**IMPROVING THE STUDENTS' READING COMPREHENSION
THROUGH THINK PAIR SHARE METHOD**

**ATTHE SECOND YEAR STUDENTS' OF MTS MUHAMMADIYAH
MARADEKAYA KABUPATEN TAKALAR**

(A Classroom Action Research)

A THESIS

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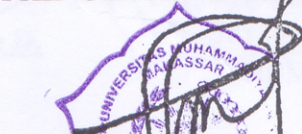31 Januari 2018 M

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MOTTO

Sesungguhnya sesudah kesulitan itu ada kemudahan. Maka apabila kamu telah selesai dari sesuatu urusan, kerjakanlah dengan sungguh-sungguh urusan yang lain.

(Q. S. ke - 94. Alam Nasyirah, ayat: 6-7)

The parent's pray is my succesfull key

Anryadi

The Writer

Setiap kesuksesan bermula dari usaha, dari usaha itu maka terciptalah Karya Ilmiah ini, dan Karya ilmiah ini kupersembahkan untuk Ayah dan Ibuku. Ibu yang selalu mengerti akan diri aku dan rela mengorbankan segalanya untuk aku baik dari segi Material terlebih lagi yang lainnya.

ANRYADI

v

ABSTRACT

JUMRIANI ARIF. 2012. English Education Department. Faculty of Teacher Training and Education. Makassar Muhammadiyah University. **Improving The Students' Reading Comprehension through Think Pair and Share at second Grade of Mts Maradekaya** . The thesis was under supervision of Bahrun Amin and Andi Fahrisa Baso.

The objective of this research was intended to find out how the use Think Pair and Share improve the students' literal comprehension in reading comprehension.

The research method used a Classroom Action Research which consisted of two cycles. Each cycle consisted of four meetings. It meant that that there were eight meetings for two cycles. This classroom action research was conducted at the second grade of Mts Maradekaya, Kab. Takalar on 2016/2017 academic year. The subjects of the research were the students of class VIII A which consisted of 31 students. The instrument used reading test.

The findings of the research were the improvement of the students' reading comprehension in literal comprehension (main idea and Conclusion). The mean score of the students' literal comprehension (main idea) in D-Test was 5,2, in the cycle I was 6,2 and in cycle II was 7,08 while students' literal comprehension (Conclusion) in D-Test was 5,7 in the cycle I was 6,5 and in cycle II was 7,6 and the students' activeness toward teaching learning process by using Think Pair and Share was improved. It can be seen from the observation result of the students' activeness in the classroom from the first meeting at the first cycle until at the last meeting in cycle II always grow up. It could be stated that the research was successful.

Keywords: Reading Comprehension, Think Pair Share, Main idea , Conclusion, Literal Comprehension.

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Writer,
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Jumriani Arif

LIST OF CONTENTS

CHAPTER III: RESEARCH METHOD

CHAPTER IV: FINDINGS AND DISCUSSIONS

CHAPTER V: CONCLUSION AND SUGGESTION

APPENDICES

LETTERS

CURRICULUM VITAE

LIST OF TABLES

LIST OF GRAPHICS

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

This chapter deals with background, problem statement, the objective of the research, the significance of the research and the scope of the research.

A. Background

English as an international language places the first position in the world of communication. In our country, English plays important role. We study English because we need it in many aspects. English is used to express our idea, opinion, and feeling to other people especially the people from other countries. English is also needed to face globalization are time where we get much information from entire world. Without mastering English we will miss some important things we need.

Reading is the cheapest way in getting information. We can say that reading is the eye of world. Reading is an important part of English, this the way of gaining information from written source. It is also one important way to get contact with how the native use their language. For the two reasons, it will be important to make the reading activity as effective as possible. In reading comprehension, the message to be imposed in the written form is the most important element that the students must recognize, because the primary purpose of reading is to know the thoughts expressed in the printed material.

Therefore, reading with comprehension is only a way for the students to arrive at what they want to know from the reading material. However, the

problem is how to make them comprehend. Learning English could be fun the students. In this case, teacher of English should have a good technique and good preparation in teaching. It is very essential for the teachers to create a good classroom atmosphere and to avoid students from getting bored. For students from elementary to university level, reading is something that has to be done. They have to read their compulsory books or other materials related to their lesson. For students who are studying language, reading is one of the skills, which has to be learned and is considered as the most important one because it can influence other language skill (listening, speaking, and writing).

Some students fell bored when they read the uninteresting material. So the researcher uses story impression as reading materials in conducting teaching process. It is expected to improve the students reading comprehension.

McWorhs, (1966) says that reading is an active process of identifying important ideas, comparing, evaluating, and applying them; therefore in reading paragraph we have to try to comprehend. Without comprehending the paragraph, will be very difficult to understand what we have read or what the writer means in reading material. Reading is one important aspect in learning English. Reading itself is complex and complicated process because it involves the internal and external factors of students. The internal factors are everything from the students which can be taught, as a result of an interaction

in reading process and external factors are all the factors from outside of the students (Nun, 1991).

B. Problem statement

Based on the description above, the writer formulates the problem statements as follows "How does the use of Think Pair and Share improve the literal comprehension at the second grade students' of MTs Muhammadiyah Maradekaya, Kab. Takalar?"

C. Objective of The Study

In relation to the problem statement above, The objective of the research is to find out "The use Think Pair and Share improve the literal comprehension at the second grade students' of MTs Muhammadiyah Maradekaya, Kab. Takalar"

D. Significance of the Study

In relation to the problem statement above, the significance of the study are:

1. To make the teaching and learning process specially in reading comprehension more effective.

2. To be used by the teachers in improving students reading comprehension.

3. To make the students easy to understand and enjoy in reading comprehension class.

E. **Scope of the Study**

This research will study the ability of the second grade of think pair and share at the second grade of MTs Muhammadiyah Maradekaya, Takalar Regency in using Think Pair and Share, that focuses on the main idea and conclusion the text.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Definition of Think Pair and Share

The model of learning-Think-Pair Share developed by Frank Lyman et al of the University of Maryland in 1985. The model of learning-Think-Pair Share is one of the simplest models of cooperative learning. This technique provides students with opportunities to work independently and cooperate with others. The advantages of this technique are the optimization of student participation (Lie, 2004:57).

Think-Pair-Share to have the procedure specified explicitly to give students more time to think, respond, and help each other (Nurhadi et al, 2003: 66). For example, new teachers are presenting a topic or students just finished reading an assignment, then the teacher asks students to think about the problems that exist in the topic text. Steps in learning Think-Pair-Share are simple, but important in avoiding the mistakes of group work (http:// home. Att-net/_clnetwork/think ps.htm). In this model, the teacher asks students to think about a topic, pair up with other students and discuss it, then share ideas with the entire class.

The steps in learning Think-Pair-Share is: (1) teachers divide students in groups of four and assigned tasks to all groups, (2) each student to think and do the job alone, (3) students are paired with one peer in groups and discussing with her partner, (4) both spouses meet in groups of four. Students have the opportunity to distribute their work to the four groups (Lie, 2004: 58)

The main stages in the learning Think-Pair-Share by Ibrahim (2000: 26-27) are as follows:

Phase 1: Thingking (thinking)

Teachers ask questions or issues related to the lesson. Then students are asked to consider questions or issues independently for some time.

Stage 2: Pairing

The teacher asks the students to pair up with other students to discuss what has been thought in the first phase. In this stage, each member of the group to compare answers or results of their thinking by defining who is considered the most correct answers, the most convincing, or most unique. Usually teachers give time for 4-5 minutes in pairs.

Stage 3: Sharing (share)

At the final stage, the teacher asked the couple to share with the whole class about what they are talking about. Share skills in the whole class can be done by pointing the couple who have volunteered to report the results of group work or pair by pair turns up about a quarter of couples have had the opportunity to report.

♦ **Procedure Think Pair and Share**

Step by step or flow model of learning in Think-Pair-Share is:

Step to 1: Teachers submit questions

Activity: Teachers do apperception, explaining the purpose of learning, and asking questions that relate to the material to be delivered.

Step 2: Students think individually

Activity: The teacher gives students the chance to think of an answer from the teacher presented problems. This step can be developed by asking students to write down the results think respectively.

Step 3: Each student discusses the ideas of each with a pair

Activity: The teacher organizes the students to pair up and give students the chance to discuss the answers they find most true or most convincing. Teachers motivate students to be active in group work. The implementation of this model can be equipped with a set of worksheets that practice questions or queries that work in groups.

Step 4: Students share the answers with the whole class

Activity: Students present answers or solving problems individually or in groups in front of the class.

Step 5: Analyze and evaluate the results of problem solving

Activity: Teachers help students to reflect or evaluate the results of solving the problems they had discussed.

Activities "think-Pair-sharing" in model Think-Pair-Share benefits. Students can individually develop their thinking because of the time to think (think time), so the quality of the answers can also be increased. According to Jones (2002), developing accountability for each student must report the results of their ideas and share (discussions) with her partner, then these couples have to share with the entire class. The number of members of small groups encourage each member to be actively involved, so that students rarely or never speak in class at least give an idea or an answer as their partner.

According to Spencer Kagan (in Maesuri, 2002:37) the benefits of Think-Pair-Share is: (1) the student uses more time to do its work and to listen to each other when they engage in activities Think-Pair-Share more students who raise their hands to answer after practicing in a partner. The students may be given more as additional waiting time and quality of the answers may be better, and (2) The teacher may also have more time to think when using Think-Pair-Share. They can concentrate on listening to the answers the students, observe students' reactions, and high levels of the questions asked.

How well and precisely defined material history will not necessarily guarantee the achievement of the history of education is formulated. One important factor to achieve the goal of education is a learning process carried out.
One implication of the constructivist theory of learning is cooperative learning. Cooperative learning utilizing the tendency of students to interact.
Learning by using the model Think-Pair-Share is one of the models that use cooperative group structure pairs. Although included in the cooperative model, this structure

B. The Concept of Classroom Action Research

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

The linking of the terms "action" and "research" highlights the essential features of this method trying out ideas in practice:

a. Planning

Practitioner tries to find "what are" the realities of their particular practices and to search for 'what ought to be'.

b. Action

The practitioner implements the plan he has developed, addressing all or a particular set of problem.

c. Observing

Simultaneous with action is the collection of data, observation is important for subsequent and action.

d. Reflection

The practitioner reflect upon what is happening with his project, developing revised action plans based upon what he is learned from the process of planning, acting, and observing.

C.The Concept of Reading Reading

1. **Definition of Reading**

    Reading is a complex process, every writer gives reason in his or her establish meaning, Charles, (2009) stated that reading is a transmitting of information process where the author is regarded as the informant and reader on the other hand is receiver during reading process the readers interact with the author directly.

    According to Richards (2009) stated that reading are perceiving a written text aloud (oral reading) this can be done with or without an understanding of the contents. From the definition above reading are included in two types they are: Reading comprehension and oral comprehension. Reading comprehension is know through the written text by understanding is lexical meaning. Beside that, oral reading is reading without the written text about.

    According to Burns (1984) reading is a product is the consequence of utilizing a certain aspect of a process in appropriate sequence. The product of reading is the communication of thought and emotion by the reader and writer through printed material. And then Jeremy, (1992) defines reading as an exercise which is dominated by the eyes and the brain. The eyes receive the message in the printed page and the brain then has to work out or process the significance of the message.

Robert, (1981) state that normally reading is a silent and individually activity, since the writer's expectation was what the text would be reading aloud activity.

According to Law, (1982) says that reading is ability to recognize and understand words, phrases, sentence, and paragraphs.

Williams, (1984) states that the definition of reading is that it is a process whereby one looks at and understands what has been writing.

2. **Kinds of Reading**

Nar, (1984) classifies reading in to two kinds namely, silent reading and oral reading.

a. Silent reading

The main aim in silent reading understands. We can do oral reading faster than silent these are not oral expression.

To develop the students understanding in silent reading we may give them short reading passage in the beginning and ask questions after words.

b. Oral reading (reading aloud)

Someone has firstly good pronoun to do oral reading well. In oral reading, the students will get experience in

Producing the sound which should be practiced as many as possible.

c. Reason reading

According to Harmer, (1995) there reasons for reading, there are:

1) Reading in language learning

Reading is an exercise by the eyes and the brain. The eyes receives message and the brain has to work out the significance of these message.

2) Reading for information

In most cases, reading for information is relevant to accurate study of the reader. They read to find out information to reduce their uncertain.

3) Reading for pleasure

Reading for pleasure is done without other people order but according to an individual reader wish and test.

3. **Aspects of Reading**

The following are aspects of reading which have been suggested by well known authorities:

a. Thinking Aspect of Reading

Reading without involving thinking process is useless. Therefore when reading, someone must involve thinking process. Alexander (1980) states that reading cannot be occur without thinking. Furthermore, he explains that when reading, a reader

relates the message potential meaning to what is already known in order to comprehend the message.

    b. Learning Aspect of Reading

A person who wants to know and understand a written message, he will take the material and read it. He reads word by word, sentence by sentence, paragraph by paragraph, and soon. During the process, he relates the meaning of words being read with his background knowledge. Hence, the meaning or information obtained through reading increase his knowledge. Finally, the knowledge influences his behavior and action.

D. The Concept of Reading Comprehension

1. The Definition of Reading Comprehension

Before dealing with the defenition of reading comprehension it is necessary to defined the word reading and comprehension. Hornby (1974:711) state that reading is the act of one who reads knowledge of books the ways in which something is interpreted, while comprehension is the act of understanding, the ability of the mind to understand.

Turner in Alexander et.al (1998: 159-160) states that reading comprehension involves taking meaning to a text in order to obtain meaning from that text. Ccomprehension is a special thinking process. The readers comprehend by actively constructing meaning internally for interacting with the material that is read.

By looking over those definitions above, it can be concluded that reading is an active process where the readers try to gain the information given by the author and understand what actually the purpose of the author is.

Tinker (2007:91) states that reading comprehension is not just reading with a loud voice but also to establish and understand the meaning of words, sentences, and paragraph sense the relationship among the ideas. As it is, if a student just reads loudly, but can not understand the content of the passages, it means he/she fails in comprehending the passage.

Ophelia (1986:118) states that reading comprehension is understanding evaluating and utilizing of information between author and reader. It sounds like the outhor and the reader can communicate one other. It means that the reader in this case, tries to understand what he is saying.

There have been many other definition of reading comprehension acoording to Smith (1973:118) it depends on many factors as follows:

a. The reader's ability to attend the ideas.

b. The reader's background knowledge to which new information must be add.

c. The quality of the writing it self

d. The readers' purpose or goals in reading the material.

Prevalent view is that comprehension is the act of understanding the meaning of printed or spoken language as contracted the ability to perceive and pronounce word without reference to their meaning (Harris, 1990:479) states that successful comprehension involves the reader's discovering the meaning needed to

achieve the particular piece of information solving problem through reading working to understand idea.

Burn (1984:177) The are four cllassifies levels of comprehension, but in this thesis the researcher will only focus word meaning, main idea and make conclusion use literal and in interpretive.

1) Literal Comprehension

Reading means take in ideas that are directly stated. Recognizing stated main ideas, detail, causes and effect, and sequences is the basis of literal comprehension, and a thorough understanding of vocabulary, sentence meaning, unknown word and paragraph meaning is important.

2) Interpretive

Iterpretative reading means read between the lines are making inferences. It is the process of driving ideas that are implied rather than directly stated.this category demands a higher level of thinking ability because the question of interpretation are concerned with answer that are not directly stated in the text but they are suggested or implied to answer question at the interpretive level, the reader must have ability and able to work at various levels of abstraction.

The interpretation/interpretative level is the one at which the most confusion exists. The confusion concerns the term inference. Inference may by defined as something that is not directly stated but suggested in the statement, a logical conclusion that is drawn from the statements, a dedication and induction.

3) Critical Reading

Critical reading means evaluating written material comparing the ideas discovered in the material with known standard and writing conclusions about their appropriateness, accuracy and timeliness.

4) Creative Reading

Creative reading involves going beyond the material presented by the author. It requires readers to think as they read, just as critical reading does, and also requires them to use their imagination.

2. Reading Comprehension Process

Reading comprehension involves two processes, the first is the reader establishes what the writer had said and the second he must follow what the writer meant. Harris (1990:52) said that reading comprehension can be viewed into two stages, they are, the mechanical process and comprehension process. The mechanical process includes that the language competence, interest, motivation, and reading ability. And comprehension process is the element of reading materials.

3. The Ability of Reading Comprehension

The process of reading comprehension can be viewed into two stages, i.e., the mechanical process and comprehension process. The mechanical process which deals with the reader activity is followed by the eye movement of the text, and comprehension process is a competent of the reader to interpret of the materials.

As the students want to improve their reading abilities for comprehension, they have to read rapidly. First in order to assimilate any aspect of subject of general

information about aspect of the subject of general information about aspect of the subject that may special interest to the subject and they have' to seek or observer and continue the material if they are stream of the new ideas. Thus they should read the material closely in order to follow the argument and assimilate all those new ideas. Among the ability for comprehension the students comprehension ability, William (1983:132) states are the ability:

    a. select important point

    b. interpret information and ideas

    c. Make dedication and judgment.

In conclusion, to have the skill of the students must practice to interpret and to understand the material as well add to exercises in reading as much as possible. The writer believes that, reading comprehension is the most important ability to the student to understand what has been read.

E. Conceptual Framework

```
                    ┌──────────────────┐
                    │  LANGUAGE SKILL  │
                    └──────────────────┘
        ┌──────────────┬──────┴──────┬──────────────┐
        ▼              ▼             ▼              ▼
  ┌───────────┐  ┌───────────┐ ┌───────────┐ ┌───────────┐
  │ LISTENING │  │  READING  │ │ SPEAKING  │ │  WRITING  │
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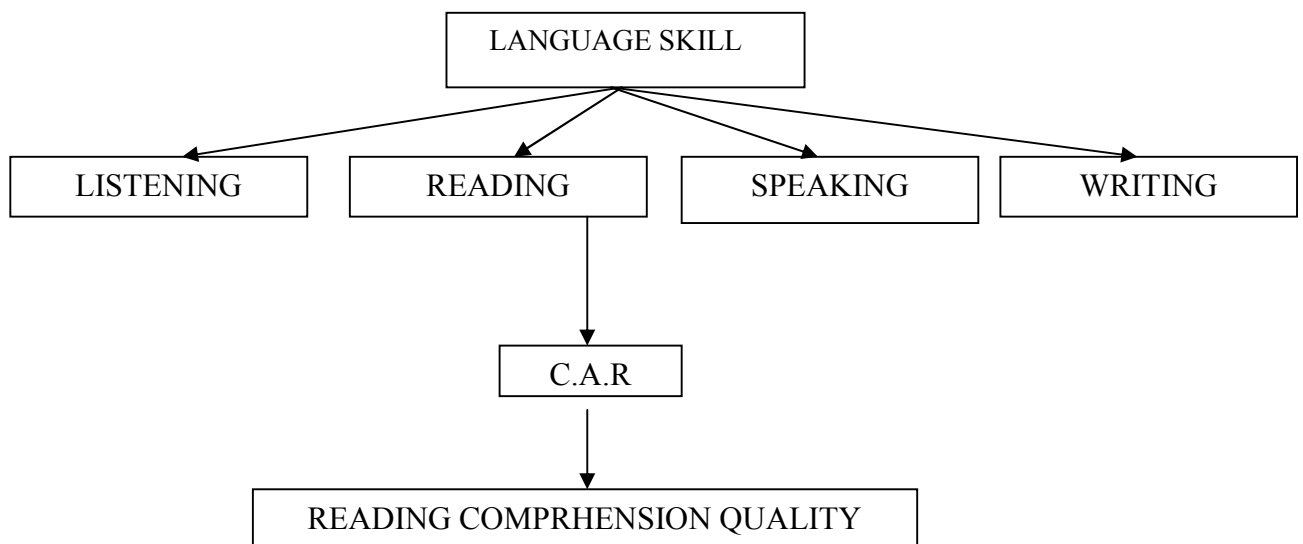
Student Reading Comprehension Ability

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This research used a classroom action research design (CAR). In this Classroom Action Research (CAR), the observer used classroom action research principle to collect the data.

The research was divided into two cycles with each cycle consists of four steps: they are: planning, implementation of the action, observation and reflection. It means that if the first cycle failed, the design should continue to the next cycle. It aimed at observing the students' reading comprehension through Think Pair and Share Method.

In this classroom action research (CAR) there two cycles. In each cycle have four stages those are:

> ➢ Planning

> ➢ Action

> ➢ Observation

> ➢ Reflection

The activity in this research it had two weeks in for times meeting and then had stages as like that:

Cycle I

Cycle 1 consisted of planning, action, observation, and reflection as follows:

1.   Planning

In order to implicate the collaborative classroom action research, the researcher collaborator discuss some preparations such as; preparing the suitable strategy, designing the lesson plan, preparing instructional materials and media and preparing the measurement of students' success for outcomes.

2.   Action

In this activity it had scenario learning process it should based on the story impressions in reading comprehension as like that:

1.   The researcher choose a text

2.   The researcher gave the reading material and asked the students to read it to help them understand the text.

3.   The researcher asked the student to answer the question related types of think pair and share.

4.   Finally the researcher collected the student copy passage.

5.   Teacher gave an oppurtunity to the other students for answer the question.

6.   The researcher gave the question related the information of the text,(main idea). It built the students' interaction and activeness in teaching and learning process.

7.   Then the research gave score using scoring rubric.

3. Observation

In this phase, the observer observes:

a. Students' participation and response during teaching and learning process..

b. Students' competence in answering exercise.

4. Reflection

After collecting the data, the observer evaluated the teaching learning process. Then do reflection by seeing the result of the observation, whether the teaching learning process of reading by using Think Pair and Share. Reaches success criteria based on the test result of the first action.

Cycle II

It is almost the same with the cycle 1, cycle 11 also consist of planning, action, observation, and reflection as follows:

1. Planning

In this phase, the observer makes:

a. The lesson plan by applying Think Pair and Share.

b. Instrument evaluation that will be used in Classroom Action Research cycle.

c. Observation sheet.

2. Action

a. The researcher applies Think Pair and Share method.

b. The researcher gave the reading materials and asked the student to read it to help them understand the text.

c. The researcher devided the student into small group.

d. The researcher asked the student to answer question related types of think pair and sharen.

e. Finally the researcher collected the student copy passage.

f. The researcher gave on oppurtinity to each group for answer the question.

g. The researcher gave the question related the information of the text,(main idea). It built the students' interaction and activeness in teaching and learning process

h. Then the research gave score using scoring rubric.

3. Observation

In this phase, the observer observes:

a. Students' participation and response during teaching and learning process...

b. Students' competence in answering exercise.

4. Reflection

After collecting the data, the observer evaluates the teaching learning process. Then do reflection by seeing the result of the observation, whether the teaching learning process of reading by using reading method and Think Pair and Share reaches success criteria based on the test result of the second action.

B. Research Variable and Indicator

There are two kinds of variable in this research. They are:

a. The independent variable

Independent variable of this study was the application of "Think Pair and Share method"

b. The dependent variables

The dependent variables consist of literal comprehension (main idea and conclusion)

c. Indicators

The indicator of the study was to measured literal and interpretative comprehension.

- Literal comprehension consisted of understanding main idea, and Conclusion.

C. Research subject

Research subject of this classroom action research was Think Pair and Share at the second grade of Mts Muhammadiyah Maradekaya, Takalar Regency. The class consisted of 39 students. Those consisted of 20 women and 19 men.

D. Research Instrument

In this research, the researcher uses two instruments for collecting data, as follows:

1. Observation sheet

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

2. Reading Test

   Test was used to acquire detail information about the students' prior abiliy and the students' achievement after the teaching and learning process ends.

   .

E. Technique of Data Collection

In this research, the researcher uses two instruments for collecting data, as follows:

1. Observation sheet

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

The assessment of students' active participation described followed:

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

(Sudjana in Suhadirman, 2010:40)

2. Reading Test

Test was used to acquire detail information about the students' prior abiliy and the students' achievement after the teaching and learning process ends.

The assessment of students' achievement described followed:

No	Criteria	Score
1	The meaning and grammar are correct	4
2	The meaning is correct and some errors of grammar	3
3	Some errors of meaning and grammar	2
4	The meaning and grammar are incorrect	1
5	No answer	0

F. Technique of Data Analysis

The data collect from the reading test analyzed quantitatively. The steps are listed as follow:

1. Scoring each the students' answer by using the following formula:

- $score = \dfrac{students' correct}{total\ number\ of\ item} X10$

Scoring maksimum: 4

(Sudjana, 2005:43)

2. Calculating the mean score by using the following formula

$$\bar{X} = \dfrac{\Sigma x}{N}$$

Where:

$\bar{X}$ = mean

X = the sum of the score

N = the total number of the students

Gay (1981:298)

To classify the students' score, there are seven classifications which are used as followed:

No	Classification	Score
1.	Excellent	9.6 – 10
2.	Very good	8.6 – 9.5
3.	Good	7.6 – 8.5
4.	Fairly good	6.6 – 7.5
5.	Fair	5.6 – 6.5
6.	Poor	3.6 – 5.5
7	Very poor	0 – 3.5

Depdikbud (1994:6)

3. To calculate percentage students' reading comprehension researcher used this formula:

$$P = \frac{F}{N} x100$$

P   = Rate percentage

F   = Number of correct

N   = Number of sample

(Sudjana, 1990:83)

4. To analyzed the students' participation in research toward the material and activities in teaching and learning process by checklist.

Percentage the students' participation through the following formula:

$$P = \frac{FQ}{4 \times N} x100$$

Where:

P   = Percentage

FQ   = Sum of all the students' score

N   = Total students

(Sudjana, 1990)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of the finding of the research and discussion that contains of data analysis in detail. The findings of the research cover the result of the data cycle 1 and cycle 2 about students' reading comprehension and observation result.

A. Findings

After doing analyzing the research, it indicates that there is an improvement of the students' reading comprehension through Think Pair and Share at the second grade students of MTs Muhammadiyah Maradekaya, Kab Takalar. The findings consisted of diagnostic test, students' reading comprehension and observation result.

1. The students' mean score in Literal Comprehension

The application of Think Pair and Share in improving the students' reading comprehension can be seen on the following table:

Table 1. Students' mean score in main ideas

Non Method	Classification	The Application of Think Pair and Share		Classification
D-TEST		Cycle	Mean score	
5,2	Poor	Cycle I	6,2	Fair
		Cycle II	7,08	Fairly good

The table 1 above shows the means score of the students' main idea. In the students' reading D-test, the means score is 5,2. Then in the cycle I show that the

means score of students' reading is 6,2. In the cycle II show that the means score of students' reading is 7.08.

The research findings from the table above, indicates that there is the improvement of the students' mean score from cycle I to cycle II, where in cycle I the students' mean score is 6,2, but after evaluation in cycle II the students' reading becomes 7,08.

The data above can also be seen in form of diagram below:
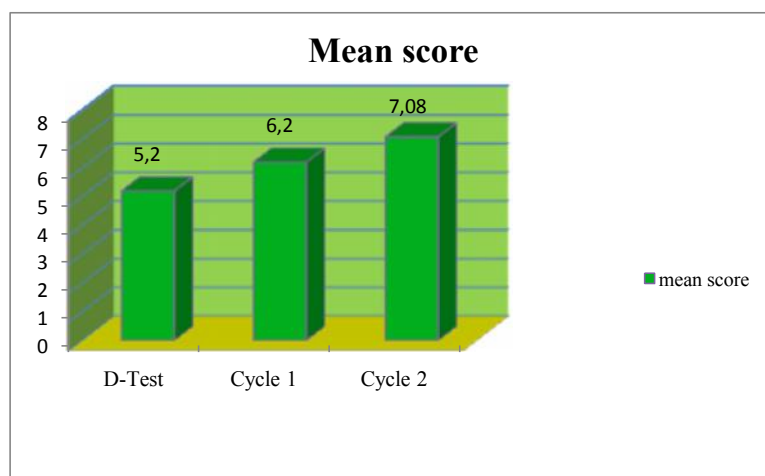
Graphic 1. Students' mean score in main idea

The graphic 1 above indicates that the mean score of D-test is 5,2, it is improves to be 6,2 in cycle I, and then, in cycle II, the mean score is 7,08. It indicates that the application of Think Pair and Share is significant in improving the students'

reading comprehension at the second grade students of MTs Maradekaya, Kab. Takalar.

Table 2. Students' mean score in Conclusion

Non Method	Classification	The Application of Think Pair and Share		Classification
D-TEST		Cycle	Mean score	
5,7	Poor	Cycle I	6,3	Fair
		Cycle II	7,6	Fairly good

The table 2 above shows the means score of the students' reading comprehension. In the students' reading D-test, the means score is 5,7. Then in the cycle I show that the means score of students' reading is 6,3. In the cycle II show that the means score of students' reading is 7,6.

The research findings from the table above, indicates that there is the improvement of the students' mean score from cycle I to cycle II, where in cycle I the students' mean score is 6,3, but after evaluation in cycle II the students' reading becomes 7,6.

The data above can also be seen in form of diagram below:
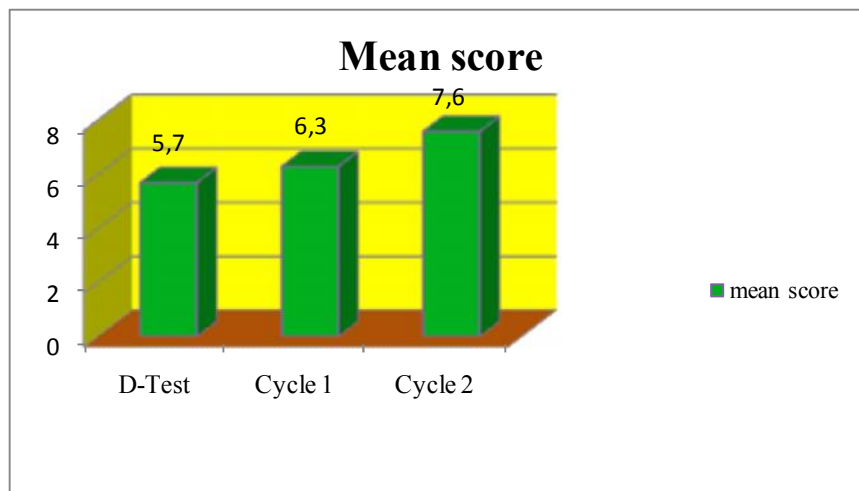
Mean score

Graphic 2. Students' mean score in Conclusion

The graphic 1 above indicates that the mean score of D-test is 5,7, it is improves to be 6,3 in cycle I, and then, in cycle II, the mean score is 7,6. It indicates that the application of Think Pair and Share is significant in improving the students' reading comprehension at the second grade students of Mts Maradekaya, Kab Takalar.

2. **The students' mean score in Reading Comprehension**

The application of Think Pair and Share improroving the students' reading comprehension can be seen on the following table:

Table 3. Students' mean score in reading comprehension

Non Method	Classification	The Application of Think Pair and Share		Classification
D-TEST		Cycle	Mean score	
5,4	Poor	Cycle I	6,2	Fair
		Cycle II	7,3	Fairly good

The table 1 above shows the means score of the students' reading comprehension. In the students' reading D-test, the means score is 5,4. Then in the cycle I show that the means score of students' reading is 6,2. In the cycle II show that the means score of students' reading is 7,3.

The research findings from the table above, indicates that there is the improvement of the students' mean score from cycle I to cycle II, where in cycle I the students' mean score is 6,2, but after evaluation in cycle II the students' reading becomes 7,3.

The data above can also be seen in form of diagram below:
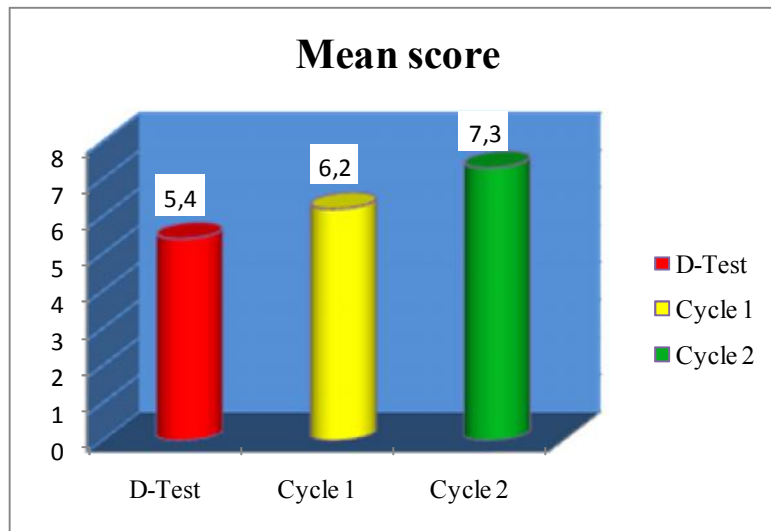
Mean score

Graphic 3. Students' mean score in reading comprehension

The graphic 1 above indicates that the mean score of D-test is 5,4, it is improves to be 6,2 in cycle I, and then, in cycle II, the mean score is 7,3. It indicates that the application of Think Pair and Share is significant in improving the students' reading comprehension at the second grade students of MTs Muhammadiyah Maradekaya, Kab. Takalar.

3. **Scoring Classification**

It has been mentioned in the previous chapter that after tabulating and analyzing the students' scores into percentage, then they are classified into seven

levels based on Depdikbud classification namely: Excellent, Very Good, Good, Fair,

Poor, and Very Poor as can be seen in the following tables:

Table 4. Rate percentage and frequency

No	Classification	Range	Non Method		The Application of Think Pair and Share			
			D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	9.6 – 10	0	0	0	0	0	0
2	Very good	8.6 – 9.5	0	0	0	0	0	0
3	Good	7.6 – 8.5	0	0	0	0	9	29
4	Fairly good	6.6 – 7.5	0	0	7	22,5	22	71
5	Fair	5.6 – 6.5	13	42	21	67,8	0	0
6	Poor	3.6 – 5.5	18	58	3	9,7	0	0
7	Very poor	0 – 3.5	0	0	0	0	0	0
	Total		31	100	31	100	31	100

The data above can also be shown from the graphic below:
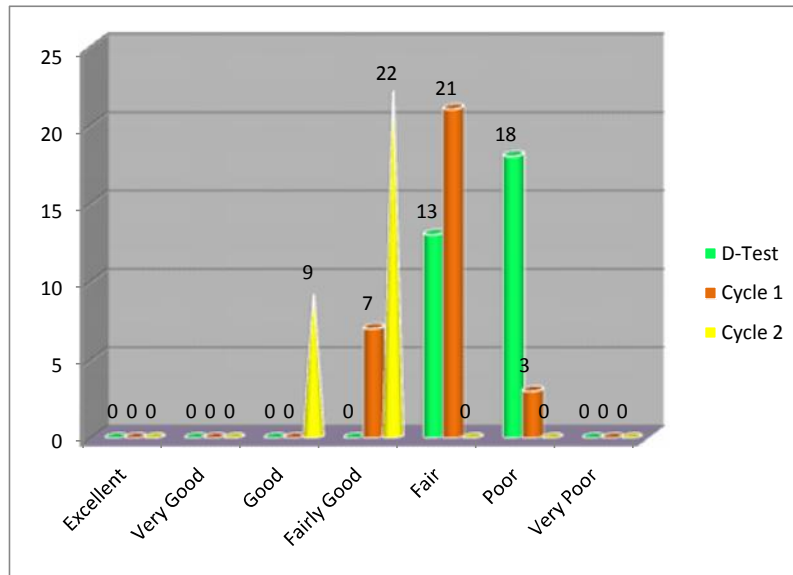
Graphic 4. Rate percentage and frequency

Based on the table and the grafic 4 above, it can show that D-Test there are 13 students (42%) get fair score and 18 students (58%) get poor score. While in the cycle I there are 7 students (22,5%) get fairly good score, 21 students (67,8%) get fairly score, and 3 student (9,7%) gets poor score.

In the cycle II there are no students get excellent, very good, fair, poor and very poor score. There are 9 students (29%) get good score, then 22 students (71%) get fairly good score.

B. Discussion

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 test as explained in the previous section shows that the students' reading comprehension was improved. It was supported by the frequency and the rate percentage of the students' score in D-Test, cycle 1, and cycle 2.

Before taking a classroom action research through Think Pair and Share, the researcher hold diagnostic test to measure the students' prior knowledge in English reading. After gave D-Test, the researcher found that the students' reading ability at the second grade of MTs Muhammadiyah Maradekaya, Kab. Takalar. Was poor, but it still must be improved. The D-Test's score was: 13 students (42%) get score in fair classification, and 18 students (58%) get score in poor classification. The mean score was 5,2.

In *cycle 1,* there are 7 students (22,5%) get score in *fairly good* classification, 21 students (67,8%) get score in *Fairly,* and 3 students (9,7%) get score in *poor* classification. There are not students are scored into *Excellent, Very Good, good* and *Very Poor* classifications. On the contrary, in *cycle 2*, 9 students (29%) are classified as *good,* and 22 students (71%) classified as *Fairly Good* . None of the students are categorized as *Excellent, Very good, fair, Poor* and *Very Poor*.

According to Harmer, main idea is the most important piece of information the authors wants you to know a bout the concept of that paragraph. The student is required to provide the main idea, general significance, theme, or moral which is not explicitly stated in the selection. (Such questions may pertain to part of a selection). The mean score of the students' literal comprehension (main idea) in *cycle 1* is 6,2 and classified as *fair*. While the mean score in *cycle 2* is 7,08 and classified as *Fairly Good*. It means that the students' reading comprehension improved through use Think Pair and Share. The mean score of the students' literal comprehension (Conclusion) in *cycle 1* is 6,3 and classified as *fair*. While the mean score in *cycle 2* is 7,6 and classified as *Fairly Good*. It means that the students' reading comprehension improved through use Think Pair and Share.

According to Clymer (1968) reading comprehension is reading in order to find information which is not explicitly stated in the passage. To make a complete inference, the reader must read the passage carefully, put ideas and facts together to draw a conclusion then inference it by using their experience and intuition. The mean score of the students' reading comprehension in *cycle 1* was 6.2 and classified as *Fair*. While the mean score in *cycle 2* was 7,3 and classified as *Fairly Good*. It means that the students' reading comprehension improved significantly through use Think Pair and Share.

Based on the discussion above, we can know that there was different result between cycle 1 and cycle 2 in teaching reading through Think Pair and Share. The researcher may say that teaching reading through Think Pair and Share is a good way to improving the students' reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion based on the finding discussion of the data analysis.

A. Conclusions

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

a. Using Think Pair and Share is able to improve the students' literal comprehension (main idea) at class VIII A. It was proved by the students' achievement in cycle II was is greater than cycle I and D-Test where in cycle I the students' mean score literal comprehension becomes 6,2, cycle II 7,08 and before diagnostic test is 5,2.

b. Using Think Pair and Share is able to improve the students' conclusion it was proved by the students' achievement in cycle II is higher than cycle I. Where the cycle I mean score is 6,3 and after evaluation in cycle II the students' Conclusion become 7,6 and before diagnostic test is 5,7.

c. Using Think Pair and Share is able to improve the students' reading comprehension it was proved by the students' achievement in in cycle II is higher than cycle I. Where the cycle I mean score is 6.2, after evaluation in cycle II the students' conclusion become 7.33 and before diagnostic test is 5.,4.

d. Using Think Pair and Share is able to make the students more active in learning process, especially in reading activities.

e. The process of the teaching and learning runs well during the classroom action research at class VIII A because the students are spirit and enjoy studying English. Besides that, the researcher also got full support by the teachers.

B. Suggestions

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

1. For the Students

Students need practice and learn more not only in the informal education, but also the formal education to improvement their reading comprehension .

2. For the English Teacher

a. The application of Think Pair and Share can improvement the students' reading comprehension in terms of literal comprehension on word meaning with main idea at class VIII A of MTs Muhammadiyah Maradekaya kab.Takalar Regency. So it is strongly suggested to be applied in teaching reading in the classroom in order to increase the students' reading comprehension.

3. For the Next Researchers

a. To improvement the students' reading comprehension generally, there are many cases which must be improved such as: literal reading comprehension, Think pair and share and the other technique, strategy, and method. But in this research, the researcher focused attention on improvement the students' Think pair and Share. So for the next researcher, they can take the other case of reading to be improved neither they use this method nor other methods. But it is better to use this strategy in order to know the improving students' reading comprehension with different discussions.

Appendices

Reading Comprehension Text

A. Diagnostic Test

Tangkubang Perahu

Mount Tangkubang Perrahu lies 29 kilometers from Bandung. It is very beautiful mountain. The scenery is very wonderful with many kinds of green trees. Many domestic tourists and foreign tourists visit their holidays. They can go there by car or motor-cycle.

The mountain has ten craters and the most famous ones are" ratu crater, up crater, and domes crater. We will be happy if will be happy if we get there. When we get to the top of the mountain we can see the craters. The craters look dangerous but they are not.

We can enjoy good scenery there. The weather is also very cold but we are happy to enjoy it. The sky is bright every time.

Last week I went to the mountain with my friends. He appeared surprised when we reached the craters. After reaching there we felt tired. We felt hungry, too. So, we ate some food that we brought. After eating we did many activities such as walking around the area, watching the beautiful scenery, sitting under the trees and watching much kind of flowers. We were very happy.

From: Book English New Permata. Hal 25

Answer the following question based on the text above!

Task I: Make conclusion and main idea about Tangkubang Perahu!

Answer key:

Task I: Tangkubang perahu it is very beautiful mountain, the scenery is very wonderful with many kind of green trees many domestic tourists visit there in their holiday.

INSTRUMENT

Cycle 1

The Tiger

Among the **1** <u>wild</u> animals, tiger is the **2** <u>strongest.</u> That is why they are called" King of jungle". Tigers are the cat family. They look like cats. It also called" wild cat". This animals are there attended to extinction because people have captured them for some reasons, for their **3** <u>valuable</u> skin and heads. They are dangerous and often disturb farmers' cattle.

The Sumatra tiger are the last **4**<u>species</u> that still live in the wild. They **5**<u>live</u> in it wild world, wondering in mountainous- forested areas. They wander in Gunung kambas that are regarded as a national **6** <u>park</u> for the species.

A Sumatra tiger has beautiful yellow brownish **7**<u>skin</u> with black strip. In front of it has white part. The **8** <u>weight</u> of the females is about 90 kilograms and the males can be 120 to 130 kilograms. The Sumatran tigers have **9** <u>food</u> sight for hunting. They like hunting monkeys, wild pigs and rabbit as **10** <u>favorite</u> food.

From: Workbook English, grade VIII, hal 12

Questions!

1. What is the main idea of each paragraph?

2. Make conclusion about the seasons?

Answer key:

1. Main idea the each paragraph

   1. The Tiger is the strongest animals they are called King of jungle.

   2. The Sumatra tiger are the last species that still live in the wild.

   3. The Sumatran tigers have food sight for hunting. They like hunting monkeys, wild pigs and rabbit as favorite food.

2. Conclusion the text

   Among the wild animals, tiger is the strongest they are called King of jungle. They live in the wild world, wondering in mountainous- forested areas and in Sumatra tiger has beautiful skin.

Aspek penilaiaan:

Score diproleh berdasarkan rubrik yang ada kemudian d akumulasikan menggunakan formula di bawah ini:

$$Score = \frac{Students'\ correct\ answer}{maksimum\ score} \times 100$$

Cycle 2

The Seasons

Indonesia is an archipelago [1] country. It is between the Asia continent and Australia continent. It's also [2] located between the ocean of pacific and Indonesia. Indonesia lies under the [3] equator. So Indonesia has two seasons. They are the dry seasons and rainy seasons.

The [4] dry season is from May to October. The [5] weather is very hot because we don't have much rain. The plant can't [6] grow well during this season. The land is very dry so the farmers can't plant the rice. The dust blows everywhere, during this [7] season, people like to go for recreation such as going to the beach, zoo, waterfall, etc.

The rainy season is from November to April. We have much [8] rain during this season. The weather is [9] cold. It rains almost every day. Sometimes, it can be [10] flood if the rain falls hard for a long time. People prefer staying at home and enjoying some cups of tea to going out during the wet season.

From: Workbook English, grade VIII, hal 8

Questions!

1. What is the main idea of each paragraph?
2. Make conclusion about the seasons?

Answer key:

1. Main idea of each paragraph.

   1. The main idea on the first paragraph is Indonesia an archipelago country.

   2. The main idea on the second paragraph is the dry seasons.

   3. The main idea on the third paragraph is the rainy seasons.

2. Conclusion the text

   Indonesia is an archipelago country, so Indonesia has two seasons they are the dry seasons and rainy seasons. The dry seasons are from May to October and the rainy seasons are from November to April.

TEACHING MATERIALS

Materi Ajar : Descriptive text

Pertemuan : Pertama

Cycle : 1

Daniel Radcliffe

Danil was born on July 23, 1989 in London. He is the only child in the family; he is very handsome, kindsness, loyal and easy going. He has become very famous after his role as the young and cute wizard Harry Potter.

He wanted to be an actor since he was five years old. Now he has become a famous actor, many people struck with amazement and like with them. He said, I want to continue to act, I also want to be a director or a writer'.

Daniel goes to an all boy school it means there is no girl at all there. He loves to play pranks on his friends. As an English boy, Daniel loves football. He is a fan of Fulham football club. He also likes to watch wrestling and formula one racing. Music! He is a big fan, too, but he prefers punk rock. Now Daniel is ready for his seventh Harry Potter movie.

From: English Work Book, Grade VIII. Hal 40

a) Find out the main idea!

1. What is the main idea on the first paragraph?

2. What is the main idea on the second paragraph?

3. What is the main idea on the three paragraphs?

Task II: Make summary about text descriptive (Daniel Radcliffe)!

Materi Ajar : Descriptive text

Pertemuan   : Kedua

Cycle   : 1

The Giraffe

One of the most interesting animals in the zoo is the giraffe; this is the giraffe we saw at the zoo. It is male and it is about six meters, the giraffe has big brown eyes. They are protected by very thick lashes. This giraffe is also has two short horns on its head.

Like a camel, it can go for a long time without drinking water. One source of water is the leaves which it eats from trees. It is tall, so the giraffe can reach the tender leaves at the top of a tree.

The giraffe has two method of self protection. If something frightens an adult giraffe, it can gallop away at about fifty kilometers per hour or stay to fight with its strong legs.

Adapted from:English Work Book, Grade VIII. Hal 53

a). Find out the main idea!

1. What is the main idea on the first paragraph?
2. What is the main idea on the second paragraphs?

3. What is the main idea on the three paragraphs?

Task II: **Make Conclusion** aboutThe Giraffe**!**

....

....

.

Materi Ajar : Descriptive text

Pertemuan   : Ketiga

Cycle   : 1

Mantu's Little Elephant

Little Mantu lived in a village deep in the jungle where elephants helped the men with their work. These elephants were so big and strong. They could lift up the heaviest logs with their trunks and toss them high in the air.

Now, Mantu had an elephant of his very own. His name was Opie. He was just a baby and Mantu loved him very much. Mantu whispered to Opie's ear that someday he would become the biggest, strongest and bravest elephant in the jungle. The other elephants heard this. They began to laugh and made rude noises

with their trunks. "We're so big and tall, but you're so small. You're nothing at all," said one of the big elephants.

Mantu looked up at the huge elephant with a mishievous glint in his eye. "You're so tall and can see far away. We can see what is happening down here in the jungle. In fact, we would be the first to see any slithering snakes that may be a danger. "After hearing the word snakes, the elephants screeched and off they gwents thundering in fright. "Did I say there were snakes?" giggled Mantu. "No,I don't think so," smiled Opie. Mantu then climbed uponhis little friend's back and went home to the village to tell everyone about the foolish elephants.

From: English Work Book, Grade VIII. Hal 56

a). Find out the main idea!

1. What is the main idea on the first paragraph?

2. What is the main idea on the second paragraphs?

3. What is the main idea on the three paragraphs?

Task II: Make Conclusion aboutMantu's Little Elephant!

Materi Ajar : Descriptive text

Pertemuan   : Pertama

Cycle   : 2

The Climate

Climate is the average weather condition of an area. It usual measured over a period of year. Temperature, rain, wind, and humidity are all parts of climate. Climate also determines animals and plat life. It also affects the geological processes of rock weathering and erosion.

The factors which control climates are latitude, topography and distance from the sea. The different types of climate are caused by the sun ray. If the sun is directly over head, and its rays will give the stringiest heat, so the temperature is highest but when its rays in directly so the temperature become weather.

In tropical area, the land heats up in the morning, so the air loaded with water as vapor rises. It forms clouds in the sky, clouds fall down as rains. The formation of clouds may cause not only rain but also lightning. The lightning is caused by the electric spark that flashes between clouds, we can hear the sound of thunder when it happens. Sometimes we see lighting before the thunder because light travels faster that sound.

From: English Work Book, Grade VIII, hal 17

Task 1:

a.).Find the main idea!

1. What is the main idea on the first paragraph?

2. What is the main idea on the second paragraphs?

3. What is the main idea on the three paragraphs?

Task II: Make conclusion about text descriptive (TheClimate)**!**

Materi Ajar : Descriptive text

Pertemuan   : Kedua

Cycle   : 2

Rafflesia

The vast archipelago and the great number of islands has made Indonesia the home of large variety of plant life. The Indonesia flora ranges from the tiny orchird to the giant raffesia plant. Many botanist are curious to study these plants, the rafflesiaarnoldi is the biggest flower in the world. It is almost one metre in diameter and 1. 40 meters in height.

Refflesia is derived from the name of the british governor general, Sir Thomas Stamford Raffles who once governed and built the Botanical Garden in Bogor. Tought it is called rafflesia after Raffles the man who discovered the plants was beccary, an Italian botanis who visited sumatra in 1928.

Rafflesia consists of two paarts; the stick-like part which grow in the middle and the petalls around and below it. The rafflesiaplants begins to flower in its tenth year. It bloom 3 or 4 times in year. Before it begins to flower, the leaves and stem become dry and look dead, but the main root in the ground is still a lived.

From: English Work Book, Grade VIII.Hal 27

Task 1

a). Find out the main idea!

4.   What is the main idea on the first paragraph?

5.   What is the main idea on the second paragraph?

6.   What is the main idea on the three paragraphs?

Task II: MakeConclusion about text descriptive Rafflesia!

Materi Ajar : Descriptive text

Pertemuan   :Tiga

Cycle   : 2

Koalas

Koalas are mammal and marsupial. It means that koalas suckle their young and the young develop in the pouch of their mothers. A koala has large bushy ears, a black rubbery, small round brown eyes and an expression of almost continual surprise. Koalas are nocturnal animals. They sleep most of the day but have excellent eyesight, night and day.

They are fully grown at four years and live from twelve to fifteen years. They can be three feet high and weight thirty pounds but most are smaller.

Koalas can move very quickly and surely in the tree with powerful legs and claws as sharp as fish-hooks. Koalas eat eucalyptus leaves-as both their food and liquid supplies and spend most of their lives in the large local gurn trees.

From: English Work Book, Grade VIII. Hal 32

a). Find out the main idea!

1. What is the main idea on the first paragraph?

2. What is the main idea on the second paragraph?

3. What is the main idea on the three paragraphs?

Task II: make Conclusion about Koalas!

Materi Ajar : Descriptive text

Pertemuan   : Empat

Cycle   : 2

Animal in the Forest

The forest of Indonesia contains many animals. Two of the most beautiful animals are leopards and panthers. These animals can grow up two meters long. We can still find elephants in our forest. Elephants are the biggest animal in the world today.

The famous animals from Sumatra and Kalimantan are Orang Utans. These animals can grow up to two meters tall. They have short legs and long arms. They eat fruits and vegetables.

Rivers in Indonesia also contain interesting, animal such as crocodile and snakes. Some crocodiles grow up six meter long, sometimes crocodile and snakes attack people. Their leather is very valuable and people make bags and belts from them.

From: English Work Book, Grade VIII. Hal 37

a). Find out the main idea!

1. What is the main idea on the first paragraph?

2. What is the main idea on the second paragraphs?

3. What is the main idea on the three paragraphs?

Task II: Make Conclusiontext descriptive (Animals and Forest)**!**

Cycle 1

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : MTs Muhammadiyah Maradekaya - Takalar

Mata pelajaran   : Bahasa Inggris

Kelas/semester   : VIII A/ 1

Waktu   : 4 X 45 menit

Pertemuan   : 1 & 2

Standar Kompetensi   : Membaca (Reading)

                         2. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar   : 2. 1 Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount pendek* dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

Indikator   :   - Membaca essai berbentuk descriptive/recount.

                     - Mengidentifikasi kata-kata sulit yang ada pada teks.

                     - Mengidentifikasi makna gagasan/ide pokok dari masing – masing paragraf dalam teks.

- Membuat kesimpulan.

I. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat:

a. Menemukan ide pokok dalam teks

b. Memberi ringkasan tentang isi teks

II. Materi Pembelajaran: 1. Daniel Radcliffe

2. The Giraffe

III. Metode Pembelajaran/Teknik   : Think Pair and Share

IV. Langkah- langkah Kegiatan

    a. Kegiatan Pendahuluan

        o Salam dan membaca doa

        o Mengabsensi siswa

        o Apersepsi

    b. Kegiatan Inti

        o Memberikan teks bacaan kepada siswa.

        o Menjawab berbagai pertanyaan tentang informasi dalam teks bacaan dan menentukan ide pokok

        o Memberi kesimpulan/conclusion tentang teks

    c. Kegiatan Penutup

        o Menanyakan kesulitan siswa selama PBM

        o Menyimpulkan materi pelajaran

V. Alat dan Sumber Belajar

Alat: 1. Spidol   2. Papan tulis

Bahan: 1. English Work Book, Grade VIII, hal 17 dan hal.27

         2. Dictionary

VI. Penilaian

- Teknik   : Tes Tertulis dan Partisipasi Siswa

- Bentuk istrument : Menjawab Pertanyaan

- Rubrik penilaian: score maksimum No 1. 40 No 2. 12 No 3. 4

$$Score = \frac{students'\ correct\ answer}{score\ maximum} \times 100$$

Cycle II

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : MTs Muhammadiyah Maradekaya-Takalar

Mata pelajaran   : Bahasa Inggris

Kelas/semester   : VIII A/ 1

Waktu   : 4 X 45 menit

Pertemuan   : 3 & 4

Standar Kompetensi : Membaca (Reading)

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar   : 5. 1 Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount pendek* dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

Indikator   :   - Membaca teks essai berbentuk descriptive/recount..

- Mengidentifikasi makna gagasan/ide pokok tiap paragraf dalam teks.

- Membuat kesimpulan.

I. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat:

 a. Menemukan ide pokok dalam teks

 c. Memberi kesimpulan tentang isi teks

 d. Memahami isi teks berbentuk descriptive/recount

 e. Membaca teks descriptive/recount dengan ucapan dan intonasi yang benar

II. Materi Pembelajaran: 3. Mantu's Little Elephant

                             4. The Climate

Metode Pembelajaran/Teknik   : Think Pair and Share

III. Langkah- langkah Kegiatan

 a.   Kegiatan Pendahuluan

         o   Salam dan membaca doa

         o   Mengabsensi siswa

         o   Apersepsi

 b.   Kegiatan Inti

         o Guru membagi siswa kedalam beberapa kelompok.

         o Menjelaskan tentang text descriptive

         o Memberikan teks bacaan descriptive kepada siswa.

         o   Menentukan ide pokok

         o   Memberi kesimpulan tentang teks

   c.   Kegiatan Penutup

         o   Menanyakan kesulitan siswa selama PBM

         o   Menyimpulkan materi pelajaran

IV. Alat dan Sumber Belajar

Alat: 1. Spidol   2. Papan tulis

Bahan: 1. English Work Book, Grade VIII. Hal 32 dan Hal 37

           2. Dictionary

V. Penilaian

- Teknik   : Tes Tertulis dan Partisipasi Siswa

- Bentuk istrument : Menjawab Pertanyaan

- Rubrik penilaian: score maksimum No 1. 40 No 2. 12 No 3. 4

$$Score = \frac{students'\,correct\,answer}{Maximum\,score} \times 100$$

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : MTs Muhammadiyah Maradekaya-Takalar

Mata pelajaran   : Bahasa Inggris

Kelas/semester   : VIII A/ 1

Waktu   : 4 X 45 menit

Pertemuan   : 5 & 6

Standar Kompetensi : Membaca (Reading)

2. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar   : 2. 1 Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount pendek* dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

Indikator   :   - Membaca teks essai berbentuk descriptive/recount..

- Mengidentifikasi makna gagasan/ide pokok tiap paragraf dalam teks.

- Membuat kesimpulan.

I. Tujuan pembelajaran

    Pada akhir pembelajaran siswa dapat:

a. Menemukan ide pokok dalam teks

b. Memberi kesimpulan tentang isi teks

II. Materi Pembelajaran   : 5. Rafflesia

                                 6. Koalas

III. Metode Pembelajaran/Teknik   : Think Pair and Share

IV. Langkah- langkah Kegiatan

    a. Kegiatan Pendahuluan

- o   Salam dan membaca doa
- o   Mengabsensi siswa
- o   Apersepsi

    b. Kegiatan Inti

- o   Guru membagi siswa kedalam beberapa kelompok.
- o   Menjelaskan tentang text descriptive
- o   Memberikan teks bacaan descriptive kepada siswa.
- o   Menjawab berbagai pertanyaan tentang informasi dalam teks bacaan dan menentukan ide pokok.
- o   Memberi kesimpulan/summary tentang teks

    c.   Kegiatan Penutup

- o   Menanyakan kesulitan siswa selama PBM
- o   Menyimpulkan materi pelajaran

V.   Alat dan Sumber Belajar

Alat: 1. Spidol   2. Papan tulis

Bahan: 1. English Work Book, Grade VIII. Hal 40 dan Hal. 53

2. Dictionary

VI. Penilaian

- Teknik : Tes Tertulis dan Partisipasi Siswa

- Bentuk istrument : Menjawab Pertanyaan

- Rubrik penilaian: score maksimum No 1. 40 No 2. 12 No 3. 4

$$Score = \frac{students'\ correct\ answer}{Maximum\ Score} \times 100$$

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   : MTs Muhammadiyah Maradekaya-Takalar

Mata pelajaran : Bahasa Inggris

Kelas/semester : VIII A/ 2

Waktu   : 4 X 45 menit

Pertemuan   : 7 & 8

Standar Kompetensi : Membaca (Reading)

        Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar : Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount pendek* dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

Indikator : - Membaca teks essai berbentuk descriptive/recount

       - Mengidentifikasi makna gagasan dalam teks.

      - Membuaat kesimpulan dari teks

I. Tujuan pembelajaran

  Pada akhir pembelajaran siswa dapat:

a. Menemukan ide pokok dalam teks

b. Memberi kesimpulan tentang isi teks

II. Materi Pembelajaran : 6. Animal in the Forest

Metode Pembelajaran/Teknik : Think Pair and Share

III. Langkah- langkah Kegiatan

a. Kegiatan Pendahuluan

o Salam dan membaca doa

o Mengabsensi siswa

o Apersepsi

b. Kegiatan Inti

o Guru membagi siswa kedalam beberapa kelompok.

o Menjelaskan tentang text descriptive

o Memberikan teks bacaan descriptive kepada siswa.

o Menjawab berbagai pertanyaan tentang informasi dalam teks bacaan dan menentukan ide pokok

o Memberi kesimpulan/summary tentang teks

c. Kegiatan Penutup

o Menanyakan kesulitan siswa selama PBM

o Menyimpulkan materi pelajaran

IV. Alat dan Sumber Belajar

Alat: 1. Spidol 2. Papan tulis

Bahan: 1. Buku Paket Bahasa Inggris 2 Mizan, hal 56 dan Hal. 60.

2. Dictionary

V. Penilaian

1. Teknik   : Tes Tertulis dan Partisipasi Siswa

2. Bentuk istrument   : Menjawab Pertanyaan

3. Rubrik penilaian: score maksimum No 1. 40 No 2. 12 No 3. 4

$$Score = \frac{students'correct\ answer}{score\ maximum} \times 100$$

DIAGNOSTIC READING COMPREHENSION

(MTs Maradekaya-Takalar class VIII A)

No	Students' code	Main Idea	Conclusion	Total Score (X)	Clasification
1.	AKDR	4,5	5,5	5	Poor
2.	ARMN	6	5	5,5	Poor
3	AALN	4,5	6,5	5,5	Poor
4	DSPR	6	5	5,5	Poor
5	FAJRI	6	6	6	Fair
6	FRSH	5	6	5,5	Poor
7	HRLA	4,5	5,5	5	Poor
8	MTSR	5,5	6,5	6	Fair
9	MYRN	6	6	6	Fair
10	NRWN	4,5	6,5	5,5	Poor
11	NHDY	6	6,5	6,2	Fair
12	PSAL	4,5	5	4,7	Poor
13	RJAL	6,5	5	5,7	Fair
14	SRDI	4,5	5	4,7	Poor
15	SFRM	6	5,5	5,7	Fair
16	TFIK	4,5	5	4,7	Poor
17	FRDY	4,5	6,5	6	Fair
18	FTRN	4,5	6,5	5,5	Poor
19	FTRM	6	6,5	6,2	Fair
20	HRDR	5,5	6,5	6	Fair
21	HRTJ	6	6,5	6,2	Fair
22	ILMY	5,5	6	5,7	Fair
23	LIDY	4,5	5,5	5	Poor
24	MHNA	4,5	6	5,2	Poor
25	MRTW	4,5	5,5	5	Poor
26	NAFD	6	5	5,5	Poor
27	NRNI	4,5	5,5	5	Poor
28	NDYN	6	6,5	6,2	Fair
29	RRDS	6	5,5	5,7	Fair

30	SRMT	4,5	5,5	5	Poor
31	TTPS	4,5	5	4,7	Poor
Total Score		**161,5**	**179**	**170,1**	
Mean Score		**5,2**	**5,7**	**5,4**	**Poor**
Maximum Score		**6,5**	**6,5**	**6,2**	**Fair**
Minimum Score		**4,5**	**5**	**4,7**	**Poor**

➤ **Total Score of Students in Diagnostics Test**.

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

➤

$$= \frac{170,1}{31}$$

$$= 5,4$$

a. **Means Score Literal Comprehension.**

1) Mean Score Main Idea

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

$$= \frac{161,5}{31}$$

$$= 5,2$$

2) Means Score Conclusion

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

$$= \frac{179}{31}$$

$$= 5,7$$

Cycle 1

The Score of Students' Reading Comprehension in Cycle 1

No.	Students' code	Main Idea	Conclusion	Total Score	Clasification
1.	AKDR	5,5	6	5,7	Fair
2.	ARMN	6	7	6,5	Fair
3	AALN	7	6,5	6,5	Fair
4	DSPR	6	5	5,5	Poor
5	FAJRI	6,5	6	6,2	Fair
6	FRSH	5	6	5,5	Poor
7	HRLA	6,5	7	6,7	Fairly good
8	MTSR	6	6,5	6,2	Fair
9	MYRN	7	6	6,5	Fair
10	NRWN	6,5	7	6,7	Fairly good
11	NHDY	6,5	6,5	6,2	Fair
12	PSAL	6,5	5	5,7	Poor
13	RJAL	6	6,5	6,2	Fair
14	SRDI	7	6,5	6,7	Fairly good
15	SFRM	6	7	6,5	Fair
16	TFIK	6,5	7	6,5	Fair
17	FRDY	7	6,5	6,7	Fairly good
18	FTRN	6,5	7	6,7	Fairly good
19	FTRM	6	7	5,7	Fair
20	HRDR	5,5	6	5,7	Fair
21	HRTJ	6	6,5	6,2	Fair
22	ILMY	5,5	6	5,7	Fair
23	LIDY	6,5	6	6,2	Fair
24	MHNA	6	6	6	Fair
25	MRTW	6,5	5,5	6	Fair
26	NAFD	6	7	6,5	Fair
27	NRNI	6,5	5,5	6	Fair
28	NDYN	6	6,5	6,2	Fair
29	RRDS	6,5	7	6,7	Fairly good

30	SRMT	7	5,5	6,7	Fairly good
31	TTPS	5	6,5	5,7	Fair
Total score		**193**	**196**	**192,5**	
Mean score		**6,2**	**6,3**	**6,2**	**Fair**
Maximum score		**7**	**7**	**6,7**	**Fairly good**
Minimum score		**5**	**5**	**5,5**	**Poor**

> **Tot al Score of the Students' In reading comprhension Cycle I**.

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

$$= \frac{192,5}{31}$$

$$= 6,2$$

a. Means Score Literal Comprehension.

   1) Mean score Main idea   2) Mean Score Summarizing

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

$$= \frac{193}{31} \qquad\qquad\quad = \frac{196}{31}$$

$$= 6,2 \qquad\qquad\qquad = 6,3$$

Cycle II

The Score of Students' Reading Comprehension in Cycle II

No	Stdentents' code	Main idea	Conclusion	Total Score	Clasification
1.	AKDR	7	7	7	Fairly good
2.	ARMN	6,5	7,5	7	Fairly good
3	AALN	7	8	7,5	Fairly good
4	DSPR	6,5	7	6,7	Fairly good
5	FAJRI	7	7,5	7,2	Fairly good
6	FRSH	7,5	8,5	8	Good
7	HRLA	7	7,5	7,2	Fairly good
8	MTS R	7,5	8	7,7	Good
9	MYRN	7	7,5	7,2	Fairly good
10	NRWN	7,5	8	7,7	Good
11	NHDY	7	7,5	7,2	Fairly good
12	PSAL	7	8	7,5	Fairly good
13	RJAL	6,5	7	6,7	Fairly good
14	SRDI	7	7,5	7,2	Fairly good
15	SFRM	6	7	6,5	Fairly good
16	TFIK	7,5	8,5	8	Good
17	FRDY	7	8	7,5	Fairly good
18	FTRN	7,5	7	7,2	Fairly good
19	FTRM	7,5	7	7,2	Fairly good
20	HRDR	7	8	7,5	Fairly good
21	HRTJ	7,5	6,5	7	Fairly good
22	ILMY	7,5	8,5	8	Good
23	LIDY	6,5	7	6,7	Fairly good
24	MHNA	7	7,5	7,2	Fairly good
25	MRTW	7,5	8	7,7	Good
26	NAFD	7,5	8,5	8	Good
27	NRNI	7	7,5	7,2	Fairly good
28	NDYN	7,5	8	7,7	Good
29	RRDS	6,5	7	6,7	Fairly good
30	SRMT	7	7,5	7,2	Fairly good

31	TTPS	7,5	7,68	7,7	Good
Total Score		219,5	236	226,8	
Mean Score		7,08	7,6	7,3	Fairly good
Maximum Score		7,5	8,5	8	good
Minimum Score		6,5	7	6,7	Fairly good

> **Tot al Score of the Students' In reading comprhension Cycle II**

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

$$\bar{x} \quad \frac{226,8}{31} =$$

$$= \quad 7.3$$

a. **Means Score Literal Reading Comprehension.**

   1) Means Score Main Idea   2) Means Score Summarizing

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

$$= \frac{219,5}{31} \qquad\qquad = \frac{236}{31}$$

$$= 7,08 \qquad\qquad = 7,6$$

The Raw Score of Students' Activeness

The total raw scores of the students' presence and activeness toward the use of Think pair and Share are presented in the following table:

The Raw Score of Students' Activeness in Cycle 1 and Cycle 2

No	Reg. Number	Meeting							
		Cycle I				Cycle II			
		1st	2nd	3rd	4th	1st	2nd	3rd	4th
1	10. 6407	2	2	3	3	3	3	3	4
2	10. 6408	2	S	3	3	4	A	4	4
3	10. 6412	3	3	3	4	4	4	4	4
4	10. 6414	2	2	3	S	4	4	3	4
5	10. 6415	2	2	2	3	3	3	4	4
6	10.6420	1	2	2	2	2	2	3	4
7	10. 6426	1	I	2	3	3	3	3	4
8	10. 6438	2	2	3	3	3	4	4	4
9	10.6433	1	2	2	3	2	3	3	4
10	10. 6458	3	3	3	4	4	3	4	4
11	10. 6459	1	2	3	4	3	3	3	3
12	10. 6464	2	3	3	4	3	3	4	4
13	10. 6466	2	2	3	4	3	3	3	4
14	10. 6469	2	2	3	3	3	4	4	3
15	10. 6478	1	2	2	3	2	3	3	3
16	10. 6487	2	2	3	4	3	3	4	4
17	10. 6499	2	3	3	4	S	3	4	4

No	ID								
18	10. 6508	2	2	2	3	3	3	3	3
19	10. 6519	1	1	2	S	2	2	3	3
20	10. 6538	2	2	3	3	3	3	4	4
21	10. 6541	2	2	A	3	3	3	3	3
22	10. 6542	1	1	2	2	2	4	3	4
23	10. 6550	1	1	1	2	2	2	3	3
24	10. 6553	1	1	2	2	4	2	2	4
25	10. 6563	1	2	2	3	2	2	3	3
26	10. 6570	2	3	3	3	3	4	4	4
27	10. 6571	2	2	3	4	3	3	4	4
28	10. 6573	2	2	3	3	4	3	3	4
29	10. 6583	2	2	2	3	3	3	2	3
30	10. 6592	1	1	2	2	S	4	2	4
31	10. 6593	1	1	1	2	2	2	S	2
	Subject (N)	39	29	30	29	30	30	30	31
	Frequency (Fq)	51	57	74	86	87	91	99	113
	Percentage (P)	41.12	49.13	61.66	74.13	72.5	75.8	82.5	91.13

Notes:

4: Sangat Aktif

3: Aktif

2: Tidak Aktif

1: Sangat Tidak Aktif

Percentage of The Observation Result:

1. Cycle 1

a. The First Meeting

$$P = \frac{Fq}{4xN} x100$$

$$P = 41.12$$

c. The Third Meeting

$$P = \frac{Fq}{4xN} x100$$

$$P = 61.66$$

b. The Second Meeting

$$P = \frac{Fq}{4xN} x100$$

$$P = 49.13$$

d. The Fourth Meeting

$$P = \frac{Fq}{4xN} x100$$

$$P = 74.13$$

2. Cycle 2

a. The First Meeting

$$P = \frac{Fq}{4xN} x100$$

$$P = 72.5$$

c. The Third Meeting

$$P = \frac{Fq}{4xN} x100$$

$$P = 82.3$$

b. The Second Meeting

$$P = \frac{Fq}{4xN} x100$$

$$P = 75.8$$

d. The Forth Meeting

$$P = \frac{Fq}{4xN} x100$$

$$P = 91.13$$

Picture 1: Students' Activity in Learning Process

Picture 2

APPENDIX H 8

LEMBAR PENGAMATAN
BELAJAR MENGAJAR GURU

Nama sekolah   : MTs Muhammadiyah Maradekaya
Tahun ajaran   : 2016/2017
Kelas/semester   : VIII / Genap
Mata pelajaran   : Bahasa Inggris
Aspek   : Reading
Siklus   : I

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

*   4 : sangat baik   2 : cukup

      3 : baik   1 : kurang

Notes:

First Meeting (09/02/2012):

1. Anda masih kaku dalam mengajar, cobalah untuk lebih relaks.
2. Dalam membuka pelajaran lebih baik bagi anda jika memberikan motivasi kepada siswa sebelum masuk pada pelajaran inti.
3. Dalam menjelaskan tentang reading sudah bagus tapi upayakan jangan terlalu cepat (*slowly but sure*).
4. Suara dan penguasaan kelas harus lebih ditingkatkan lagi.

Second Meeting (011/02/2012):

1. Tetap jelaskan kepada siswa tentang apa-apa saja kesalahan-kesalahan yang siswa telah lakukan dalam reading pada pertemuan pertama.
2. Upayakan tetap harus ada umpan balik antara anda dan siswa.

Third Meeting (017/02/2012):

1. Perhatikan waktu, jangan sampai terlalu lama dalam setiap kegiatan pembelajaran ataupun bahkan terlalu cepat, upayakan bisa selesai dengan tepat waktu.
2. Suaranya masih terlalu kecil, usahakan diperbesar atau diperkeras supaya siswa yang duduk dibelakang bisa mendengar penjelasan anda, karena suara juga bisa berpengaruh dalam kondisi kelas.

Fourth Meeting (19/02/2012):

Bimbinglah siswa-siswa dengan baik dalam reading sehingga mereka bisa memperoleh *good reading*.

Bantaeng, February, 2012
Guru Mata Pelajaran

St Jumiati S.Pd.

LEMBAR PENGAMATAN
BELAJAR MENGAJAR GURU

Nama sekolah   :   MTs Muhammadiyah Maradeakaya
Tahun ajaran   :   2016/2017
Kelas/semester   :   VIII.A / Genap
Mata pelajaran   :   Bahasa Inggris
Aspek   :   Reading
Siklus   :   II

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

*   4 : sangat baik   2 : cukup

        3 : baik   1 : kurang

Notes:

Fifth Meeting (24/02/2012):

Segala sesuatunya sudah diprebaiki, tapi satu hal dalam memberi pengarahan kepada siswa misalnya ketika anda meminta siswa untuk melakukan pre-reading sebaiknya jelaskan dulu langkah-langkahnya secara jelas sampai siswa bisa mengerti, kemudian anda pindah ke kekgiatan lainnya.

Sixth Meeting (26/02/2012):

Ok,,, semua sudah bagus, sepertinya anda sudah menguasai kelas dengan baik, satu saran buat anda untuk menjadi guru yang baik jangan posisikan diri anda sebagai seorang pengajar, tapi membaurlah dengan siswa sehingga anda bisa tahu apa yang disukai oleh siswa sehingga anda bisa mengajar mereka dengan ketertarikan mereka.

Seventh Meeting (01/03/2012):

Great…hope you will be a good teacher later.

Eight Meeting (03/03/2012):

No comment. Satu saran untukmu apa yang telah kamu dapat mulai dari pertemuan 1 sampai 8 ini jadikanlah sebagai sebuah pengalaman berharga untuk menjadi lebih baik lagi nantinya.

Bantaeng, Maret 2012
Guru Mata Pelajaran

St Jumiati S.Pd.

LEMBAR PENGAMATAN
PROSES BELAJAR MENGAJAR

Namasekolah   : MTs Mhammadiyah Maradekaya

Tahun Pelajaran   : 2012/ 2013

Kelas/ semester   : VIIIA/ 1

Siklus/ Pertemuan   : I / Satu

No	Kegiatan	Sangat Bagus	Bagus	Kurang Bagus	Tidak Bagus
1	Memulai pelajaran (salam, doa, absensi dan apersepsi)				
2	Membuka pelajaran				
3	Penjelasan materi				
4	Penggunaan media/ alat peraga				
5	Antusias dalam kegiatan mengajar				
6	Pengelolahan pembelajaran				
7	Variasi / gaya mengajar				
8	Bahasa yang mudah dan jelas				
9	Memberikan kesempatan pada siswa untuk bertanya				
10	Menyimpulkan materi				

Catatan :

Takalar,   Agustus 2012

Mengetahui

Guru Pengamat

<u>Jumiati, S.Pd</u>

LEMBAR PENGAMATAN
PROSES BELAJAR MENGAJAR

Namasekolah   : MTs Muhammadiyah Maradekaya

Tahun Pelajaran   : 2012/ 2013

Kelas/ semester   : VIIIA/I

Siklus/ Pertemuan   : I / Dua

No	Kegiatan	Sangat Bagus	Bagus	Kurang Bagus	Tidak Bagus
1	Memulai pelajaran (salam, doa, absensi dan apersepsi)				
2	Membuka pelajaran				
3	Penjelasan materi				
4	Penggunaan media/ alat peraga				
5	Antusias dalam kegiatan mengajar				
6	Pengelolahan pembelajaran				
7	Variasi / gaya mengajar				
8	Bahasa yang mudah dan jelas				
9	Memberikan kesempatan pada siswa untuk bertanya				
10	Menyimpulkan materi				

Catatan :

Takalar,   Agustus 2012

Mengetahui

Guru Pengamat

Jumiati, S.Pd

LEMBAR PENGAMATAN
PROSES BELAJAR MENGAJAR

Namasekolah : MTs Muhammadiyah Maradekaya

Tahun Pelajaran : 2012/ 2013

Kelas/ semester : VIIIA/I

Siklus/ Pertemuan : I / Tiga

No	Kegiatan	Sangat Bagus	Bagus	Kurang Bagus	Tidak Bagus
1	Memulai pelajaran (salam, doa, absensi dan apersepsi)				
2	Membuka pelajaran				
3	Penjelasan materi				
4	Penggunaan media/ alat peraga				
5	Antusias dalam kegiatan mengajar				
6	Pengelolahan pembelajaran				
7	Variasi / gaya mengajar				
8	Bahasa yang mudah dan jelas				
9	Memberikan kesempatan pada siswa untuk bertanya				
10	Menyimpulkan materi				

Catatan :

Gowa,   Maret 2012

Mengetahui

Guru Pengamat

<u>Jumiati, S.Pd</u>

LEMBAR PENGAMATAN
PROSES BELAJAR MENGAJAR

Namasekolah   : MTs Mhammadiyah Maradekaya

Tahun Pelajaran   : 2012/ 2013

Kelas/ semester   : VIIIA/I

Siklus/ Pertemuan   : I / Empat

No	Kegiatan	Sangat Bagus	Bagus	Kurang Bagus	Tidak Bagus
1	Memulai pelajaran (salam, doa, absensi dan apersepsi)				
2	Membuka pelajaran				
3	Penjelasan materi				
4	Penggunaan media/ alat peraga				
5	Antusias dalam kegiatan mengajar				
6	Pengelolahan pembelajaran				
7	Variasi / gaya mengajar				
8	Bahasa yang mudah dan jelas				
9	Memberikan kesempatan pada siswa untuk bertanya				
10	Menyimpulkan materi				

Catatan :

Gowa,   Maret 2012

Mengetahui

Guru Pengamat

Jumiati. S.Pd

LEMBAR PENGAMATAN
PROSES BELAJAR MENGAJAR

Namasekolah : MTs Muhammadiyah Maradekaya

Tahun Pelajaran : 2012/ 2013

Kelas/ semester : VIIIA/I

Siklus/ Pertemuan : II / Lima

No	Kegiatan	Sangat Bagus	Bagus	Kurang Bagus	Tidak Bagus
1	Memulai pelajaran (salam, doa, absensi dan apersepsi)				
2	Membuka pelajaran				
3	Penjelasan materi				
4	Penggunaan media/ alat peraga				
5	Antusias dalam kegiatan mengajar				
6	Pengelolahan pembelajaran				
7	Variasi / gaya mengajar				
8	Bahasa yang mudah dan jelas				
9	Memberikan kesempatan pada siswa untuk bertanya				
10	Menyimpulkan materi				

Catatan :

Gowa,   Maret 2012

Mengetahui

Guru Pengamat

Jumiati, S.Pd

LEMBAR PENGAMATAN
PROSES BELAJAR MENGAJAR

Namasekolah   : MTs Muhammadiyah Maradekaya

Tahun Pelajaran   : 2012/ 2013

Kelas/ semester   : VIIIA/I

Siklus/ Pertemuan   : II / Enam

No	Kegiatan	Sangat Bagus	Bagus	Kurang Bagus	Tidak Bagus
1	Memulai pelajaran (salam, doa, absensi dan apersepsi)				
2	Membuka pelajaran				
3	Penjelasan materi				
4	Penggunaan media/ alat peraga				
5	Antusias dalam kegiatan mengajar				
6	Pengelolahan pembelajaran				
7	Variasi / gaya mengajar				
8	Bahasa yang mudah dan jelas				
9	Memberikan kesempatan pada siswa untuk bertanya				
10	Menyimpulkan materi				

Catatan :

Gowa,   Maret 2012

Mengetahui

Guru Pengamat

<u>Jumiati, S.Pd</u>

LEMBAR PENGAMATAN
PROSES BELAJAR MENGAJAR

Namasekolah   : MTs Muhammadiyah Maradekaya

Tahun Pelajaran   : 2012/ 2013

Kelas/ semester   : VIIIA/I

Siklus/ Pertemuan   : II / Tujuh

No	Kegiatan	Sangat Bagus	Bagus	Kurang Bagus	Tidak Bagus
1	Memulai pelajaran (salam, doa, absensi dan apersepsi)				
2	Membuka pelajaran				
3	Penjelasan materi				
4	Penggunaan media/ alat peraga				
5	Antusias dalam kegiatan mengajar				
6	Pengelolahan pembelajaran				
7	Variasi / gaya mengajar				
8	Bahasa yang mudah dan jelas				
9	Memberikan kesempatan pada siswa untuk bertanya				
10	Menyimpulkan materi				

Catatan :

Gowa,   Maret 2012

Mengetahui

Guru Pengamat

Jumiati, S.Pd

LEMBAR PENGAMATAN
PROSES BELAJAR MENGAJAR

Namasekolah   : MTs Muhammadiyah Maradekaya

Tahun Pelajaran   : 2012/ 2013

Kelas/ semester   : VIIIA/I

Siklus/ Pertemuan   : II / Delapan

No	Kegiatan	Sangat Bagus	Bagus	Kurang Bagus	Tidak Bagus
1	Memulai pelajaran (salam, doa, absensi dan apersepsi)				
2	Membuka pelajaran				
3	Penjelasan materi				
4	Penggunaan media/ alat peraga				
5	Antusias dalam kegiatan mengajar				
6	Pengelolahan pembelajaran				
7	Variasi / gaya mengajar				
8	Bahasa yang mudah dan jelas				
9	Memberikan kesempatan pada siswa untuk bertanya				
10	Menyimpulkan materi				

Catatan :

Gowa,   Maret 2012

Mengetahui

Guru Pengamat

Jumiati, S.Pd

CURRICULUM VITAE

JUMRIANI ARIF, he was born in Bontocinde on january 22 st 1993, she has one sister, from the marriage of parents, Muh.Arif and Sohra.

She began her elementary school at SD Negeri NO. 11 Bontosanra, Kab. Takalar and graduated in 2006. Then he continued her study at MTS. Muhammadiyah Maradekaya. Kab. Takalar and graduated in 2009. Then her continued her school in SMA Negeri 1. Kab. Takalar in the same year and graduated in 2012. In 2012, the researcher decided to continue her study in English Department, Faculty of Teacher Training and Education in Muhammadiyah University of Makassar.