaluation to students as classroom action research.
 - f. Teacher gives guidance and coaching individual or questioning as emphasizes strategies for comprehension, error detection, error correction, and word analysis.
3. Observation: In this phase, the observer observes students' participation in teaching process, the students' activeness in asking question, Students' response in test, answer teacher's question, and students' ability in answering facts test. The observer observes the change in the class by using Guided Reading.
4. Reflection of research: After collecting the data, the observer will evaluate the teaching-learning process. Then, conduct reflection with seeing the result of the observation, whether the learning process of students' reading skill using guided reading method good to implementations in teaching and learning process at Yayasan SMP Perguruan Islam Makassar or not. If the first cycle is less successful, the observer will continue to the second cycle.

Implementing Cycle 2

1. Planning: in this phase planing of action research based of result reflection cycle one.

2. Action Research: action research cycle two will be continuing steps which have been working in cycle one.
3. Observation: generally phase observation on cycle two will be continuing activity of research in cycle one.
4. Reflection: step of this phase equal with cycle one.

Becoming standard of efficacy from this research that is result of research findings of the study reached value of average e'' 70 (interest storey; level minimum 70 %) or 70 % from learning process owning value e'' 70.

B. Research Variable and Indicators

1. Variables
 - a. Independent variable of the research was the used of guided reading method in teaching reading skill. Guided Reading is a method to facilitate the students to build their motivation and skill in reading class.
 - b. Dependent variable consists of the students' reading comprehension and the student' activeness in learning process.
2. Indicators
 - a. The indicators of the students' reading comprehension are: how is the student's identification type of reading text (skimming) and how the students find specific information and main ideas about reading text.

- b. The indicators of the students' activity in learning process are: how is the improvement of the students' activeness in learning process through Guided Reading Method.

C. Research Instrument

In this research, the researcher was used some instruments for collected data the following:

1. Observation sheet for knowing and taking data about situation on learning process during implementation of research.
2. Test sheet, for knowing and taking data about skill of students on Reading (Students' Reading Comprehension)

D. Data Collection

The method was a means that was used to solve problems. There were some methods of collected data. They are observation, interview and test. In this case the data are taken from the source by employing observation and evaluation with test sheet.

The procedure of data collected in this research was conducted as follows.

- a. Observation. The observer observed the class during teaching and learning process. Giving observation sheet to know and collecting data about situation and learning process during implementation of research.

- b. Essay Test Sheet. Students were tested individually to know their prior knowledge and their improvement after implementing Guided Reading method.

E. Data Analysis

1. The result of students' reading comprehension was counted as:

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

Where \bar{X} : Mean Score

ΣX : The Sum of raw

N : Total Sample/ data source

2. The data from Students' Reading Comprehension analyzed into percentage, in analyzing the activities, the writer used the following formula:

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

Where:

P = Percentage

Fq = Number of Frequency

N = Total Sample

3. Observation Checklist

The data are collected through observation checklist was analyzed into frequency and percentage method to see the students' reading comprehension through Guided Reading

The formula is applied:

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

N

Where:

P = Percentage

Fq = Number of Frequency

N = Total Sample

- To know the percentage of the students' improvement by applied the following formula:

$$P = \frac{x_2 - x_1}{x_1} \times 100$$

Where:

P : Percentage

 x_1 : 1st Cycle x_2 : 2nd Cycle

(Gay 1981:298)

4. Scoring students' answer for comprehension following criteria, they were:

Essay Test

No	Question Wight	Criteria	Scoring
1	Difficult	Correct Answer	20
2	Rather Difficult	Correct Answer	15
3	Easy	Correct Answer	10
Total Score			100

$$\text{Score} = \frac{\text{Total Score of Students'}}{\text{Maximum Score}} \times 100$$

No	Classification	Range
1	Excellent	85 - 100
2	Good	65 - 84
3	Average	55 - 64
4	Poor	35 - 54
5	Very Poor	0 - 34

CHAPTER IV FINDINGS AND DISCUSSIONS

This chapter particularly presents the findings of the research cover the description of the students' improvement in organization and content. In the discussion part, the writer described the findings in detail.

A. THE FINDINGS

1. The Students' Reading Comprehension

a. The Improvement of the Students' Reading Comprehension

The result of the students' Reading Comprehension in teaching and learning process toward the application of Guided Reading method in improving the students' reading comprehension at the second grade in class A of Yayasan SMP Perguruan Islam Makassar which is conducted in 2 cycles during 8 meetings is taken by the observer through test sheet. It can be seen clearly through the following table:

Table 1: Result Improvement of the Students' Reading Comprehension

Indicators	Improvement of Students' Reading Comprehension			Percentage Improvement	
	D-Test	Cycle I	Cycle II	D-Test to CI	D-Test to CII
Mean Score	39.4%	64.18%	73.24%	62.8%	85.8%

Research findings above indicate there is improvement of students' reading comprehension through guided reading method from D-Test to Cycle I to

Cycle II with mean score achievement of students in D-Test is 39.4%, Cycle I that is 64.18%, and after conducted Cycle II mean score of students improvement become 73.24%. There is also significant improvement of the students' reading comprehension from cycle I to cycle II where percentage improvement of the students' reading comprehension from D-Test to Cycle I is 62.8% while from D-Test to Cycle II is 85.8%.

Research findings above also showing an achievement of students in reading comprehension because the student was reaching standard minimum of efficacy that is 70% and standard mean score 70.01%. Therefore, researcher was concluding that students' reading comprehension was complete and success toward the used guided reading method.

The improvement of the students' mean score in D-Test, Cycle I, and Cycle 2 also can be seen on the following diagram.

Diagram 1: The Improvement of the Students' Mean Score



4	Poor	35 – 54	5	13.51	5	13.51	5	13,5 1
5	Very Poor	0 – 34	8	21.62	5	13.51	0	0
Total			37	100	37	100	37	100

Table above explaining about Frequency and Rate Percentage of the Students' Reading Comprehension and result of table above showing in D-Test there were only 4 students (10.81%) get score in excellent classification, 10 students (27.02%) get score in good classification, 10 students (27.02%) get score in Average classification, 5 students (13.51%) get score in poor classification, and 8 students (21.62%) get result in very poor classification.

In Cycle I score of students was improving. There were 5 students (13.51%) classified as excellent, 17 students (62.8%) classified as good, 7 students (18.9%) classified as average, 5 students (13.51%) classified as poor and 5 students (13.51%) classified as very poor.

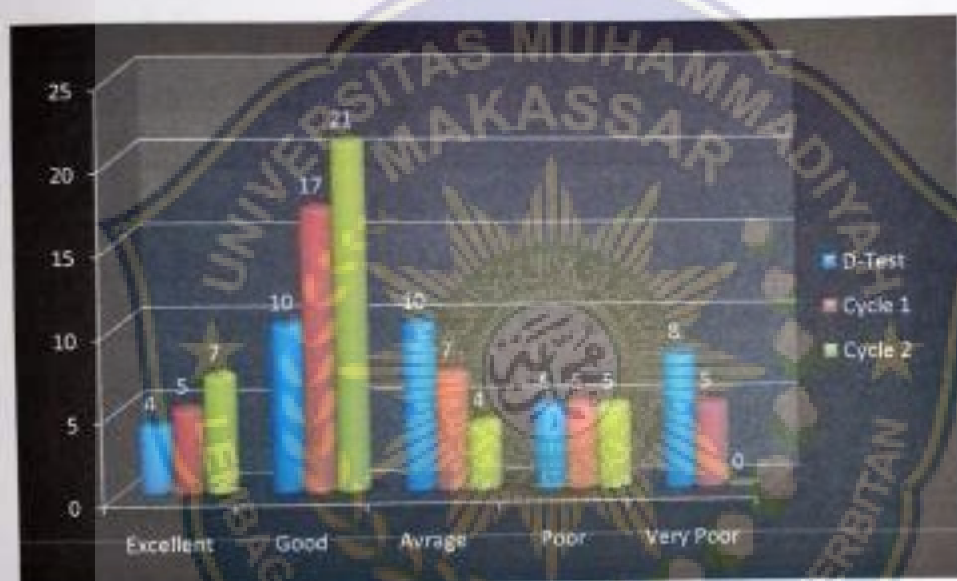
Then in the Cycle II, the score of students more improvement than Cycle I there were 7 students (16.7%) get result in excellent classification, 21 students (56.7%) get result in good classification, 4 students (10.81%) classified as average, 5 students (13.51%) classified as poor, and no students classified as very poor.

Table frequency and rate percentage of the students' reading comprehension above supported that there was improvement of the students' reading comprehension through Guided Reading Method at the second grade in

class A of Yayasan SMP Perguruan Islam Makassar from the D-Test to Cycle 1 and Cycle 1 to Cycle 2.

The distribution of the frequency in table 2 above can be seen in the following diagram:

Diagram 2: The Frequency of the Students' Reading Comprehension in D-Test, Cycle 1, And Cycle 2



Based of the result above, we can see the frequency of the students' score in D-Test, Cycle I, and Cycle II. In D-Test, there were 4 students get score in excellent classification, 10 students get score in good classification, 10 students get score in average classification, 5 students get score in poor classification, and 8 students get result in very poor classification. In Cycle I, 5 students get score in excellent classification, 17 students get score in good classification, 7 students get

score in average classification, 5 students get score in poor classification, and 5 students get score in very poor.

Then Cycle II, the score of students more improvement than Cycle I and D-Test there were 7 students get result in excellent classification, 21 students get result in good classification, 4 students classified as average, 5 students classified as poor, and no students classified as very poor.

Diagram 3: The percentage of the students' Reading Comprehension in D-Test, Cycle I, and Cycle 2



The diagram above indicated that in D-Test, only 10.81% students' get excellent classification, 27.02% get fair, 27.02% get average, 13.51% get poor, and 21.26% get very poor. In Cycle I, 13.51% students get excellent classification, 45.90% get good, 18.90% get average, 13.51% get poor, and 13.51% get very poor. Then in Cycle II, students get good classification improvements become 16.70%, 56.70% get good, 10.81% get average, 13.51% get poor, and 0% students get very poor. It means that the students' reading comprehension was improved through the used Guided Reading method.

2. The Students' Activeness in Learning Process

The result of observation of the students' activeness in teaching and learning process the application of totally physical response in improving the students' reading comprehension at the second grade students of Yayasan SMP Perguruan Islam Makassar in 2 cycles during 8 meetings is taken by the observer through observation sheet. It can be seen clearly through the following table:

Table 3: Result of Students' Activeness through Guided Reading Method

No	Cycle	Improvement of Students' Activity			Average Score	Improvement
		I	II	III		
1.	I	57.89%	61.18%	69.07%	62.71%	
2.	II	74.34%	75%	76.9%	75.41%	12.07%

The result above is formulated based on data analysis and the students' scores that are collected through observation sheet. From the table above shows that in cycle I the students' activeness in each meeting improves significantly. It can be seen clearly in table that the students' activeness in the fourth meeting is higher than the first, the second and the third meeting, where the first meeting in cycle I the students' activeness is 57.89% and it improves to 61.18% in the second meeting, and then students' activeness in the third meeting improves to 69.07%. So, the average of the students' activeness in cycle I is 62.71%.

In cycle II the improvement of the students' activeness is good. Where in the first meeting in cycle II the students' activeness in the first meeting is 74.34%.

In the second meeting in cycle II the students' activeness improves normally to 75%, and then in the third meeting the students' activeness improves to 76.9%. This is caused by the teaching material is really interesting for the students and the teacher gives them game when opens the class. So, the average of the students' activeness in cycle II is 75.41%. Later, the result is presented in the chart below that shows the average of student' activeness in the first cycle and the second cycle.

Diagram 4: Result Improvement of the Students' Activeness in Learning Process



The chart above shows that there is improvement of students' activeness in teaching and learning process where in cycle I is (62.71%) lower than cycle II, but after conducting cycle II the students' activeness in learning process becomes 75.41%. (Cycle I > Cycle II). The improvement of students' activeness is 12.07%

B. DISCUSSION

Collected data conducted during two Cycles with indicators of research is to find out the students reading comprehension and find out the students' activity in learning process through Guided Reading Method. Every Cycle conducted with four meeting and one meeting is evaluation process. Standard achievement minimum of students that is mean percentage 70% and standard minimum of mean score that is 70.01%.

In this part, discussion deals with the interpretation of the findings derived from the result of statistical analysis and the researcher's notes during the classroom interaction. The description of the data collected through reading comprehension test as explained in the previous section shows that the students' reading comprehension was improved. It was proved by the frequency and the rate percentage of the students' score in D-Test, cycle 1, and cycle 2.

1. Diagnostic Test (D-Test)

Before conducted a classroom action research in class A of Yayasan SMP Perguruan Islam Makassar researcher collected data with conducted diagnostic test to measure the students' prior knowledge in English Learning. After gave D-Test, the researcher found that the students' reading comprehension at the second grade in class A of Yayasan SMP Perguruan Islam Makassar was lowest, this matter proved that D-Test there were only 4 students (10.81%) got score in excellent classification, 10 students (27.02%) got score in good classification, 10 students (27.02%) got score in Average classification, 5 students (13.51%) got

score in poor classification, and 8 students (21.62%) got result in very poor classification and mean score of students after evolution only 39.4%.

2. The Students' Reading Comprehension

Based of result D-Test above made the researcher conducted classroom action research with used Guided Reading Method to improving students' reading comprehension. Action research here consists of 2 cycles and every cycle consists of 4 meeting and 1 meeting is evaluation process. Each Cycle in research consisted of 4 phases namely: planning, action, observation, and reflecting.

The indicator of improving students' reading comprehension that is how is the students' indentifying type of reading task and how the students' found information and understand about reading test.

After researcher conducted classroom action research with used Guided Reading method in Cycle I got result mean score of students that is 64,18% and Cycle II mean score of students' reading comprehension improvement become 73.24%, based of result mean score of student' reading comprehension in D-Test> Cycle I> Cycle II that found the percentage improvement from D-Test to Cycle I is 62.8% and from Cycle I to Cycle II is 85.8%.

Research findings of mean score of students' reading comprehension above indicated that students' reading comprehension was success and complete in cycle II. This matter indicates that the application of Guided Reading method in improving students' reading comprehension is effectively and significant to used in learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on discussion that proposed in previous other chapters, inferential the followings:

1. Using Guided Reading Method in Improving Students' Reading Skill especially Reading Comprehension is very effectively, this is marked with improve the achievement of students that is at the Cycle I students' improvement was 64.18% and Cycle II was 73.24%. And based of result mean score of students' reading comprehension during two cycle researcher found percentage improvement that is from D-Test to Cycle I is 62.8% and from Cycle I to Cycle II is 85.8% higher than before.
2. Using guided reading method made improvement the activeness of students on learning process. So the researcher found that activeness of students was affected in improvement students' reading comprehension.
3. Using Guided Reading Method is making students studied with enjoy and without burden so they can use their skill with maximum.
4. Learning by teaming could help the students sharing knowledge.
5. Using presentation, practice, and production approach was able to improve the students' reading skill especially reading comprehension at the second grade in class A of Yayasan SMP Perguruan Islam Makassar
6. Using interest reading made students not boring in class.
7. Given motivation made students more active in learning process.

B. Suggestion

To improving the students' reading comprehension, the writer puts forward some suggestions:

1. For headmaster to give all the teachers many chance to create effective study approach and to implicate based on students needed.
2. In improving students' achievement teacher have to made students active, self, independent, creative, and more enjoy in learning process.
3. English teacher should provide students with more reading exercises especially reading comprehension in the classroom, so the students get enough time for practicing.
4. For the teachers try to call up all the ability to increase study process quality as their burden by doing or using Classroom Action Research in many class.
5. For next researcher to use other method in doing researching.

BIBLIOGRAPHY

- Abbott, Gerry, Greenwood, John, McKeating Douglas: Wingard Peter 1981, *The Teaching of English as an International Language: A Practice Guide*. Great Britain Biddels Ltd.
- Alexander, A. 1998 *Teaching Reading* (www. Nclrc. Org/reading/reindex). Retrieved on October 20, 2009.
- Carrell, Patricia L. J. Devine and DE. Eskey. 1988. *Interactive Approaches to Second Language Reading*. Cambridge: Cambridge University Press
- Estill, J. A. 1988. *Teaching Reading*. London: Scott, Foresman and Company
- Fountas, I.C. & Pinnel, G.S. (2004). *Guided Readers and Writers Grades 3-6*. Portsmouth, NH: Heinemann
- Grabe, William. 1986. *The Transition from Theory to Practice in Teaching Reading: in Teaching Second Language for Academic Purpose*. London: AddisonWesley Publishing Company
- Goodman. 1988. *Ten Steps to Building College Reading Skills*. Townsend: Townsend Press
- Harris and Sipay. 1980. *How to Increase Reading Ability. A guide to Developmental and Remedial Methods. Seventh Edition Revised and Enlarged*. New York: Longman Publisher Inc
- Irawati 2005. *Improving Students' Reading Comprehension by Using Directed Activities*. skripsi Makassar. FPBS UNM, Makassar.
- Kustaryo, S. 1988. *Reading Method for Colleague Students*. Jakarta: Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, Direktorat
- Mikulecky, B. S. and L. Jeffries. 1986. *Reading Power*. Boston: Addison Wesley Publishing Company
- Nunan, David. 1989. *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press
- Nuttal, N. 1988. *Teaching Reading Skill in Foreign Language*. Oxford: Heinemann International Publishing Company
- Olson, J.P & M.H Diller. 1982. *Learning to Teach Reading in Elementary School*. London: Macmillan Publishing Company

- Rivers, W. 1971. *Linguistic and Psychological Factors in Speech Perception and Their Implications for Teaching Materials: In Language in Education. Theory and Practice 20*. Cambridge: Cambridge University Press, 11-2
- Simanjuntak, Edithia G. 1988. *Developing Reading Skills for EFL Students*. Jakarta: Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, Direktorat Jenderal Pendidikan Tinggi, Depdikbud. 2002. *Pedoman Penulisan Karya Ilmiah*. Universitas Negeri Semarang
- Woriyodijoyo. (1989) "*Membaca : Strategy pengantar dan tehniknya*" Jakarta : Depdikbud



Apendix 1: Lesson Planning

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/2

Pertemuan Ke : 1

Alokasi Waktu : 2 X 40'

1. Standar Kompetensi

11. Membaca

Memahami makna dalam esai pendek sederhana berbentuk narrative dan recount untuk berinteraksi dengan lingkungan sekitar.

2. Kompetensi Dasar

11.1 Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk recount dan narrative dengan ucapan tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

3. Tujuan Pembelajaran

Siswa diharapkan mampu:

1. Mengidentifikasi berbagai makna teks narrative.
2. Mengemukakan informasi yang terdapat dalam bacaan.
3. Mampu mengidentifikasi jenis teks yang telah dibaca.

4. Materi Pokok

Being a Dwarf

When I was ten years old, I realized how short I was if I compared myself to other people. But I kept my observation to myself.

One day, I asked my mother why I was different. She told me about Achondroplasia or dwarfism. It affects about one in 25,000 people. And I have it.

My parents knew I was a dwarf when I was just 18 weeks old. They noticed my head was larger than normal babies and that I had a curved back.

As I grew older my condition became more noticeable. When I walked down the street, kids tugged on their parents' shirts and everyone was like, "Look at her, look at her." I used to get upset but then I just ignored people. If they started at me, I started back until they looked away.

At junior high school, things were fine because I had really good friends. At first, they had question so I explained my condition, but they understood.

I know I can't change it. I like who I am. I will always like who I am.

5. Metode Pembelajaran

Guided Reading

6. Langkah-langkah Pembelajaran

a. Kegiatan Awal

- Salam

- Menertibkan siswa
- Mengecek kehadiran Siswa
- Memberikan penguatan materi
- Memberitahukan tujuan yang akan dicapai dalam pembelajaran.

b. Kegiatan Inti.

- Siswa dibagi dalam kelompok kecil yang terdiri dari 4/6 orang.
- Guru memberikan penjelasan ataupun informasi terkait materi.
- Setiap siswa membaca teks yang sudah ditentukan dengan tiga tahapan; dibaca sendiri satu kali, dibaca pelan/lembut, dan dibaca di dalam hati.
- Siswa mencari informasi lebih lanjut tentang cara membaca beberapa kata kepada temannya sebagai diskusi awal dengan kelompoknya.
- Siswa mencari informasi dalam bacaan dan kemudian selanjutnya guru memonitor kemampuan *reading comprehension* siswa.
- Guru memberikan evaluasi pemahaman terhadap teks yang telah dibaca

c. Kegiatan Akhir.

- Guru memberikan kesimpulan terkait materi yang telah dipelajari.
- Refleksi (Memberikan kesempatan kepada siswa untuk melakukan refleksi terhadap apa yang telah dipelajari kemudian guru memberi reinforcement).
- Memberikan PR.
- Menutup pelajaran.

7. Sumber Belajar

- Interner Source of www.google.co.id
- Benda disekitar.

8. Evaluasi

Answer the following question based on the text

1. When did she realize that she was short?
2. What did her mother tell her about?
3. When did her parents know about her condition?
4. What is the meaning of "they" in paragraph three?
5. Did she confidence?
6. Does she like her self?
7. What advice you get in text?

9. Penilaian

Indikator	Penilaian		
	Teknik	Bentuk	Contoh Instrument
1. Membaca nyaring dan	Tes Lisan	Membaca	1. Read a text

bermakna teks esai berbentuk narrative / recount.		Nyaring	with loud and well intonation
2. Siswa mampu mengidentifikasi makna teks serta menemukan informasi terkait teks yang di pelajari.	Tes Tulis	Essay test	2. Answer the question following the text

10. Rubrik Penilaian.
Essay Test

No	Question Wight	Criteria	Scoring
1	Difficult	Correct Answer	20
2	Rather Difficult	Correct Answer	15
3	Easy	Correct Answer	10
Total Score			100

True (T) and False (F) question

No	Criteria	Scoring									
1	Correct Answer	1	1	1	1	1	1	1	1	1	1
2	Incorrect Answer	0	0	0	0	0	0	0	0	0	0

$$\text{Score} = \frac{\text{Total Score Of Students'}}{\text{Maximum Score}} \times 100$$

Mengetahui

Guru Pembimbing

Mahasiswa Peneliti

Syamsul Budiman, S.pd

Syamsir
10535 3962 09

Appendix 1: The Material and Instrument test

Text 1

Being a Dwarf

When I was ten years old, I realized how short I was if I compared myself to other people. But I kept my observation to myself.

One day, I asked my mother why I was different. She told me about Achondroplasia or dwarfism. It affects about one in 25,000 people. And I have it.

My parents knew I was a dwarf when I was just 18 weeks old. They noticed my head was larger than normal babies and that I had a curved back.

As I grew older my condition became more noticeable. When I walked down the street, kids tugged on their parents' shirts and everyone was like, "Look at her, look at her." I used to get upset but then I just ignored people. If they started at me, I started back until they looked away.

At junior high school, things were fine because I had really good friends. At first, they had question so I explained my condition, but they understood.

I know I can't change it. I like who I am. I will always like who I am.

Answer the following question based on the text

1. When did she realize that she was short?
2. What did her mother tell her about?
3. When did her parents know about her condition?
4. What is the meaning of "they" in paragraph three?
5. Did she ignore people?
6. Does she like her self?
7. What advice you get in text?

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2
Pertemuan Ke : 2
Alokasi Waktu : 2 X 40'

1. Standar Kompetensi

11. Membaca

Memahami makna dalam esai pendek sederhana berbentuk narrative dan recount untuk berinteraksi dengan lingkungan sekitar.

2. Kompetensi Dasar

11.1 Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk recount dan narrative dengan ucapan tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

3. Tujuan Pembelajaran

Siswa diharapkan mampu

1. Mengidentifikasi berbagai makna teks narrative.
2. Mengemukakan informasi yang terdapat dalam bacaan.
3. Mampu mengidentifikasi jenis teks yang telah dibaca.

4. Materi Pokok

Meeting a Star

On Saturday morning at 09.30, I was walking down Sunda Street, looking for a record store. A man stopped me and asked me the way to the Hyatt Hotel. I wasn't sure exactly where it was, but I walked with him to the end of Sunda Street. He was very friendly, and his face looked so familiar. Then I remembered where the Hyatt was and told him how to get there. He thanked me and tried to give me something. I thought it was money. I said "no" at first, but he really wanted to me to have it, so I took it.

I found the record store and listened to a few records. D' Masive had a new record that was number two in the top twenty. I decided to buy it. I looked in my bag for my wallet and found a piece of paper the man gave me. It was a photo. I was so surprised! He was a singer in D' Masive.

5. Metode Pembelajaran

Guided Reading

6. Langkah-langkah Pembelajaran

Kegiatan Awal

- Salam
- Menertibkan siswa
- Mengecek kehadiran Siswa
- Memberikan penguatan materi
- Menanyakan tentang tugas pada pertemuan sebelumnya
- Memberitahukan tujuan yang akan dicapai dalam pembelajaran.

Kegiatan Inti

- Siswa dibagi dalam kelompok kecil yang terdiri dari 5/6 orang.
- Guru memberikan penjelasan ataupun informasi terkait materi.
- Setiap siswa membaca teks yang sudah ditentukan dengan tiga tahapan, dibaca sendiri satu kali, dibaca pelan-lambut, dan dibaca di dalam hati.
- Siswa mencari informasi lebih lanjut tentang cara membaca beberapa kata kepada temannya sebagai diskusi awal dengan kelompoknya.
- Siswa mencari informasi terkait materi dengan cara berdiskusi.
- Memberikan kesempatan kepada siswa untuk menanyakan kesulitan-kesulitan yang dihadapi terkait materi.
- Guru memberikan evaluasi pemahaman terhadap teks yang telah dibaca.

Kegiatan Akhir

- Guru memberikan kesimpulan terkait materi yang telah dipelajari.
- Refleksi (Memberikan kesempatan kepada siswa untuk melakukan refleksi terhadap apa yang telah dipelajari kemudian guru memberi reinforcement).
- Memberikan PR.
- Menutup pelajaran.

7. Sumber Belajar

- Interner Source of www.google.co.id
- Benda disekitar.

8. Evaluasi

Answer the following question based on the text

1. Where was the writer?
2. What did the man ask the writer?
3. What is the type paragraph above?
4. What did the buy by writer?
5. How that man character?
6. Did the writer help the man?
7. What did he find in his wallet? Explain!

9. Penilaian

Indikator	Penilaian		
	Teknik	Bentuk	Contoh Instrument
1. Membaca nyaring dan bermakna teks essai berbentuk narrative / recount.	Tes Lisan	Membaca Nyaring	3. Read a text with loud and well intonation
2. Siswa mampu mengidentifikasi makna teks serta menemukan informasi terkait teks yang di pelajari.	Tes Tulis	Essay test	4. Answer the question following the text

10. Rubrik Penilaian
Essay Test

No	Question Wight	Criteria	Scoring
1	Difficult	Correct Answer	20
2	Rather Difficult	Correct Answer	15
3	Easy	Correct Answer	10
Total Score			100

True (T) and False (F) question

No	Criteria	Scoring									
1	Correct Answer	1	1	1	1	1	1	1	1	1	1
2	Incorrect Answer	0	0	0	0	0	0	0	0	0	0

$$\text{Score} = \frac{\text{Total Score Of Students'}}{\text{Maximum Score}} \times 100$$

Mengetahui

Guru Pembimbing

Mahasiwa Peneliti

Syamsul Budiman, S pd

Syamsir
10535 3962 09

Task 2

Meeting a Star

On Saturday morning at 09.30, I was walking down Sunda Street, looking for a record store. A man stopped me and asked me the way to the Hyatt Hotel. I wasn't sure exactly where it was, but I walked with him to the end of Sunda Street. He was very friendly, and his face looked so familiar. Then I remembered where the Hyatt was and told him how to get there. He thanked me and tried to give me something. I thought it was money. I said 'no' at first, but he really wanted to me to have it, so I took it.

I found the record store and listened to a few records. D' Masive had a new record that was number two in the top twenty. I decided to buy it. I looked in my bag for my wallet and found a piece of paper the man gave me. It was a photo. I was so surprised! He was a singer in D' Masive.

Answer the following question based on the text

1. Where was the writer?
2. What did the man ask the writer?
3. What is the type paragraph above?
4. What did the buy by writer?
5. How that man character?
6. Did the writer help the man?
7. What did he find in his wallet? Explain!

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/2

Pertemuan Ke : 3

Alokasi Waktu : 2 X 40'

1. Standar Kompetensi

11. Membaca

Memahami makna dalam esai pendek sederhana berbentuk narrative dan recount untuk berinteraksi dengan lingkungan sekitar.

2. Kompetensi Dasar

11.1 Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk recount dan narrative dengan ucapan tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

3. Tujuan Pembelajaran

Siswa diharapkan mampu

1. Mengidentifikasi berbagai makna teks narrative.
2. Mengemukakan informasi yang terdapat dalam bacaan.
3. Mengidentifikasi jenis teks yang telah dibaca.

4. Materi Pokok

Maya Gazali

Maya Gazali was born in Palu. She grew up in a small village. She began school when she was six years old. She went to elementary school, but she didn't go to high school. Her family was very poor, and she had to go to work when she was thirteen years old. She worked on an assembly line in a shoe factory.

When Maya was seventeen years old, her family moved to West Java. First, they lived in Bogor, and then they moved to Bandung. When Maya arrived in Java, she wasn't very happy. She missed her friends back in Palu and she didn't speak like other children. She began to learn to speak like other children, and she practiced with her new friends at the factory in Bandung.

Maya also studied hard. She learned English, and after a few months she got a job as a secretary. Now Maya still studies at night, but now she studies advertising at a business school. She wants to work for an advertising company some day and write commercials.

Maya still misses her friends back home, but she communicates with them very often over the Internet. She's very happy now, and she's looking forward to an exciting future.

5. Metode Pembelajaran

Guided Reading

6. Langkah-langkah Pembelajaran

Kegiatan Awal

- Salam
- Menertibkan siswa
- Mengecek kehadiran Siswa
- Memberikan penguatan materi
- Menanyakan tentang tugas pada pertemuan sebelumnya
- Memberitahukan tujuan yang akan dicapai dalam pembelajaran.

Kegiatan Inti

- Siswa dibagi dalam kelompok kecil yang terdiri dari 5/6 orang.
- Guru memberikan penjelasan ataupun informasi terkait materi.
- Setiap siswa membaca teks yang sudah ditentukan dengan tiga tahapan; dibaca sendiri satu kali, dibaca pelan/lembut, dan dibaca di dalam hati.
- Siswa mencari informasi lebih lanjut tentang cara membaca beberapa kata kepada temannya sebagai diskusi awal dengan kelompoknya.
- Siswa mencari informasi terkait materi dengan cara berdiskusi.
- Memberikan kesempatan kepada siswa untuk menanyakan kesulitan-kesulitan yang dihadapi terkait materi.
- Guru memberikan evaluasi pemahaman terhadap teks yang telah dibaca.

Kegiatan Akhir

- Guru memberikan kesimpulan terkait materi yang telah dipelajari.
- Refleksi (Memberikan kesempatan kepada siswa untuk melakukan refleksi terhadap apa yang telah dipelajari kemudian guru memberi reinforcement).
- Memberikan PR.
- Menutup pelajaran.

7. Sumber Belajar

- Internet Source of www.google.co.id
- Benda disekitar.

8. Evaluasi

Answer the following question based on the task

1. Where was Maya born?
2. Why did she didn't go to high school?
3. How old was she when her family moved to Java?
4. Where did she work?
5. What is she studying now? Why?
6. What does she do to avoid missing her friends back home?
7. What is the type of paragraph above?

9. Penilaian

Indikator	Penilaian		
	Teknik	Bentuk	Contoh Instrument
1. Membaca nyaring dan bermakna teks esai berbentuk narrative / recount.	Tes Lisan	Membaca Nyaring	5. Read a text with loud and well intonation
	Tes Tulis	Essay test	6. Answer the question following the text
2. Siswa mampu mengidentifikasi makna teks serta menemukan informasi terkait teks yang di pelajari.			

10. Rubrik Penilaian.
Essay Test

No	Question Wight	Criteria	Scoring
1	Difficult	Correct Answer	20
2	Rather Difficult	Correct Answer	15
3	Easy	Correct Answer	10
Total Score			100

True (T) and False (F) question

No	Criteria	Scoring									
1	Correct Answer	1	1	1	1	1	1	1	1	1	1
2	Incorrect Answer	0	0	0	0	0	0	0	0	0	0

$$\text{Score} = \frac{\text{Student's Correct Answer}}{\text{Maximum Score}} \times 100$$

Mengetahui

Guru Pembimbing

Mahasiwa Peneliti

Syamsul Budiman, S.pd

Syamsir
10535 3962 09

Task 3

Maya Gazali

Maya Gazali was born in Palu. She grew up in a small village. She began school when she was six years old. She went to elementary school, but she didn't go to high school. Her family was very poor, and she had to go to work when she was thirteen years old. She worked on an assembly line in a shoe factory.

When Maya was seventeen years old, her family moved to West Java. First, they lived in Bogor, and then they moved to Bandung. When Maya arrived in Java, she wasn't very happy. She missed her friends back in Palu and she didn't speak like other children. She began to learn to speak like other children, and she practiced with her new friends at the factory in Bandung.

Maya also studied hard. She learned English, and after a few months she got a job as a secretary. Now Maya still studies at night, but now she studies advertising at a business school. She wants to work for an advertising company some day and write commercials.

Maya still misses her friends back home, but she communicates with them very often over the Internet. She's very happy now, and she's looking forward to an exciting future.

Questions:

1. Where was Maya born?
2. Why did she didn't go to high school?
3. How old was she when her family moved to Java?
4. Where did she work?
5. What is she studying now? Why?
6. What does she do to avoid missing her friends back home?
7. What is the type of paragraph above?

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2
Pertemuan Ke : 4
Alokasi Waktu : 2 X 40'

1. Standar Kompetensi

11. Membaca

Memahami makna dalam esai pendek sederhana berbentuk narrative dan recount untuk berinteraksi dengan lingkungan sekitar.

2. Kompetensi Dasar

11.1 Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk recount dan narrative dengan ucapan tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

3. Tujuan Pembelajaran

Siswa diharapkan mampu:

1. Mengidentifikasi berbagai makna teks narrative.
2. Mengemukakan informasi yang terdapat dalam bacaan.
3. Mengidentifikasi jenis teks yang telah dibaca.

4. Materi Pokok

SINGAPORE

Singapore is an island city of about 4 million people. It's a beautiful city with lots of parks and open spaces. It's also a clean city.

Most of the people live in high-rise flats in different parts of the island. The business district is very modern, with lots of tall new office buildings. Singapore also has some nice older sections. In Chinatown there are rows of old shop houses. The government buildings in Singapore are very beautiful and date from the colonial days.

Singapore is famous for its shops and restaurants. There are many good shopping centers. Most of the goods are duty free. Singapore's restaurants sell Chinese, Indian, Malay and European food, and the prices are quite reasonable.

(Source: Dit. PSMP, 2006)

5. Metode Pembelajaran

Guided Reading

6. Langkah-langkah Pembelajaran
Kegiatan Awal

- Salam
- Menertibkan siswa
- Mengecek kehadiran Siswa
- Memberikan penguatan materi
- Menanyakan tentang tugas pada pertemuan sebelumnya
- Memberitahukan tujuan yang akan dicapai dalam pembelajaran.

Kegiatan Inti.

- Siswa dibagi dalam kelompok kecil yang terdiri dari 4/6 orang.
- Guru memberikan penjelasan ataupun informasi terkait materi.
- Setiap siswa membaca teks yang sudah ditentukan dengan tiga tahapan; dibaca sendiri satu kali, dibaca pelan/lembut, dan dibaca di dalam hati
- Siswa mencari informasi lebih lanjut tentang cara membaca beberapa kata kepada temannya sebagai diskusi awal dengan kelompoknya.
- Siswa mencari informasi terkait materi dengan cara berdiskusi.
- Memberikan kesempatan kepada siswa untuk menanyakan kesulitan-kesulitan yang dihadapi terkait materi
- Guru memberikan evaluasi pemahaman terhadap teks yang telah dibaca.

Kegiatan Akhir.

- Guru memberikan kesimpulan terkait materi yang telah dipelajari.
- Refleksi (Memberikan kesempatan kepada siswa untuk melakukan refleksi terhadap apa yang telah dipelajari kemudian guru memberi reinforcement).
- Memberikan PR.
- Menutup pelajaran.

7. Sumber Belajar

- Interner Source of www.google.co.id
- Benda disekitar.

8. Evaluasi

Comprehension questions:

1. What is Singapore like?
2. How big is the population of Singapore?
3. Where do most people live?
4. Is the business district an old place?
5. What can we find in Chinatown?
6. What is Singapore most famous for?
7. Write type of paragraph above!

9. Penilaian

Indikator	Penilaian		
	Teknik	Bentuk	Contoh Instrument
10. Membaca nyaring dan bermakna teks esai berbentuk narrative / recount.	Tes Lisan	Membaca Nyaring	7. Read a text with loud and well intonation
11. Siswa mampu mengidentifikasi makna teks serta menemukan informasi terkait teks yang di pelajari.	Tes Tulis	Essay test	8. Answer the question following the text

12. Rubrik Penilaian.

Essay Test

No	Question Wight	Criteria	Scoring
1	Difficult	Correct Answer	20
2	Rather Difficult	Correct Answer	15
3	Easy	Correct Answer	10
Total Score			100

True (T) and False (F) question

No	Criteria	Scoring									
1	Correct Answer	1	1	1	1	1	1	1	1	1	1
2	Incorrect Answer	0	0	0	0	0	0	0	0	0	0

$$\text{Score} = \frac{\text{Total Score Of Students}'}{\text{Maximum Score}} \times 100$$

Mengetahui

Mahasiwa Peneliti

Guru Pembimbing

Syamsul Budiman, S.pd

Syamsir
10535 3962 09

Text 4

SINGAPORE

Singapore is an island city of about 4 million people. It's a beautiful city with lots of parks and open spaces. It's also a clean city.

Most of the people live in high-rise flats in different parts of the island. The business district is very modern, with lots of tall new office buildings. Singapore also has some nice older sections. In Chinatown there are rows of old shop houses. The government buildings in Singapore are very beautiful and date from the colonial days.

Singapore is famous for its shops and restaurants. There are many good shopping centers. Most of the goods are duty free. Singapore's restaurants sell Chinese, Indian, Malay and European food, and the prices are quite reasonable.
(Source: Dit. PSMP, 2006)

Comprehension questions:

1. What is Singapore like?
2. How big is the population of Singapore?
3. Where do most people live?
4. Is the business district an old place?
5. What can we find in Chinatown?
6. What is Singapore most famous for?
7. Write type of paragraph above!

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2
Pertemuan Ke : 5
Alokasi Waktu : 2 X 40'

1. Standar Kompetensi

11. Membaca

Memahami makna dalam esai pendek sederhana berbentuk narrative dan recount untuk berinteraksi dengan lingkungan sekitar.

2. Kompetensi Dasar

11.1 Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk recount dan narrative dengan ucapan tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

3. Tujuan Pembelajaran

Siswa diharapkan mampu:

1. Mengidentifikasi berbagai makna teks narrative
2. Mengemukakan informasi yang terdapat dalam bacaan.
3. Mengidentifikasi jenis teks yang telah dibaca.

4. Materi Pokok

Babu and the Lion

One day, there was a slave whose name was Babu. His master was very, very bad. You know, he often punched Babu and did not offer him food for days. Poor Babu! So he escaped into a forest and slept in a cave.

Next morning, he heard a loud roar. In front of him..., at the mouth of the cave..., was a very big lion. You see, Babu was scared to death! Kind of scary, isn't it? But he could not escape.

But the lion didn't attack him. It was tame. There was a large thorn in its right front foot. The lion looked at Babu. It seemed to say something like: "Please help me. It's very painful." Babu walked bravely to the lion and pulled out the thorn. Babu and the lion turned out to be friends.

5. Metode Pembelajaran

Guided Reading

6. Langkah-langkah Pembelajaran

Kegiatan Awal

- Salam

- Menertibkan siswa
- Mengecek kehadiran Siswa
- Memberikan penguatan materi
- Menanyakan tentang tugas pada pertemuan sebelumnya
- Memberitahukan tujuan yang akan dicapai dalam pembelajaran.

Kegiatan Inti.

- Siswa dibagi dalam kelompok kecil yang terdiri dari 5/6 orang.
- Guru memberikan penjelasan ataupun informasi terkait materi.
- Setiap siswa membaca teks yang sudah ditentukan dengan tiga tahapan: dibaca sendiri satu kali, dibaca pelan/lembut, dan dibaca di dalam hati.
- Siswa mencari informasi lebih lanjut tentang cara membaca beberapa kata kepada temannya sebagai diskusi awal dengan kelompoknya.
- Siswa mencari informasi terkait materi dengan cara berdiskusi.
- Memberikan kesempatan kepada siswa untuk menanyakan kesulitan-kesulitan yang dihadapi terkait materi
- Guru memberikan evaluasi pemahaman terhadap teks yang telah dibaca

Kegiatan Akhir.

- Guru memberikan kesimpulan terkait materi yang telah dipelajari.
- Refleksi (Memberikan kesempatan kepada siswa untuk melakukan refleksi terhadap apa yang telah dipelajari kemudian guru memberi reinforcement).
- Memberikan PR.
- Menutup pelajaran.

7. Sumber Belajar

- Internet Source of www.google.co.id
- Benda disekitar.

8. Evaluasi

Comprehension Questions

1. What was the slave's name?
2. Was the slave a man or a woman?
3. Where did the slave run away?
4. Where did she/he sleep?
5. What animal did she/he see next morning?
6. Was the slave afraid of the animal?
7. Did the animal attack him/her?
8. Mention type of paragraph above?

9. Penilaian Indikator	Penilaian		
	Teknik	Bentuk	Contoh Instrument
3. Membaca nyaring dan bermakna teks essai berbentuk narrative / recount.	Tes Lisan	Membaca Nyaring	9. Read a text with loud and well intonation
4. Siswa mampu mengidentifikasi makna teks serta menemukan informasi terkait teks yang di pelajari.	Tes Tulis	Essay test	10. Answer the question following the text

10. Rubrik Penilaian.
Essay Test

No	Question Wight	Criteria	Scoring
1	Difficult	Correct Answer	20
2	Rather Difficult	Correct Answer	15
3	Easy	Correct Answer	10
Total Score			100

True (T) and False (F) question

No	Criteria	Scoring									
1	Correct Answer	1	1	1	1	1	1	1	1	1	1
2	Incorrect Answer	0	0	0	0	0	0	0	0	0	0

$$\text{Score} = \frac{\text{Total Score Of Students'}}{\text{Maximum Score}} \times 100$$

Guru Pembimbing

Mengetahui

Mahasiwa Peneliti

Syamsul Budiman, S.pd

Syamsir
10535 3962 09

Babu and the Lion

One day, there was a slave whose name was Babu. His master was very, very bad. You know, he often punched Babu and did not offer him food for days. Poor Babu! So he escaped into a forest and slept in a cave.

Next morning, he heard a loud roar. In front of him..., at the mouth of the cave... was a very big lion. You see, Babu was scared to death! Kind of scary, isn't it? But he could not escape.

But the lion didn't attack him. It was tame. There was a large thorn in its right front foot. The lion looked at Babu. It seemed to say something like: "Please help me. It's very painful." Babu walked bravely to the lion and pulled out the thorn. Babu and the lion turned out to be friends.

Comprehension Questions

1. What was the slave's name?
2. Was the slave a man or a woman?
3. Where did the slave run away?
4. Where did she/he sleep?
5. What animal did she/he see next morning?
6. Was the slave afraid of the animal?
7. Did the animal attack him/her?
8. Mention type of paragraph above?

main idea
specific

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2
Pertemuan Ke : 6
Alokasi Waktu : 2 X 40'

1. Standar Kompetensi

11. Membaca

Memahami makna dalam esai pendek sederhana berbentuk narrative dan recount untuk berinteraksi dengan lingkungan sekitar.

2. Kompetensi Dasar

11.1 Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk recount dan narrative dengan ucapan tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

3. Tujuan Pembelajaran

Siswa diharapkan mampu:

1. Mengidentifikasi berbagai makna teks narrative.
2. Mengemukakan informasi yang terdapat dalam bacaan.
3. Mengidentifikasi jenis teks yang telah dibaca.

4. Materi Pokok

Elephants: The Amazing Animals

Elephants are the largest land animals on earth. They have the largest brains of any mammal. Elephants talk to each other. Researchers have discovered more than 50 different types of calls that they use to communicate with each other. Their trunks are strong enough to pick up trees but sensitive enough to pick up a flower. They use them as tools to sweep paths, to scratch themselves, to swat flies, and to draw in the dirt. They are good swimmers and use their trunks like snorkels. They live together in family groups. They help each other when in trouble. They join together to care for and rescue their young.

5. Metode Pembelajaran

Guided Reading

6. Langkah-langkah Pembelajaran

Kegiatan Awal

- Salam
- Menertibkan siswa
- Mengecek kehadiran Siswa

- Memberikan penguatan materi
- Menanyakan tentang tugas pada pertemuan sebelumnya
- Memberitahukan tujuan yang akan dicapai dalam pembelajaran

Kegiatan Inti.

- Siswa dibagi dalam kelompok kecil yang terdiri dari 4/5 orang.
- Guru memberikan penjelasan ataupun informasi terkait materi.
- Setiap siswa membaca teks yang sudah ditentukan dengan tiga tahapan, dibaca sendiri satu kali, dibaca pelan/lembut, dan dibaca di dalam hati.
- Siswa mencari informasi lebih lanjut tentang cara membaca beberapa kata kepada temannya sebagai diskusi awal dengan kelompoknya.
- Guru mengadakan diskusi kecil sebagai eksplorasi yang meliputi *phonic concept* dan *whole-language learning*. Selanjutnya guru memonitor kemampuan *reading* dengan cara *rereading repetition*.
- Guru memberikan evaluasi pemahaman terhadap teks yang telah dibaca.

Kegiatan Akhir.

- Guru memberikan kesimpulan terkait materi yang telah dipelajari.
- Refleksi (Memberikan kesempatan kepada siswa untuk melakukan refleksi terhadap apa yang telah dipelajari kemudian guru memberi reinforcement).
- Memberikan PR.
- Menutup pelajaran.

7. Sumber Belajar

- Internet Source of www.google.co.id
- Benda disekitar.

8. Evaluasi

Comprehension questions

1. What kind of animal is reported in the text?
2. What is its brain like?
3. Mention its parts of the body as described in the text.
4. Which of the following descriptions is not correct?
 - a. Elephants can't take flowers.
 - b. They can communicate well with their babies.
 - c. They are cooperative among others.
5. How do they sweep paths?
6. Who discovered that elephants have different types of calls they use for

7. Do elephants like to isolate themselves from other elephants? Why or why not?

8. Penilaian.

Indikator	Penilaian		
	Teknik	Bentuk	Contoh Instrument
5. Membaca nyaring dan bermakna teks esai berbentuk narrative / recount.	Tes Lisan	Membaca Nyaring	11. Read a text with loud and well intonation
	Tes Tulis	Essay test	12. Answer the question following the text

10. Rubrik Penilaian.
Essay Test

No	Question Wight	Criteria	Scoring
1	Difficult	Correct Answer	20
2	Rather Difficult	Correct Answer	15
3	Easy	Correct Answer	10
Total Score			100

True (T) and False (F) question

No	Criteria	Scoring									
1	Correct Answer	1	1	1	1	1	1	1	1	1	1
2	Incorrect Answer	0	0	0	0	0	0	0	0	0	0

$$\text{Score} = \frac{\text{Total Score Of Students'}}{\text{Maximum Score}} \times 100$$

Mengetahui

Mahasiwa Peneliti

Guru Pembimbing

Syamsul Budiman, S.pd

Syamsir
10535 3962 09

Task 6

Elephants: The Amazing Animals

Elephants are the largest land animals on earth. They have the largest brains of any mammal. Elephants talk to each other. Researchers have discovered more than 50 different types of calls that they use to communicate with each other.

Their trunks are strong enough to pick up trees but sensitive enough to pick up a flower. They use them as tools to sweep paths, to scratch themselves, to swat flies, and to draw in the dirt. They are good swimmers and use their trunks like snorkels. They live together in family groups. They help each other when in trouble. They join together to care for and rescue their young.

Comprehension questions

1. What kind of animal is reported in the text?
2. What is its brain like?
3. Mention its parts of the body as described in the text.
4. Which of the following descriptions is not correct?
 - a. Elephants can't take flowers.
 - b. They can communicate well with their babies.
 - c. They are cooperative among others.
5. How do they sweep paths?
6. Who discovered that elephants have different types of calls they use for communication?
7. Do elephants like to isolate themselves from other elephants? Why or why not?

Evaluation Test of Reading Comprehension

Cycle One

WHAT IS AN ICEBERG?

An iceberg is a great piece of ice floating in the sea. 'Berg' is the German word for 'mountain.' In the coldest parts of the earth, around the North and South Poles, land and sea are both covered by layers of ice, more than 300 meters deep at the centre.

Tongues of ice, called glaciers, stretch out into the open sea. The sea water melts the bottom parts of these glaciers, and then the top part moves into the water with a great noise. The great piece of ice sinks for a short time under the surface, and then it rises again, and floats away as a new iceberg. Some icebergs are many miles long, and travel for thousands of miles and several years before they finally melt. The part of an iceberg which can be seen above the water is only about one-ninth of the total size. The rest is hidden under the waves.

One of the world's worst disasters at sea was in 1912 when the liner 'Titanic' hit an iceberg and sank on her first journey, killing hundreds of passengers.

Questions

1. What is an iceberg?
2. What is 'berg'?
3. What is 'glaciers'?
4. Where is most part of an iceberg?
5. How does the writer describe the North and South Poles?
6. What is 'liner'?
7. What happened to the Titanic?
8. Why did the author write about iceberg?
9. How is an iceberg formed?
10. Describe how an iceberg looks in your own words

The Chipmunk That Ran Away

Once upon a time, there was a nervous little chipmunk. She was always afraid that something bad happened to her.

One day, she heard a little noise. It was really only an apple that fell to the ground. But the little Chipmunk was afraid and said "The sky is falling in." Then she ran away as fast as she could go.

Soon she met an old brother Chipmunk, who asked, "Where are you running to, little Chipmunk?" And the little Chipmunk answered, "The sky is falling in, and I am running away." "The sky is falling in?" said the old brother Chipmunk. And he told the story to his brother chipmunk, until at last there were a hundred brother Chipmunks shouting, "The sky is falling in." Soon the larger animals heard what the Chipmunks were saying. The Deer, the Sheep, the Pig, the Camel, the Tiger, and the Elephant began to say, "The sky is falling in."

Then the wise Lion heard all the noise and wanted to know what was happening. He stopped all the animals and asked, "What are you saying?" The brother Chipmunks said, "Oh we heard it from that little Chipmunk!" And the Lion said, "Little Chipmunk, what made you say that the sky was falling in?" And the little Chipmunk said, "I saw it there near the tree."

"Well," said the Lion, "Come with me and I will show you how something". "Now get on my back." The Lion took her on his back, and asked the animals to stay where they were until they returned. Then he showed the little Chipmunk that the apple had fallen to the ground. This made the noise that had made her afraid. The little Chipmunk said, "Oh, I see. The sky is not falling in." The Lion said, "Let's go back and tell the other animals." So they went back. At last all the animals knew that the sky was not falling in.

(Source: Dit. PSMP, 2006)

Questions

1. What did the little Chipmunk hear one day?
2. What did the little Chipmunk think the noise was?
3. What did she do then? Did she meet the older brother Chipmunk?
4. What did the little Chipmunk say?
5. Did the old brother Chipmunk believe her? How do you know?
6. Did the other animals believe her? How do you know?
7. Did the Lion believe her? How do you know?
8. What did the Lion do to show the little Chipmunk that the sky was not falling?
9. What did the Lion ask the other animals to do?
10. What did the little Chipmunk learn at last?

Appendix 2: RESULT EVALUATION OF STUDENTS' READING COMPREHENSION

No	NAMA SISWA	D-Test	CYCLE	
			I	II
1	A1	60	50	70
2	A2	50	60	60
3	A3	60	75	65
4	A4	60	70	70
5	A5	85	85	100
6	A6	60	65	80
7	A7	50	60	70
8	A8	30	30	50
9	A9	85	85	100
10	A10	70	70	80
11	A11	75	75	75
12	A12	30	30	60
13	A13	-	-	-
14	A14	50	50	70
15	A15	60	60	75
16	A16	85	85	90
17	A17	85	85	100
18	A18	55	30	50
19	A19	70	75	80
20	A20	50	70	80
21	A21	30	30	50
22	A22	30	30	60
23	A23	60	75	80
24	A24	75	75	80
25	A25	60	80	75
26	A26	70	80	90
27	A27	30	70	70
28	A28	75	65	75
29	A29	60	65	50
30	A30	50	60	65
31	A31	70	80	80
32	A32	60	50	70

33	A33	30	75	50
34	A34	80	80	90
35	A35	70	70	90
36	A36	30	50	70
37	A37	75	80	80
38	A38	50	50	60
Total Score		1460	2375	2710

Cycle 2

No.	Score	Category	Frequency	Percentage
1.	0 - 34	Very Poor	0	0%
2.	35 - 54	Poor	5	13,5%
3.	55 - 64	Average	4	10,8%
4.	65 - 84	Good	21	56,7%
5.	85 - 100	Excellent	7	18,91%

Cycle 1

No.	Score	Category	Frequency	Percentage
1.	0 - 34	Very Poor	5	13,51%
2.	35 - 54	Poor	5	13,51%
3.	55 - 64	Average	7	18,91%
4.	65 - 84	Good	15	40,5%
5.	85 - 100	Excellent	5	13,51%

D-Test

No.	Score	Category	Frequency	Percentage
1.	0 - 34	Very Poor	8	21,62%
2.	35 - 54	Poor	5	13,5%
3.	55 - 64	Average	10	27,02%
4.	65 - 84	Good	10	27,02%
5.	85 - 100	Excellent	4	10,8%

Mean Score

$$\text{Mean Score} = \frac{\text{Total Scor of Students'}}{\text{Data Source}}$$

1. Diagnostic Test (D-Test)

$$\text{Mean Score} = \frac{1460}{37} = 39,4$$

2. Cycle I

$$\text{Mean Score} = \frac{2375}{37} = 64,18$$

3. Cycle II

$$\text{Mean Score} = \frac{2710}{37} = 73,24$$



Lampiran 3: Lembar Observasi Keaktifan Siswa dalam Proses KBM

No	Students ¹	Cycle I			Cycle II			Kai
		I	II	III	I	II	III	
1	A1	3	3	3	3	3	3	
2	A2	2	3	2	3	3	3	
3	A3	2	3	3	3	3	3	
4	A4	3	3	4	4	4	4	
5	A5	2	3	3	3	3	3	
6	A6	3	3	3	4	4	4	
7	A7	3	3	3	3	3	3	
8	A8	2	2	3	2	3	3	
9	A9	3	3	3	3	3	3	
10	A10	2	2	3	2	3	3	
11	A11	2	3	3	3	3	4	
12	A12	3	3	3	4	4	4	
13	A13	0	0	0	0	0	0	A
14	A14	2	2	3	3	3	3	
15	A15	3	3	3	3	3	3	
16	A16	2	2	3	3	3	3	
17	A17	2	2	3	3	3	3	
18	A18	2	2	3	3	3	3	
19	A19	2	2	2	2	3	3	
20	A20	2	2	3	3	3	3	
21	A21	2	2	3	3	3	3	
22	A22	2	2	2	3	3	3	
23	A23	3	3	3	3	3	3	
24	A24	3	3	3	3	3	3	
25	A25	3	3	3	3	3	3	
26	A26	3	3	3	4	3	3	

27	A27	2	2	2	3	3	3
28	A28	3	3	4	4	4	4
29	A29	3	3	3	3	3	3
30	A30	2	2	2	3	3	3
31	A31	3	3	3	4	3	4
32	A32	2	2	2	3	3	3
33	A33	2	3	3	3	3	3
34	A34	2	3	3	3	3	3
35	A35	2	2	3	3	3	3
36	A36	2	2	2	3	3	3
37	A37	2	1	2	2	2	3
38	A38	2	2	3	3	3	3
Total		88	93	105	113	114	117
Percentage (%)		57,89	61,18	69,07	74,32	75	76,9

Note:

- 4 = Sangat Aktif (SA)
- 3 = Aktif (A)
- 2 = Kurang Aktif (KA)
- 1 = Tidak Aktif (TA)

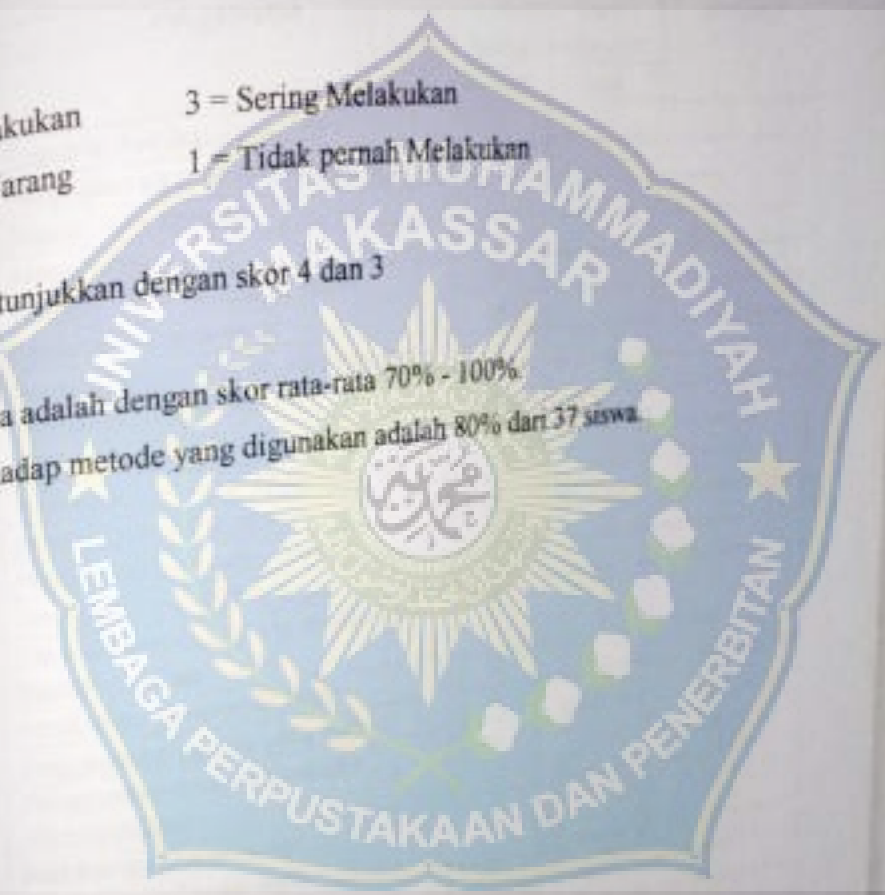
A = Absent
S = Sakit
I = Izin

...siswa :
... atau focus terhadap pelajaran/Memperhatikan saat guru menerangkan
... pada guru pada saat berlangsungnya pelajaran.
... dan menjawab pertanyaan dari guru.
...
... dengan baik dengan teman kelompoknya.
... mendapatkan informasi dalam bacaan.
... kesimpulan sendiri mengenai bacaan.

... Sering Melakukan
... namun Jarang

- 3 = Sering Melakukan
- 1 = Tidak pernah Melakukan

... berhasil ditunjukkan dengan skor 4 dan 3
... adalah 28
... berhasil siswa adalah dengan skor rata-rata 70% - 100%
... berhasil terhadap metode yang digunakan adalah 80% dari 37 siswa.



Appendix 4: Lembar Observasi Peneliti

: Syamsir
 : 10535 3962 09
 : Bahasa Inggris
 : 1

Bagian	Pengamatan	Apakah Guru Melaksanakannya		Komentar
		Ya/Tdk	Skor	
Penyiapan	Skenario Pembelajaran/ RPP	v		
	Penyiapan alat/ Media Pembelajaran	v		
	Penampilan Penyaji	v		
Penyajian	Pendahuluan	v		
	Pemeriksaan Kehadiran Siswa	v		
	Pelaksanaan apersepsi	v		
	Pengungkapan Tujuan Pembelajaran	v		
	Pemberian Motivasi	v		
	Penjelasan alur pembelajaran	v		
	Penerapan Strategi Pembelajaran	v		
	Pemanduan sajian materi	v		
	Penggunaan alat atau media	v		
	Penerapan teknik bertanya	v		
	Pembahasan hasil kerja melibatkan keaktifan siswa	v		
	Pemberian bimbingan siswa	v		
	Penggunaan bahasa yang baik	v		
	Penggunaan system penilaian (tertulis/lisan)	v		
	Penutup	Pemberian tindak lanjut (perbaikan/Pengayaan)	v	
Pemberian Tugas		v		
Menutup Pelajaran				
	Persentase			

Nilai: 1 = Kurang sekali, 2= Kurang, 3= Baik, 4= Baik Sekali
 Interval Nilai 0-34= E, 35-54= D, 55-64= C, 65-84= B, 85-100= A

Makassar, Mei 2014
 Guru Pembimbing

Syamsul Budiman, S.Pd

Setelah melakukan langkah-langkah pembelajaran pada siklus 1 maka guru pembimbing sebagai observer terhadap peneliti memberikan masukan atau saran untuk peningkatan prestasi siswa pada siklus selanjutnya sebagai berikut;

1. Dalam menjelaskan materi suara diperbesar
2. Materi yang disajikan lebih menarik bagi siswa.
3. Adakan pendekatan individual kepada siswa.
4. Tingkatkan komunikasi dengan siswa.
5. Dalam berbicara atau menjelaskan materi lebih pelan supaya lebih mudah ditangkap oleh siswa.
6. Pemberian motivasi yang pariatif.
7. Gunakan media yang lebih menarik.
8. Berikan pengawasan terhadap siswa dalam berdiskusi.

Appendix 4: Lembar Observasi Peneliti

: Syamsir
 : 10535 3962 09
 : Bahasa Inggris
 : II

Kategori	Pengamatan	Apakah Guru Melaksanakannya		Komentar
		Ya/Tdk	Skor	
Pendahuluan	Skenario Pembelajaran/ RPP	✓		
	Penyiapan alat/ Media Pembelajaran	✓		
	Penampilan Penyaji	✓		
	Pendahuluan	✓		
	Pemeriksaan Kehadiran Siswa	✓		
	Pelaksanaan apersepsi	✓		
	Pengungkapan Tujuan Pembelajaran	✓		
	Pemberian Motivasi	✓		
	Penjelasan alur pembelajaran	✓		
	Penerapan Strategi Pembelajaran	✓		
Isi	Pemanduan sajian materi	✓		
	Penggunaan alat atau media	✓		
	Penerapan teknik bertanya	✓		
	Pembahasan hasil kerja melibatkan keaktifan siswa	✓		
	Pemberian bimbingan siswa	✓		
	Penggunaan bahasa yang baik	✓		
	Penggunaan system penilaian (tertulis/lisan)	✓		
	Pemberian tindak lanjut (perbaikan/Pengayaan)	✓		
	Pemberian Tugas	✓		
	Menutup Pelajaran	✓		
	Persentase			

Nilai: 1 = Kurang sekali, 2 = Kurang, 3 = Baik, 4 = Baik Sekali
 Interval Nilai 0-34 = E, 35-54 = D, 55-64 = C, 65-84 = B, 85-100 = A

Makassar, Juni 2014
 Guru Pembimbing

Syamsul Budiman, S.Pd

Pada siklus II peningkatan prestasi siswa telah mencapai target sehingga tidak perlu lanjut ke Siklus III namun demikian peneliti harus tetap memperhatikan saran-saran sebelumnya dan berusaha meningkatkan cara kerja pada siklus II untuk mendapatkan prestasi yang lebih. Kemudian hal lain yang sangat penting adalah adakan pendekatan dan pengenalan individu terhadap siswa dan penyajian materi yang lebih menarik lagi bagi siswa sehingga siswa bisa lebih focus karena rasa ingin tahu mereka.





Picture 1: Students' Activity in Discussion Process at the Cycle I



Picture 2: Students in Evaluation Process at the Cycle I



Picture 3: Students activity in learning process at the cycle II



Picture 4: Students in evaluation process at the Cycle II

Pengantar LP3M

Kepada Yang Terhormat,
Kepala LP3M Unismuh Makassar
Di-
Makassar

السلام عليكم ورحمة الله وبركاته
Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas
Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa
Mahasiswa yang tersebut namanya di bawah ini:

- Nama : SYAMSIR
- Nim : 10535 3962 09
- Jurusan : Pendidikan Bahasa Inggris
- Alamat : Jl. Muhajirin II Makassar

Adalah yang bersangkutan akan mengadakan penelitian dalam penyelesaian skripsi :

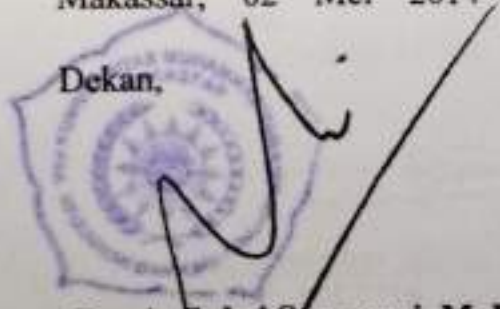
Dengan Judul : **Improving the Students' Reading Skill through Guide Reading Method**
(A Classroom Action Research at the Second Year Students of SMP Perguruan Islam Makassar)

Demikian disampaikan atas kerjasama yang kami ucapkan terima kasih.

والسلام عليكم ورحمة الله وبركاته

Makassar, 02 Mei 2014

Dekan,



Dr. A. Sukri Samsuri, M. Hum

02 Rajah 1435 H

02 Mei 2014 M

4.VIII/V/35/2014

Proposal Penelitian

Prov. Sul-Sel
P2T BKPM D Prov. Sulsel

Adh
surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas
Makassar, nomor: 4677/T/KIP/A.4-II/V/1435/2014 tanggal 02 Mei
menyatakan bahwa mahasiswa tersebut di bawah ini:

- : SYAMSIR
- : 105 35 3962 09
- : Keguruan dan Ilmu Pendidikan
- : Pendidikan Bahasa Inggris
- : Jl. Muhaajirin II Makassar
- : Mahasiswa

melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi
judul:

Improving the Students' Reading Skill Through Guide Reading Method (A
Action Research at the Second Year Students of SMP Perguruan Islam
Makassar).

diaksanakan dari tanggal 03 Mei s/d 03 Juli 2014

dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk
melakukan penelitian sesuai ketentuan yang berlaku.

atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

Adh

Ketua,
Ub. Sekretaris LP3M,



Ir. Abubakar Idhan, MP
NBM 101 7716



PEMERINTAH PROVINSI SULAWESI SELATAN
BADAN KOORDINASI PENANAMAN MODAL DAERAH

Unit Pelaksana Teknis – Pelayanan Perizinan Terpadu

Jln. Bougenville No. 5 Telp (0411) 441077 Fax. (0411) 448936

MAKASSAR 90222

Makassar, 06 Mei 2014

Kepada

6676 /P2T-BKPM/19.36P/05/VII/2014

Yth. Ketua Yayasan Perguruan Islam Makassar

Izin Penelitian

di-
Makassar

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 1597/Izn-05/C.4-VIII/V/35/2014 tanggal 02 Mei 2014 perihal tersebut diatas, mahasiswa/peneliti dibawah ini :

Nama : Syamsir
Nomor Pokok : 105 35 3962 09
Program Studi : Pend. Bahasa Inggris
Pekerjaan : Mahasiswa
Alamat : Jl. Slt Alauddin No. 259, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

"IMPROVING THE STUDENTS' READING SKILL THROUGH GUIDED READING METHOD (A CLASSROOM ACTION RESEARCH AT THE SECOND YEARS STUDENTS OF YAYASAN SMP PERGURUAN ISLAM MAKASSAR)"

Yang akan dilaksanakan dari : Tgl. 07 Mei s/d 07 Juni 2014

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian disampaikan untuk dimaklumi dan dipergunakan sepenuhnya.

a.n. GUBERNUR SULAWESI SELATAN
KEPALA BADAN KOORDINASI PENANAMAN MODAL DAERAH
PROVINSI SULAWESI SELATAN
Pelayanan Perizinan Terpadu



mil

YAYASAN PERGURUAN DAN KESEJAHTERAAN ISLAM MAKASSAR
SMP PERGURUAN ISLAM MAKASSAR
JL.DATUMUSENG NO.12 TELP (0411) 318866
MAKASSAR

SURAT KETERANGAN

Berdasarkan surat Bapak Kepala Badan Penelitian dan Pengembangan daerah propinsi Sulawesi Selatan No : 6676/P2T-BKPMD/19.36P/05/VII/2014 Balitbangda tanggal 06 Mei 2014 perihal izin/rekomendasi penelitian yang diberikan kepada :

Nama : SYAMSIR
NIM : 10535 3962 09
Program Studi : Pendidikan Bahasa Inggris

Universitas Muhammadiyah Makassar Fakultas Ilmu Keguruan dan Ilmu Pendidikan yang telah melaksanakan penelitian dengan judul **"IMPROVING THE STUDENTS' READING SKILL THROUGH GUIDED READING METHOD (A Classroom Action Research at the Second Year Students of Yayasan SMP Perguruan Islam Makassar)"** yang dilaksanakan dari tanggal 07 Mei s/d 07 Juni 2014.

Demikian Surat Keterangan ini diberikan untuk digunakan sebagaimana mestinya.

Makassar, 07 Juni 2014

Kepala Sekolah



[Signature]
Marlina Nadjamuddin, S.Pd.
NIP. 1964 0407 1989 102002



UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN, PENGABDIAN MASYARAKAT DAN SISTEM INFORMASI
SEKSI DATA DAN EVALUASI PROGRAM STUDI

SURAT KETERANGAN

Kepala Seksi Data dan Evaluasi Program Studi Direktorat Akademik
Kemahasiswaan dan Sistem Informasi Universitas Muhammadiyah Makassar
menerangkan Mahasiswa tersebut di bawah ini:

Name : SYAMSIR
Stambuk : 10535396209
Program Studi : PENDIDIKAN BAHASA INGGRIS

Benar telah terdaftar pada laporan Pangkalan Data Perguruan Tinggi (PDPT)
Universitas Muhammadiyah Makassar.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana
mestinya.

Makassar, 25 Agustus 2014
Kese Data dan Evaluasi
Pro

Tasrif Akib, S.Pd, M.Pd
NBM. 951 830



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Prodi Pend. Bhs. Inggris
TERDAFTAR
 fkip unismuh makassar

Nama Mahasiswa : SYAMSIR
 NIM : 10535 3962 09

Judul Penelitian : "Improving the Students' Reading Skill Through Guide Reading Method (A Classroom Action Research at the Second Year Students of SMP Perguruan Islam Makassar). "

Tgl Ujian Proposal : 21 April 2014

Lokasi Kegiatan Penelitian : SMP Perguruan Islam Makassar

Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru Kelas	
1 Mei/2014	Diagnostic Test	Syaiful Budiman, S.Pd	h	
2 Mei/2014	Text 1. Being a dwarf	[Signature]	h	
3 Mei/2014	Text 2. Meeting a bear		h	
4 Mei/2014	Text 3. Maya Satali		h	
5 Mei/2014	cycle I		h	
6 Mei/2014	Text 4. Batu and the lion		h	
7 Mei/2014	Text 5. Elephants		h	
8 Mei/2014	Text 6. Singapore		h	
9 Mei/2014	cycle II		h	
			Syaiful Budiman, S.Pd	h

Makassar,2014

Mengetahui,

.....

CURRICULUM VITAE



Syamsir, was born on October 18th, 1990 in Tamatto, Bulukumba regency. He is the first child from two brothers from the marriage of his parents Badu' and Satu'.

In 1997 the writer registered as student elementary school SDN 269 Balleanging in Bulukumba regency and he graduated in 2003. The next in the same year the writer registered as a student in MTs.N 28 Karassing Subdistrict Herlang, Bulukumba regency graduated in 2006. Then the writer registered in senior high school, MAN Bulukumba and graduated in 2009. In 2009, the writer registered to study of English department in Muhammadiyah University of Makassar.