IMPROVING THE STUDENTS' READING COMPREHENSION THROUGH THE THREE CONNECTIONS STRATEGY
(A Classroom Action Research of the Eighth Grade at SMP Negeri 3 Pallangga)

A THESIS

Submitted to the faculty of Teacher Training and Education Makassar Muhammadiyah University in partial fulfillment of the requirement for the Degree of Education in English Department

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MOTTO

THERE IS NO IMPOSIBLE WHEN WE TAKE EFFORT

"There Is a Will, There Is a Way"

Key of My Successful of all My Activities is My Parent's Pray…

Thanks for My Parents

I dedicated this thesis to

My beloved parents, young sisters and brother.

ABSTRACT

Reni Nurjayanti, 2017. *Improving the Students' Reading Comprehension through The Three Connection Strategy (A Classroom Action Research at VIII.1 of SMP Negeri 3 Pallangga).* The thesis of English Education Department the Faculty of Teachers Training and Education, the Muhammadiyah University of *Makassar* (Supervised by St Asriati AM and Saiful).

This research aimed to know the improvement of students' reading comprehension by using the Three Connections Strategy in terms of literal comprehension dealing with the main idea and interpretive comprehension with the conclusion.

To explain the improvement, the researcher used a classroom action research (CAR) which was conducted in two cycles in which every cycle consisted of four meetings. The location of this research was taken at VIII.1 students of SMP Negeri 3 Pallangga with the number of the subject was 31 students.

The research findings indicated that the application of the three connections strategy was significant in improving the students' reading comprehension in terms of literal comprehension and interpretive comprehension. It is proved by the mean score of the cycle I was 4.55 than improved become 7.7 in cycle II. They were higher than the mean score of diagnostic test 3.34. It means that there was the improvement of the students reading comprehension in terms of literal comprehension dealing with the main idea and interpretive comprehension with the conclusion.

Keywords: Three Connections Strategy, Reading Comprehension, Students

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CHAPTER I

INTRODUCTION

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

A. Background

Language is very important to communicate to each other. With language, people can deliver what in their mind is. However, there is a different language which is used in every country, region, or district. That is why, the national language is needed to communicate between one people to another in one country, while international language is needed to be used to communicate between some people which come from different countries. As we know, English also becomes lingua franca for communication in the rest of the world. There are four skills that have to be mastered in English. One of them is reading, Ihsani (2012).

Reading may be one of the single most important skills that a person can possibly acquire. It is generally taught at a very young age, beginning before kindergarten. The National Reading Panel has stated that there are five specific practices that teachers should be using when teaching children to read or when helping them improves their reading skills. These practices are phonemic awareness, instruction in phonics, guided oral reading practice with feedback,

vocabulary instruction, and comprehension strategy instruction (Prado & Plourde, 2011).

Reading comprehension is not a single or easily acquired skill. It is a very complex process that teachers find difficult to teach. Reading comprehension is a process that involves memory, thinking abstractly, visualization and understanding vocabulary as well as knowing how to properly decode (Ness, 2011).

There are three kinds of connection, the first is text to self-connections are highly personal connections that a reader makes a piece of reading material and the reader's own experiences or life. The second is sometimes when reading; readers are reminded of other things that they have read other books by the same author, stories from a similar genre, or perhaps on the same topic. These types of connections are text to text connections. And the last is text to world connections are the larger connections that a reader brings to a reading situation. We all have ideas about how the world works that go far beyond our own experiences, Keene and Zimmermann (1997).

Based on the observation and interview with the English teacher, the researcher found that there are some problems faced by the students especially in reading comprehension as follows: they were difficult in finding the main idea of the text, they were difficult to deduce the meaning, they were difficult to retell the text, they were difficult to state the generic structure of text, and most students were difficult to interpret the text.

In a real situation, the researcher did not find the ideal reading teaching at class VIII of SMPN 3 Pallangga because most English teachers still taught using the grammar-translation method in reading comprehension. Therefore, it is very important to provide an alternative technique to improve the students' reading comprehension; the researcher used the three connection strategy in teaching reading as an implementation for improving the students' reading comprehension.

Considering the explanations previously that making connections is one of many strategies to improve the students' reading comprehension. Therefore, the researcher was interested to conduct a research entitled *"Improving the Students' Reading Comprehension Through the Three Connections Strategy (A Classroom Action Research of The Eighth Grade at SMP Negeri 3 Pallangga)"*.

B. The Problem Statements

Related to the background above, the researcher formulates the research questions as follows:

1. How does the Three Connections Strategy improve the students' literal comprehension dealing with the main idea of the eighth grade at SMP Negeri 3 Pallangga?

2. How does the Three Connections Strategy improve the students' interpretive comprehension dealing with the conclusion of the eighth grade at SMP Negeri 3 Pallangga?

C. The Objective of the Study

Based on the research questions above, the object of the research was to find out:

1. To find out the improvement of the students literal comprehension through the three connections strategy dealing with the main idea for the eighth grade at SMP Negeri 3 Pallangga.
2. To find out the improvement of the students interpretive comprehension through the three connections strategy dealing with a conclusion for the eighth grade at SMP Negeri 3 Pallangga.

D. Significance of the Study

The significance of this research classified into two parts was theoretically and practically. Theoretically, this research was expected in order to improve reading comprehension of the eighth grade of SMP Negeri 3 Pallangga. Practically, this research was expected to be used as the contribution in designing learning strategy in reading the subject, which based on the curriculum; and as the motivator for the teachers of English in order to find out the other constructive strategies in improving reading comprehension.

E. Scope of the Study

The scope of this research was the second-grade student of SMP Negeri 3 Pallangga that focused on the levels of reading comprehension in terms of literal comprehension dealing with the main idea and interpretive comprehension with the conclusion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with some previous related studies, some pertinent ideas, and the theoretical framework.

A. Previous Related Studies

There are some previous findings related to the research as the following:

Mardianti et al (2014), they conclude that Schema Activation Strategy is effective to improve reading comprehension of the first-grade students at SMA Negeri 4 Palu. It is proven by the result of t-counted (2.853) which is greater than t-table (1.998). In addition, the mean score of experimental group improved from 69.4 to 77.08 after getting the treatment. This result was obtained after the researcher implemented the procedures of KWL chart as a strategy to activate students' schemata.

Pourkalhor et al (2013), they conclude that currently many schools are concerned about how to address the needs of students who have difficulty reading and understanding the extended text. This study examined the effects of short story instruction on 20 advanced-level tenth-grade students to show if the method had an impact on student reading comprehension.

Al-jamal et al (2013), they conclude that the current research highlighted the significance of text structure to the comprehension process yet, more

investigation is necessary to confirm, prove, and verify the findings of this research. Explicitly, textbooks designers are strongly recommended to vary text structures presented to students. Teachers, also, are deeply directed to instruct comprehension strategies rather than to assess comprehension through steering their students to locate the main idea and identify its relation to reading comprehension.

Correia et al (2008), they conclude that the approaching reflection from the perspective of a teachable skill set implies that research may inform how to help students reflect. Employing a framework of making connections often used in reading comprehension, this study aimed to characterize how making connections between the service-learning experience (SLE) and prior experiences in similar settings, personal life experiences, and knowledge gained in the world, helped students make better sense of their SLE.

The difference is the concept that is used by each of the researcher and the populations of their research. This research uses three connections strategy to improve reading comprehension, and then how the three connections to improve the students' reading comprehension.

B. Some Pertinent Ideas

1. Reading

a. The Concept of Reading

Cain and Oakhill (2011), reading influences vocabulary development; however, when students do not read fluently or regularly, their vocabulary skills are impacted. When a student lacks prior knowledge about a topic, reading comprehension is impacted. Students who have a basic understanding of what they are reading about can connect new information to what they already know. Prior knowledge is formed through experience, by reading or hearing about a topic, or through family customs. A student's general cognitive ability is also a contributor to prior knowledge. A student who reads, or who has been read to, is able to access this knowledge when reading related topics, which can increase comprehension. It is not known at this time, however, if there are mediating factors (e.g., working memory, motivation, decoding) that might impede prior knowledge and impact reading comprehension, (Kintsch, 2013, Tarchi, 2010).

Many students begin to dislike reading because they struggle to gain meaning from what they read. While research supports a strong correlation between reading engagement and reading ability, students often do not read well because they do not spend time reading. A cycle of reading apathy begins, which makes it more challenging to support struggling readers (Bohn-Gettler & Rapp, 2011; Katzir, Lesaux, & Kim, 2009).

b. Kinds of Reading

There are two different kinds of reading. They are extensive reading and intensive reading:

1) Extensive Reading

Hedge (2001) declared that extensive reading differs based learners' motivation and School resources. A highly motivated and well-trained teacher can certainly select appropriate materials and activities for their own learners. Stressed that because extensive reading assists in expanding learners' reading skill, it should be incorporated into the EFL/ESL programmers provided that the chosen texts are valid and classified. In addition, extensive reading helps learners to gain their independence through reading either in class or at home, Hedge (2001).

2) Intensive Reading

In this type of reading, learners read a page to find the meaning and to be familiar with the strategies of writing. Through this reading, students can get fundamental practice in performing these strategies based on a series of materials. These strategies can be either text-related or learner-related. The first involves recognition of text organization and the second involves strategies such as linguistic, schematic, metacognitive strategies (Hedge, 2001). Intensive reading is considered as a significant instrument for improving reading comprehension, Simmons (2011).

2. Reading Comprehension

a. Definition of Reading Comprehension

Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enable the reader to create a mental representation of the text (van den Broek & Espin, 2012).

Reading comprehension is not a single step or easily acquired skill. It is a very complex process that teachers find difficult to teach. Reading comprehension is a process that involves memory, thinking abstractly, visualization, and understanding vocabulary as well as knowing how to properly decode (Ness, 2011).

Reading comprehension is important for secondary students because they are focusing less on learning skills like reading and writing, but more on actual content. These students need to be able to generalize all of the reading and writing skills they should already know to be able to be successful in the content areas. However, some students do not properly understand the strategies they were taught or they were never taught strategies at all. Secondary age students can learn strategies that can help them be successful. They are also still able to use the strategies they learned and used in the primary grades. Some of the strategies that secondary students learn are the same strategies they used previously, but they may be used in a different way (Jitendra & Gajria, 2011).

b. Levels of Reading Comprehension

There are some levels of comprehension (Dallmann et al, 1982: 25), here are:

a. Literal comprehension

Literal comprehension is an understanding the ideas and information explicitly stated in the passage. Reading for literal comprehension, which involves acquiring information that directly states in a selection. Is important in and of itself and is also a prerequisite for higher-level understanding. The abilities are:

1) Knowledge of word meanings.

2) Recall of details directly stated and paraphrased in own words.

3) Understanding of grammar clues-subject, verb, pronouns, conjunctions, and so forth.

4) Recall of the main idea explicitly stated.

5) Knowledge of sequence of information presented in the passage.

In this research part of literal comprehension that used the main idea:

Being able to determine the main idea helps readers to recall important information. Locating the main idea and significant details help the reader understand the points the writer is attempting to express. Identifying the relationship between these will improve comprehension.

This strategy provides a model of explicit instruction for teaching students how to determine the main idea. Students begin by learning the definition of the main idea and then apply this definition to identify the main idea

in sentences and short texts. The ability to identify the main idea in a text, whether it is stated directly or inferred, is critical for students to gain meaning when reading.

Students need to pay attention to the most relevant information in the text and to guide them to develop the main idea statement based on the following information:

a) Who or what the paragraph is about (the topic of the paragraph, which will usually be the subject of the main idea statement).

b) The most important information about the "who" or "what".

Students are taught to combine the above elements into the main idea statement with 10 words or less, eliminating nonessential details, Denton et al (2007).

b. Interpretive comprehension

Interpretive comprehension is an understanding of ideas and information not explicitly stated in the passage. The abilities are:

1) Reason with information presented to understand the author's tone, purpose, and attitude.

2) Infer factual information, main ideas, comparisons, cause-effect relationship not explicitly stated in the passage.

3) Summarization of story content.

In this research part of interpretive comprehension that used conclusion, the term conclusion refers to the sentences or paragraphs that bring a speech,

essay, report, or book to a satisfying and logical end. Also called the concluding paragraph or closing. The length of a conclusion is generally proportional to the length of the whole text. While a single paragraph is usually all that's required to conclude a standard essay or composition, a long research paper may call for several concluding paragraphs.

c. Critical comprehension

Critical comprehension includes analyzing, evaluating, and personally reacting to information presented in the passage. The critical reader should be an active reader, questioning, searching, for facts, and suspending judgment until he or she has considered all of the material. The abilities are:

1) Personal reacting to information in a passage indicating its meaning to the reader.

2) Analyzing and evaluating the quality of written information in terms of some standards.

3. **The Three Connections Strategy**

a. **What is the three connections strategy?**

Making connections is one strategy to improve reading comprehension. It is important for the students to understand the concept to activating prior knowledge if they are to succeed in this strategy. Making connections is wonderful as it makes the reader active in the reading process. Students should make connections to the things they read. Reading should activate prior

experiences, and allow students to relate the text (or story) they are reading now to something they have done, seen, or read before. Making connections is not sufficient. Students may make tangential connections that can distract them from the text. Throughout instructions, students need to be challenged to analyze how their connections should lead to text comprehension, Harvey, and Goudvis (2000).

Research has shown that good readers use their experiences and knowledge to make predictions and formulate ideas as they read (Block & Israel, 2005). This strategy could be instructed by making comparisons, teacher modeling, using graphic organizers, think-pair-share, and teacher questioning. Students can make text-to-self connections through drawing, making a chart, or writing. Teachers might ask students if they have ever experienced anything like the events in the text. Students can make text-to-text connections through drawing, making a chart, writing, and graphic organizers. These text-to-text connections could be based upon how characters in the story relate to each other, or how story elements relate between stories. Students can make text-to-world connections through drawing, making a chart, writing, or graphic organizers. Text-to-world connections could be done by comparing characters in a story to characters today or comparing the content of the text to the world today (Teele, 2004).

b. The Three Types of Connections

There are three types of connections:

1) **Text-to-Self** Students connect what they are reading to a personal experience or memory**.**

2) **Text-to-Text** Students connect this text or story to another text or story they have read**,** and

3) **Text-to-World** Students connect what they are reading to something they have heard about, seen, or that others have experienced.

c. Procedure of the Three Connections Strategy

1) Step One: Preparation

This strategy works best with a text that raises universal themes that might resonate with student's own experiences and with the material they have studied previously. Teachers often give students their own copy of the text so that they can mark it up, although this is not required.

2) Step Two: Active reading with text to self, text to text, text to world

Below is an example of directions you can give to students to guide them through this activity. Let students know if they should record their answer directly on the text or in their journals. Some teachers provide a graphic organizer to help students record their answers. The questions in the directions are general but you can make them specific to the material your class is studying. For example, you

might ask students to connect what they read to specific texts or events you have studied earlier in the school year.

d. The Purpose of the Three Connections Strategy

Cris Tovani (2000) offers reasons why connecting to text helps readers:

1) It helps readers understand how characters feel and the motivation behind their actions.

2) It helps readers have a clearer picture in their head as they read thus making the reader more engaged.

3) It keeps the reader from becoming bored while reading.

4) It sets a purpose for reading and keeps the reader focused.

5) Readers can see how other readers connected to the reading.

6) It forces readers to become actively involved.

7) It helps readers remember what they have read and asked questions about the text.

e. How is the Three Connections Strategy in Teaching Reading

According to Making Text Connections in Akiko Morimoto's Classroom,(Annenberg,2017).

<u>Text-to-Self</u>

As the students read a text, they relate to the characters, their emotions, and their dilemmas. The students also might relate to thematic issues confronting the literary characters, such as "Who am I?" or "What is friendship?" One of Morimoto's students makes this kind of connection when she relates the poem

"Bilingual" to being stereotyped by fellow students because she is biracial. Later, other students connect Grimes's poem with their bilingualism and discuss how they can express certain thoughts and emotions more easily in Spanish or Vietnamese than in English.

Text-to-Text

As the students read, they compare the text to other literature they have read or experienced -- whether fiction, nonfiction, films, or visual art. Morimoto explicitly asks her students to make these connections by finding commonalities between Judith Ortiz Cofer's stories and stories they've studied previously. Her students match the protagonists of "Arturo's Flight" and Anne Tyler's "Teenage Wasteland": both are troubled teenage boys who find someone older in whom they can confide. Another story, "Matoa's Mirror," reminds the students that a Gary Soto character also had "layers" of identities. When making text-to-text connections, the students should note authors' different cultural and linguistic backgrounds and consider how that might affect their portrayal of character, theme, conflict, and plot.

Text-to-World

As the students read, they draw parallels between the text and the outside world, including history, a contemporary issue, or a current event. In Morimoto's class, for example, the class discusses stereotypes of certain language communities. The students see that while they stereotype others' speech, they, too, can be stereotyped.

When students recognize and practice the three kinds of textual connections, they broaden their sense of both text and context. They gain personal insight into characters, experience new worlds vicariously, and recognize how a "point of view" affects a story. As students articulate text-to-self, text-to-text, and text-to-world connections, they recognize they have the responsibility and the authority to construct and negotiate meaning.

To effectively use this strategy, teachers should spend time modeling for students how to make meaningful connections. The easiest connection to teach is text-to-self. Teachers should model text-to-self connections initially with selections that are relatively close to the student's personal experiences.

Next, teachers should model how to make text-to-text connections. Sometimes when we read, we are reminded of other texts we have read. Encourage students to consider the variety of texts they have experienced which will help them understand the new selection.

Finally, teachers should model how to make text-to-world connections. When teachers suspect that students may lack the ability to make meaningful connections, classroom instruction will be necessary to bridge the gap between reading experiences and author assumptions. Building the necessary background knowledge is a crucial means for providing text-to-world support and may be used to pre-empt reading failure.

C. Conceptual Framework

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                    ┌─────────────────────────┐
                    │  Reading comprehension  │
                    └─────────────────────────┘
                                 ⇓
      ┌──────────────────────────────────────────────────┐
      │ Improving the students' reading comprehension through │
      │           the three connections strategy          │
      └──────────────────────────────────────────────────┘
                                 ⇓
                 ┌──────────────────────────┐
                 │ Classroom Action Research │
                 │          (CAR)           │
                 └──────────────────────────┘

  ┌───────────────┐     ┌───────────────┐     ┌───────────────┐
  │ Text to Self  │     │ Text to Text  │     │ Text to world │
  │  Connection   │     │  Connection   │     │  Connection   │
  └───────────────┘     └───────────────┘     └───────────────┘
                                 ⇓
      ┌──────────────────────────────────────────────┐
      │ Improvement of students' reading comprehension │
      └──────────────────────────────────────────────┘

            ┌─────────┐              ┌─────────────┐
            │ Literal │              │ Interpretive │
            └─────────┘              └─────────────┘
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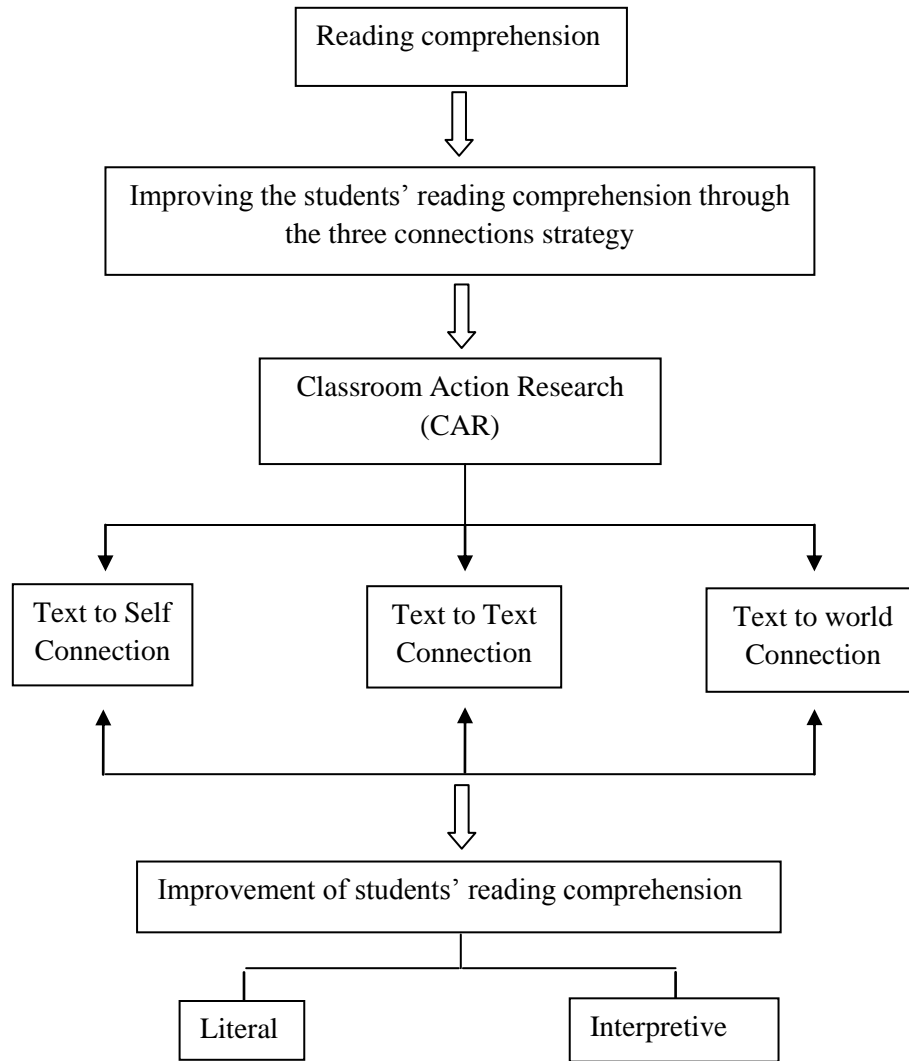
(Figure 2.1)

The researcher identifies three connections strategy in teaching process especially reading comprehension. During the process, the students will be given English material by using three connections strategy for five times of meeting. To know the strategy, the researcher identifies it by using CAR (Classroom Action

Research) that consist of cycle 1 and cycle 2. By using cycle 1 and cycle 2 the literal comprehension dealing with the main idea and interpretive comprehension with conclusion will improve the students' reading comprehension.

CHAPTER III

METHOD OF THE RESEARCH

This chapter deals with research design, research variables, and indicators, research subject, operational definition, research instrument, the procedure of collecting data, the technique of data analysis.

A. Research Design

The researcher used Classroom Action Research (CAR). It had four stages they were: planning, action, observation, and reflection. The researcher did two cycles and each cycle was the series of actions which had a close relationship. Where the realization of the second cycle continued and repairing from the first cycle.

The researcher will use the CAR principle to collect the data with some of the cycles in product planning, action, observation, and reflection.

	Planning	
Reflection	Cycle I	Action
	Observation	
	Planning	
Reflection	Cycle II	Action
	Observation	(Suharsimi 2010: 137)
?		
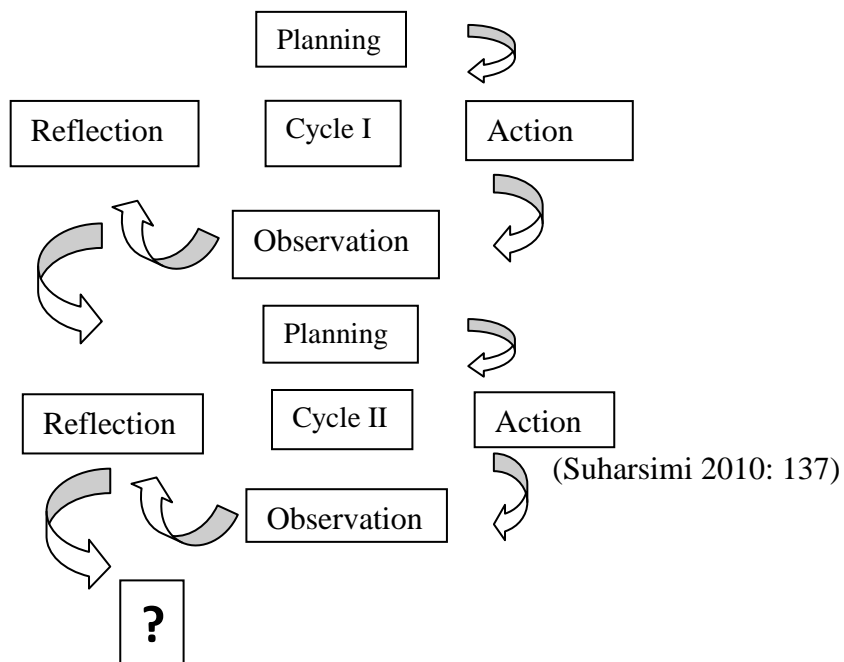
1. **Cycle I**

   a. **Planning**

   1) In this section, the teacher would prepare the material about reading comprehension was given to the students (the passage).

   2) Making lesson planning based on the curriculum, and arranged material of lesson planning and it should base on the teaching of reading comprehension through making connection strategy.

   3) Making observation sheet to observe the student activity.

   4) Making reflection for the students' learning process.

   b. **Action**

   In this action, the teacher applied the three connections strategy in improving the students reading comprehension. The teacher gave simulation by asking the student about how many texts they had read after that gave instruction to students that they have to read texts use narrative text. There are two steps in procedure three connections strategy namely; step one is preparation, the researcher gives a text to students that raise universal themes that might resonate with students own experiences with the material they have studied previously. Step two is active reading; the researcher might ask students to connect what they read with texts they have studied previously.

c. Observation

Basically, the step of observation was done since research used observation sheet, the steps of observation as follow:

    a. Student present.

    b. Student learning process.

    c. The students respond to the material.

    d. The student active in doing the task.

c. Reflection

The value of the observation step word gather for data analysis and evaluation by the researcher, and the researcher was reflecting himself about the success of action research. These data use to do the next cycle.

2. Cycle II

a. Planning

In this section was doing the next action based on the value of cycle I reflection namely.

1) Continuing the activities that have done in the first cycle.

2) Improving the weakness in the first cycle.

3) Making planning against in the scenario earning process from the result of the cycle I reflection.

4) Making student reflection learning process.

b. Action

In the stage, the action was to improve the resulting base on the reflection of the cycle I, the stages same with the previous cycle that was talk, to do improvement of the applying teaching strategy.

c. Observation

In general, in this section observation of the second cycle was continuous action in the first action.

d. Reflection

Based on to the result of the observation achieve were collect and analyze. From the result of the research, the research could draw teaching strategy making the connection to improve students'reading comprehension.

B. Research Variables and Indicators

1. Variables

This research consisted of two variables: they were independent variable and dependent variable. The independent variable was the use of making connections strategy which allows the students proposed their opinion through the text and the dependent variable was the students' comprehension of narrative text.

2. Indicators

The indicators of literal comprehension and interpretive comprehension namely:

a) Literal comprehensions only focused on the main idea

b) Interpretive comprehension only focused on the conclusion.

C. Research Subject

The subject of this research was the students at SMP Negeri 3 Pallangga of the eighth grade there was one class. The number of this subject in class VIII.1, which consisted of 31 students.

D. Research Instrument

1. Observation: The researcher observed the students' activeness and presence in the teaching and learning process by using observation sheet. This activity aimed to measure the students' reading involvement especially in asking questions, giving responses, and answering questions.

2. Reading the text: The Researcher gave the reading test to the students in order to read the text to their improvement after taking actions in cycles.

E. Procedure of Collecting Data

The steps of the research are described as follow:

Step 1: Teacher gave one material for the students, then the students took the form home and they filled the forms by interviewing their own choice, this activity in the class.

Step 2: Teacher shew students how to make text-to-self, text-to-text, text-to-world connections so that readers could more easily comprehend the text they read.

Step 3: Teachers model for students how to the active schema and make connections that help make meaning of a text.

Step 4: Teachers help students to understand the generic structure of the narrative text (including orientation, complication, and resolution).

Step 5: conclusion, each student made a conclusion by collecting the number of comments and responses from the text. The target of this activity, the students were able to make a conclusion from the text.

F. Technique of Data Analysis

To analyze the data, the researcher employed the formula as follows;

1. Scoring the Students' Correct Answer of Reading Comprehension

The students' score of reading comprehension was calculated through the following formula:

$$\text{Score} = \frac{students\ correct\ answer}{Maximum\ score} \times 10$$

(Gay, 1981: 298)

1. Rubrics of Students' Assessment the in Reading Comprehension

In assessed students' reading comprehension by using the three connections strategy, the researcher gives reading comprehension assessment is scored based on the following rubrics:

Table 3.1.Scoring of Literal Comprehension (Main Idea)

No	Indicators	Score
1	The answer includes a clear generalization that states or implies the main idea.	4
2	The answer states or implies the main idea from the story	3
3	Indicator inaccurate or incomplete understanding of the main idea	2
4	The answer includes minimal or no understanding of the main idea	1

(Harmer, 1955:33)

Table 3.2.Scoring of Interpretive Comprehension (Conclusion)

No	Indicators	Score
1	Conclusion reflect resource reading in development of idea	4
2	Conclusion reflect resource reading in development	3
3	Conclusion reflect only reading in development of idea	2
4	Conclusion their answer, but do not reflect resources in development of idea	1

(Harmer, 1989: 215)

Classification of the students' score in reading comprehension:

1. 9.6 to 10 is classified as excellent

2. 8.6 to 9.5 is classified as very good

3. 7.6 to 8.5 is classified as good

4. 6.6 to 7.5 is classified as fairly good

5. 5.6 to 6.5 is classified as fair

6. 3.6 to 5.5 is classified as poor

7. 0 to 3.5 is classified as very poor

(Depdikbud, 1985: 5)

2. The mean score of students' answer used the formula below:

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

Where, X: mean score

$\sum x$: total row score

N: sum of subjects

(Gay, 2011)

3. To know the percentage of the students' improvement by applying the following formula;

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

Where:

P: Percentage

X_1: 1st Cycle

X_2: 2nd Cycle

(Sudjana, 1992:7)

4. Calculating the percentage of the students' activeness

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

Where:

P = Percentage of the students' activeness

Fq = Number of frequency

N = Total subjects

(Sudjana, 1990: 85)

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of findings of the research and discussion that contains data analysis in detail. The findings of the research cover of the result of data cycle 1 and 2 about students' reading comprehension related to the action that has been applied.

A. Findings

The findings of this classroom action research dealing with the answer to the problem statement which aimed to improve the students' reading comprehension. The finding consisted of the improvement of the students' reading comprehension in terms of literal comprehension dealing with the main idea and interpretive comprehension with the conclusion, the improvement of the students' reading comprehension, and the students' activeness in teaching and learning process. The findings of the research detected that The Three Connections Strategy had improved the students' reading comprehension in class VIII.1 SMP Negeri 3 Pallangga.

Table 4.1: the Improvement of the Students' Reading Comprehension

Reading Comprehension	The Students' Score			Improvement C1→C2
	D-Test	Cycle 1	Cycle 2	
Literal comprehension (Main Idea)	3.14	4.83	7.82	61.90%
Interpretive comprehension (Conclusion)	3.54	4.27	7.58	77.51%
$\sum x$	6.68	9.1	15.4	
$\overline{X}$	3.34	4.55	7.7	

The table above shows there was an improvement of students' reading comprehension in literal comprehension and interpretive comprehension. In literal comprehension there was improvement students' reading comprehension from D-Test was 3.14, the cycle I was 4.83, cycle II was 7.82. So the improvement students' reading comprehension from cycle 2 to cycle II was 61.90%. In interpretive comprehension there was also improvement of students' reading comprehension from D-Test was 3.54, the cycle I was 4.27, and cycle II was 7.58. So the improvement of students' reading comprehension from cycle I to cycle II was 77.51%.

The table above shows that there was an improvement of students' reading comprehension after taking an action in cycle I and cycle II through the application of the three connections strategy with narrative text.

To see clearly the improvement of the students' reading comprehension, following chart is presented:
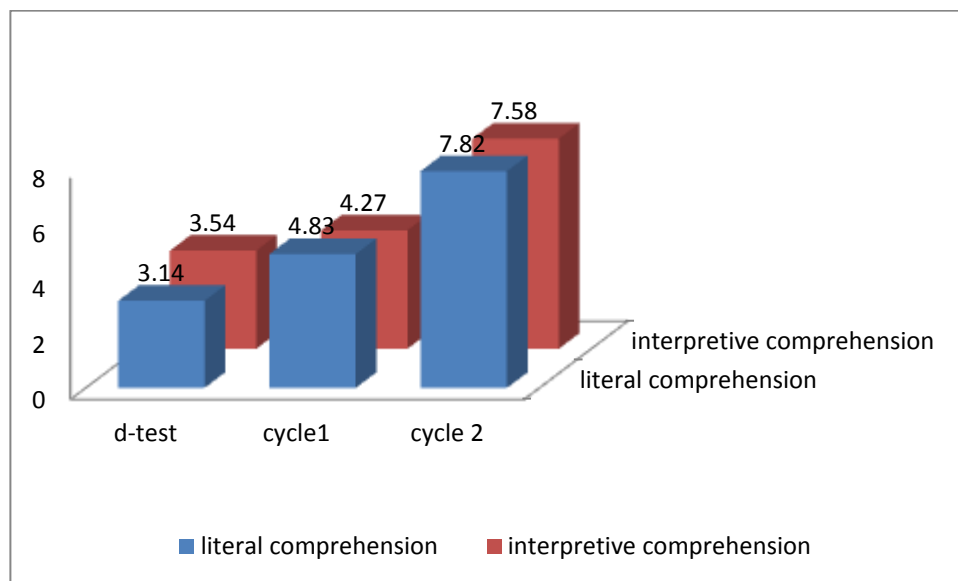
Figure 4.1: the Improvement of the Students' Reading Comprehension

The chart above shows the improvement of the students reading comprehension through the Three Connections Strategy in cycle II was higher than cycle I. in literal comprehension (3.14,4.83,7.82) and then interpretive comprehension (3.54,4.27,7.58). So in cycle II was higher 7.7 than cycle I was 4.55 and D-Test 3.34. It also shows that the result of D-Test the lowest achievement. After evaluation in cycle I and cycle II, there was an improvement of the students'

reading comprehension that shown clearly in the chart after taking an action in the cycle through the three connections strategy.

a. **The Students' Reading Comprehension Through the Three Connections Strategy**

The improvement of the students' reading comprehension in class VIII.1 SMP Negeri 3 Pallangga through the Three Connections Strategy as result of the students' assessment, described as follow:

Table 4.2: The Improvement the Students' Literal Comprehension

Main Idea	The Students' Score			Improvement C1→C2
	D-Test	Cycle 1	Cycle 2	
$\sum x$	97.5	150	242.5	61.90%
$\overline{X}$	3.14	4.83	7.82	

The table above shows there was a significant improvement of the main idea in literal comprehension from D-Test the students' achievement of the main idea in literal comprehension was 3.14, but after evaluation in cycle I the students' literal comprehension become 4.83, and evaluation in cycle II, the students' achievement in the main idea becomes 7.82.

The table above also indicates of students' literal comprehension improved significantly where the students' literal comprehension in cycle I was 4.83 and cycle II was 7.82. So the improvement of students' literal comprehension from cycle I to cycle II was 61.90%.

To see clearly the improvement of the students' literal comprehension, the following chart was presented:
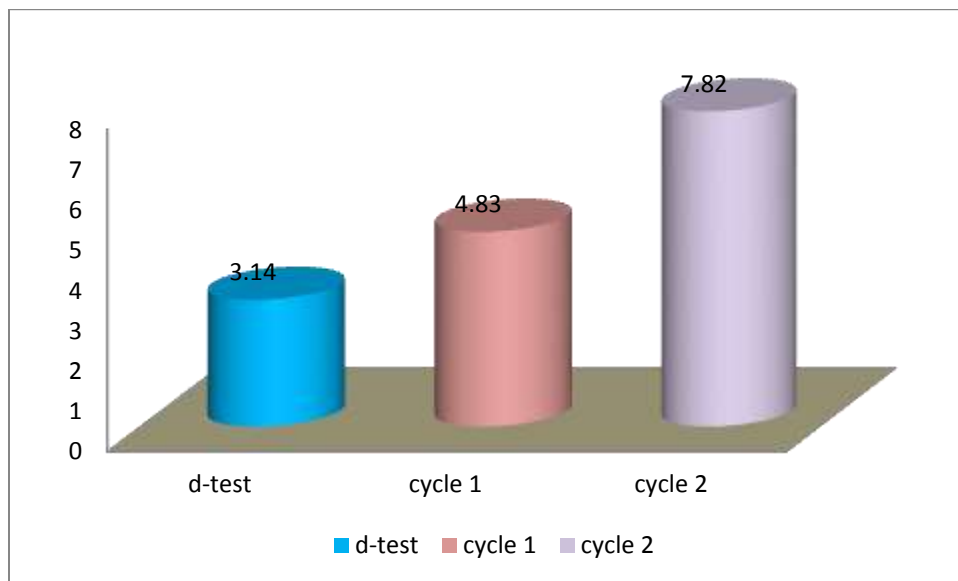
Figure 4.2: The Improvement of the Students' Literal Comprehension

The table above indicates that there was the improvement of students' literal comprehension from D-Test, Cycle 1, and Cycle 2. Where in D-Test the students mean score 3.14, but after evaluation in cycle 1 students' literal comprehension achievement from cycle 1 was 4.83, and the cycle 2 was 7.82. So

the improvement of the students' literal comprehension from cycle 1 to cycle 2 was 61.90%.

The table above shows that there was an improvement of students' literal comprehension after taking an action in cycle 1 and cycle 2 through the application of the three connections strategy.

Table 4.3: the Improvement of the students' Interpretive Comprehension

Conclusion	The Students' Score			Improvement C1→C2
	D-Test	Cycle 1	Cycle 2	
$\sum x$	110	132.5	235	77.51%
$\overline{X}$	3.54	4.27	7.58	

The table above shows there was a significant improvement of conclusion in interpretive comprehension from D-Test the students' achievement of conclusion in interpretive comprehension was 3.54, but after evaluation in cycle I the students' interpretive comprehension become 4.27, and evaluation in cycle II, the students' achievement in the main idea becomes 7.58.

The table above also indicates of students' interpretive comprehension improved significantly where the students' interpretive comprehension in cycle I

was 4.27 and cycle II was 7.58. So the improvement of students' interpretive comprehension from cycle I to cycle II was 77.51%.

To see clearly the improvement of the students' interpretive comprehensioncomprehension, the following chart was presented:
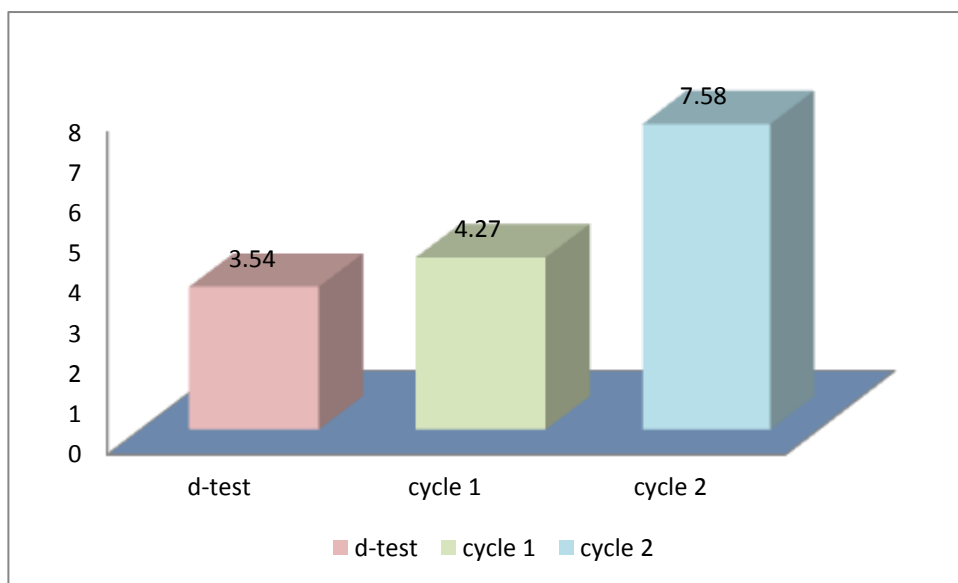
Figure 4.3: The Improvement of the Students' Interpretive comprehension

The table above indicates that there was the improvement of students' interpretive Comprehension from D-Test, Cycle 1, and Cycle 2. Where in D-Test the students mean score 3.54, but after evaluation in cycle 1 students' literal comprehension achievement from cycle 1 was 4.27, and the cycle 2 was 7.58. So the improvement of the students' literal comprehension from cycle 1 to cycle 2 was 77.51%.

The table above shows that there was an improvement of students' Interpretive Comprehension after taking an action in cycle 1 and cycle 2 through the application of the three connections strategy.

Table 4.4: the Criteria and Percentage of the Students' Literal Comprehension

N o	Classification	Range	D-Test		Cycle I		Cycle II	
			Freq	**%**	**Freq**	**%**	**Freq**	**%**
1	Excellent	9.6 – 10	0	0	0	0	8	25.80%
2	Very good	8.6 – 9.5	0	0	0	0	0	0
3	Good	7.6 – 8.5	0	0	0	0	0	0
4	Fairly good	6.6 – 7.5	0	0	7	22.58%	19	62.29%
5	Fair	5.6 – 6.5	0	0	0	0	0	0
6	Poor	3.6 – 5.5	8	25.80%	15	58.83%	4	12.90%
7	Very poor	0 – 3.5	23	74.19%	9	29.03%	0	0
	Total		**31**	**100**	**31**	**100**	**31**	**100**

The table above that the percentage of the students reading comprehension in literal comprehension are D-Test indicates that 8 students (25.80%) got poor, 23 students (74.19%) got very poor and none of the students for the other classification.

After taking an action in cycle I by using narrative text, the percentage of students' reading comprehension in literal comprehension is 7 students (22.58%)

got fairly good, 15 students (48.38%) got poor, 9 students (29.03%) got very poor, and none of the students for the other classification. And then, the cycle II the percentage of the students reading comprehension in literal comprehension are 8 students (25.80%) got excellent, 19 students (61.29%) got fairly good, 4 students (12.90%) got poor, and none of the students for the classification. It was mean there was a significant improvement from cycle I to cycle II.

Table 4.5: the Criteria and percentage of the students' interpretive Comprehension

No	Classification	Range	D-Test		Cycle I		Cycle II	
			Freq	**%**	**Freq**	**%**	**Freq**	**%**
1	Excellent	9.6 – 10	0	0	0	0	4	12.90%
2	Very good	8.6 – 9.5	0	0	0	0	0	0
3	Good	7.6 – 8.5	0	0	0	0	0	0
4	Fairly good	6.6 – 7.5	2	6.45%	2	6.45%	24	77.41%
5	Fair	5.6 – 6.5	0	0	0	0	0	0
6	Poor	3.6 – 5.5	9	29.03%	18	58.06%	3	9.67%
7	Very poor	0 – 3.5	20	64.51%	11	35.48%	0	0
	Total		**31**	**100**	**31**	**100**	**31**	**100**

The table above that the percentage of the students reading comprehension in interpretive comprehension are D-Test indicates that 2 students (6.45%) got fairly good, 9 students (29.03%) got poor, 20 students (64.51%) got very poor, and none of the students for the other classification.

After taking an action in cycle I by using narrative text, the percentage of students' reading comprehension in interpretive comprehension are 2 students

(6.45%) got fairly good, 18 students (58.06%) got poor, 11 students (35.48%) got very poor, and none of the students for the other classification. And then, the cycle II the percentage of the students reading comprehension in interpretive comprehension are 4 students (12.90%) got excellent, 24 students (61.29%) got fairly good, 3 students (9.67%) got poor, and none of the students for the classification. It was mean there was a significant improvement from cycle I to cycle II.

a. **The Students' Activeness in Teaching and Learning Process**

The result of the students' activeness in teaching and learning process toward the application of the Three Connections Strategy in improving the students' reading comprehension at class VIII.1 SMP Negeri 3 Pallangga which was conducted in two cycles during 8 meetings was taken by the researcher by using observation checklist. It can be seen in the following table.

Table 4.6: The Students' Activeness in Teaching and Learning Process

Cycle	Meeting				Percentage %	Increase
	1st	2nd	3rd	4th		
1	55,64%	50,80%	71,77%	74,19%	62,93%	
2	68,54%	75%	80,64%	83,87%	77,01%	14,08%

The table above explains that the average of the students' activeness in teaching and learning process through observation sheet by the researcher. The table above shows the process of students' activity in each meeting. The percentages of the cycle I from the first meeting to the fourth meeting were 55.64%, 50.80%, 71.77%, 74.19%. Moreover, the percentages of the cycle II from the first meeting to the fourth meeting were 68.54%, 75%, 80.64%, 83.87%. In addition, the average score in every cycle, in cycle I was 62.93% and cycle II was 77.01%. Therefore, the improvement of the students' activity was 14.08%.

The result of the students' observation about their activeness can also be shown in the graphic below:
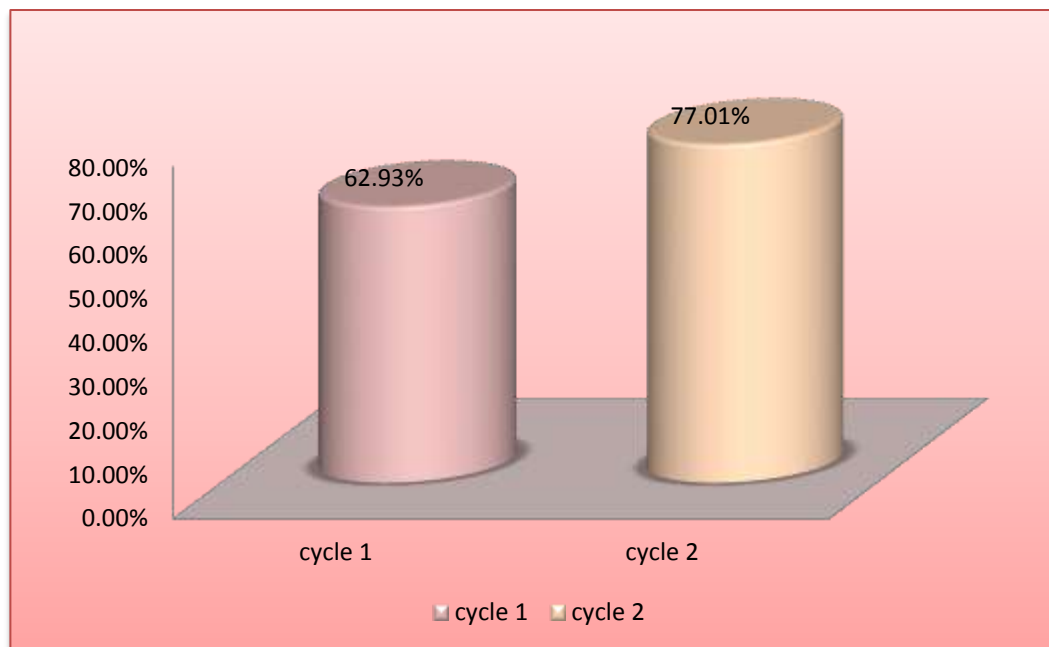
Figure 4.4: The Improvement of the Students' Activeness in Teaching and Learning Process

The chart above shows that the students' activeness in cycle I was lower than the students' activeness in cycle II. It may cause by the new reading strategy which had been given to the students, in this case, was three connections strategy. They were still strange with that strategy. The researcher also gave unclear instructions of how to do the reading activity by using three connections strategy to students. Therefore, the students were confused so that they were not interested in learning. As result, they were less active to participate in learning and teaching process. But in cycle II the researcher tried to give clearer instruction to students about the implementation of three connections strategy. As result, the students became familiar with it. They were not confused in doing their reading activity anymore, so during this cycle, they became more active than the previous cycle. Through the chart above, the researcher concludes that the use of three connections strategy can improve the students' activeness in learning reading comprehension.

B. Discussions

In the previous research findings, it showed that the students' reading comprehension through Three Connections Strategy improved from very low to the high mean score of reading comprehension. The researcher had made the

action of cycle II more interesting than cycle I. Therefore, the students' reading comprehension in cycle II was better than Cycle I.

In cycle I, the researcher gave less explanation about the Three Connections Strategy to students, so they seem like the shock. They were still confused about how to use that strategy in reading. But in cycle II, the students really enjoyed reading by using Three Connections Strategy because the researcher had explained this strategy clearer than cycle I. At first, the students' were very lazy to predict the possibility of a text' contents as required in the Three Connections Strategy. But the researcher always tried to stimulate the students' anxiety of what the reading text will be about. As a result, the students are enthusiastic to give their predictions and modify their predictions if they got any mistakes in predicting the reading text.

A. **The students' literal comprehension dealing with the main idea of the eighth grade of SMP Negeri 3 Pallangga, Gowa, in 2017/2018 academic year through the three connections strategy.**

The indicator of the main idea of the students' literal comprehension in the first cycle has improved from the diagnostic test, where the mean score of diagnostic test was 3.14. The improvement can be seen after testing and observing the students where the improvement of the students' main idea of the cycle I was 4.83. In cycle II, the students' main idea also improved from cycle I, where the improvement of cycle II was 7.82 that was classified as good

classification. It was indicated that there was an improvement from D-Test to cycle I and cycle II.

B. The students' literal comprehension dealing with the main idea of the eighth grade of SMP Negeri 3 Pallangga, Gowa, in 2017/2018 academic year through the three connections strategy.

The indicator of the conclusion of the students' interpretive comprehension in the first cycle has improved from the diagnostic test, where the mean score of diagnostic test was 3.54. The improvement can be seen after testing and observing the students where the improvement of the students' conclusion of the cycle I was 4.27. In cycle II, the students' conclusion also improved from cycle I, where the improvement of cycle II was 7.58 that was classified as fairly good classification. It was indicated that there was an improvement from D-Test to cycle I and cycle II.

There were some processes of doing the action during the cycle I and cycle II. The actions conducted by the researcher in eight meetings, four meetings in cycle I and four meetings in cycle II. All of the actions could be explained as follows:

1. At the first meeting of cycle 1, before applying the three connections strategy the researcher explained the strategy in detail and how to apply it, then the researcher explained the type of reading text that was given to the student where the

researcher used narrative text with the title "Timun Mas". After that, the researcher asked students to read the reading and then interpreted it.

During the teaching and learning process in the class, there were still many students who were less active during the learning process.

2. At the second meeting of cycle 1, the researcher gave reading the text again to the students with the title "Cinderella" and asked the students to redefine the reading, so that the students could understand more clearly the contents of the story. Then they were asked to specify the generic structure of the reading.

3. Coming to the third meeting of cycle 1, the students were designed to be active members of the team by dividing them into groups, where one of the member group was asked to read a few paragraphs of the text that given by the researcher, then the reading text was continued by another member group representative and so on until the reading was finished.

During the teaching and learning process in the classroom, students were familiar with this strategy so they enjoy the activity.

4. Next, to the fourth meeting of cycle 1, the researcher noticed that most of the students had understood the lesson related to the narrative text. This meeting was same with previous activity. The difference was only on the title that was given. After re-explaining about the three connections strategy and how to apply them. The researcher then explained the narrative text and asked the students to discuss

the reading with their group members by using the three connections strategy where they were asked to determine the main idea and conclude the story.

During the teaching and learning process in class, the students were familiar with this strategy so that they enjoyed the activity and more active in the learning process.

5. Coming to cycle 2, at the first meeting of this cycle the researcher presented a slight modification of the three connections strategy process even though it was some with the cycle. Some with the first and second meeting of cycle 1, at the first meeting of cycle 2 the researcher still presented the narrative text and asked students to answer questions that the researchers had provided to develop students' thinking in understanding reading texts.

6. At the second meeting of cycle 2, the students are designed to be active members of the team, after dividing the students into groups, students are introduced about the narrative text with a different title from the previous meeting. After the explanation from the researchers, they discussed the text with their group members using the three connections strategy and answered the questions based on the provided text.

7. At the third meeting of cycle 2, the students were designed again to be the active team by introducing lessons on narrative text with a different title from the second meeting. Then the students were asked to discuss the text with their group

members by using three connections strategy by determining main ideas and concluding the text, finally, they answered the questions based on the text.

8. At the fourth meeting of cycle 2, after dividing into several groups the researchers noticed that most students had understood the lessons related to the narrative text. This activity same with the third meeting. The difference was only on the title that was given. At this meeting, the students seemed to be more understood about narrative text by using three connections strategy and they were more active and able to answer questions well from previous meetings.

The research found in the cycle I, that although all of the students know how to read most of them were difficult to understand what they have read. Learning process in the cycle 1 was not really successful, so the researcher decided to do cycle II. In the cycle II, the researcher revised the lesson plan. Where, when the researcher explained about the steps of the Three Connections Strategy should explain more clearly, if needed gave chance to the students to ask about the material. Besides that, the researcher had to give better guidance for the student in narrative text.

Based on all result of data analysis above, the researcher concludes that there was a significantly improved of students' reading comprehension that was literal comprehension dealing with the main idea and interpretive comprehension with the conclusion in the learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consisted of the conclusion and suggestion based on the analysis and findings, presented in the previous chapter.

A. Conclusion

Based on the research analysis the researcher drew the research findings and discussion, the research concludes that the eighth-grade students of SMP Negeri 3 Pallangga have a significant improvement by the Three Connections strategy on the students' reading comprehension in terms of literal comprehension and interpretive comprehension. The score of literal comprehension from D-Test was 3.14, Cycle I was 4.83, Cycle II was 7.82, and the score of interpretive comprehension from D-Test was 3.54, Cycle I was 4.7 and Cycle II was 7.58. This was shown by the result of Reading Comprehension from the cycle I and cycle II. The mean score in D-Test was 3.34, in cycle I was 4.55 and the cycle II was 7.7. It means that cycle II was more significant progress than cycle I.

That's why the researcher had done special treatments to the students by using classroom action research (CAR) and developed their reading comprehension the researcher used the Three Connections strategy. In fact, either CAR design or the Three Connections strategy that used by the researcher was effective and efficient.

B. Suggestion

In relation to the reading comprehension in terms of literal reading comprehension and interpretative reading comprehension 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 students

    a. Being aware that reading is an important skill in English communication. The students should try to read individually or in the group because it can stimulate to read more and to get natural communication.

    b. The students also should not forget to memorize many English daily expressions in order to make them speak easily in their activities.

    c. The students are expected to improve their intensity in learning reading through the Three Connections Strategy.

    d. The teacher should apply various kinds of a suitable method in teaching reading to make students more interested in reading English text and to increase the quality of studying and teaching.

2. For the English teacher

    a. The application of the Three Connections Strategy can significantly improve the students' reading comprehension in terms of literal reading comprehension and interpretative comprehension dealing with the main idea and predict at the eighth-grade students' of SMP Negeri 3 Pallangga. So it is

strongly suggested to be applied in teaching English reading in the classroom in order to improve the students' reading comprehension.

b. It is suggested that the English teacher apply the Three Connections Strategy as one of alternative in teaching method and learning process.

c. The teachers should be creative in teaching English especially reading because to master English, it needs more method or method in improving it.

3. For the next researchers

a. To improve the students' reading comprehension generally, there are many cases which must be improved such as text to self, text to text, text to the world etc. So for the next researcher, they can take the other case of reading comprehension to be improved neither they use this strategy, not other methods. But it is better to use this method in order to know the students' reading comprehension improvement with different discussions.

b. The result of this research can also be used as an additional reference or further research with different discussion for the next researchers.

c. The writer hopes the researchers use the Three Connections Strategy to improving students' reading comprehension.

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN

1

Lokasi Penelitian   : SMP Negeri 3 Pallangga

Mata Pelajaran   : Bahasa Inggris

Kelas/ semester   : VIII

Alokasi Waktu   : 4 x 40 menit

Skill   : Membaca (Reading)

Pertemuan ke-   : 1 dan 2 (cycle I)

Standar Kompetensi

Memahami makna teks tulis fungsional pendek dan esai sederhana yang berbentuk *narrative text* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Kompetensi Dasar

Merespon makna dan langkah-langkah retorika teks tulis esei secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *narrative text*

Indikator

- Merespon teks tulis berbentuk *narrative text*
- Mengidentifikasi ide pokok dari sebuah paragraph.

- Mengidentifikasi makna kata/kalimat dalam teks yang dibaca.
- Mengidentifikasi variasi susunan kalimat dalam teks berbentuk: *narrative text*
- Mengidentifikasi tokoh dari cerita yang dibaca.
- Mengidentifikasi urutan peristiwa dalam teks.
- Memprediksi kejadian dalam teks yang dibaca.
- Mengidentifikasi tujuan komunikasi teks yang dibaca.
- Menyimpulkan kejadian dalam teks yang dibaca.

Tujuan Pembelajaran:

- Melalui teks tulis yang diberikan, siswa dapat mengidentifikasi ide pokok dari sebuah paragraph secara tepat.
- Melalui teks tulis yang diberikan, siswa dapat, mengidentifikasi makna kata/kalimat dalam teks yang dibaca secara tepat.
- Melalui teks tulis yang diberikan, siswa dapat mengidentifikasi variasi susunan kalimat dalam teks berbentuk: *Narrative* secara tepat.
- Melalui teks tulis yang diberikan, siswa dapat mengidentifikasi tokoh dalam teks secara tepat.
- Melalui teks tulis yang diberikan, siswa dapat mengidentifikasi urutan peristiwa dalam teks secara tepat.
- Melalui teks tulis yang diberikan, siswa dapat memprediksikan kejadian dalam teks yang dibaca secara tepat.
- Melalui teks tulis yang diberikan, siswa dapat siswa dapat membuat ringkasan dari teks: *Narrative* secara tepat.

Materi Pokok:

Teks tulis monolog/esei sederhana berbentuk *Narrative*.

Metode Pembelajaran/Teknik: *The Three Connection Strategy.*

Langkah-langkah Kegiatan:

- **Kegiatan Awal**
  - Siswa menyiapkan kelas sebelum pelajaran dimulai (disiplin, religi)

- Siswa diberikan motivasi dan penjelasan tentang Three connections strategy (mandiri, rasa ingin tahu)
- Siswa membaca teks *Narrative* yang diberikan (mandiri, rasa ingin tahu, gemar membaca)

▪ **Kegiatan Inti**
- Siswa mengidentifikasi isi bacaan yang berupa ide pokok, makna kata/kalimat, variasi susunan kalimat, urutan peristiwa/kejadian dan langkah-langkah retorika dalam teks. (kerjasama, kerja keras, rasa ingin tahu)
- Siswa memprediksikan kejadian yang terjadi berdasarkan isi bacaan.(kerjasama, kerja keras, rasa ingin tahu).
- Siswa menjawab pertanyaan berdasarkan isi bacaan. (mandiri, kerja keras)
- Siswa mendiskusikan jawabannya.(menghargai prestasi, kerja sama)
- Siswa membuat ringkasan *(Summary)* berdasarkan isi bacaan. (mandiri, kerja keras)

▪ **Kegiatan Akhir**
- Siswa mendapat feedback dari guru terhadap kegiatan pembelajaran yang telah dilakukan. (rasa ingin tahu)
-

Sumber/Bahan/Alat:

▪ Buku paket
▪ Spidol, papan tulis, penghapus
▪ Kamus

Penilaian

1. **Rubrics of Students' Assessment**

Scoring of Literal Comprehension (Main Idea)

No	Indicators	Score
1	The answer includes a clear generalization that states or implies the main idea.	4

2	The answer states or implies the main idea from the story	3
3	Indicator inaccurate or in complete understanding of main idea	2
4	The answer include minimal or no understanding of main idea	1

(Harmer, 1955:33)

Scoring of Interpretive Comprehension (Conclusion)

No	Indicators	Score
1	Conclusion reflect resource reading in development of idea	4
2	Conclusion reflect resource reading in development	3
3	Conclusion reflect only reading in development of idea	2
4	Conclusion their answer, but do not reflect resources in development of idea	1

(Harmer, 1989: 215)

$$\text{Score} = \frac{students\ correct\ answer}{Maximum\ score} \ x\ 10$$

(Gay, 1981: 298)

2. **The Students' Activeness in Teaching and Learning Process**

The Students' Active Participations	Score	Indicator

Very Active	4	Students' respond to the material very active
Active	3	Students' respond to the material actively
Fairly Active	2	Students' respond to the material just on or twice
Not Active	1	Students' just sit down during the activity without doing something

Mahasiswa

Reni Nurjayanti

10535 5687 13

Teaching Material!!!

TIMUN MAS

Long time ago in the island of Java, Indonesia, lived a couple of farmer. They had married for some years but they had no children. So they prayed to a monster called Buta Ijo to give them children.

Buta Ijo was a ferocious and powerful monster. He granted their wish on one condition. When their children had grown up, they had to sacrifice them to Buta Ijo. He liked eating fresh meat of human being. The farmers agreed to his condition. Several months later the wife was pregnant.

She gave birth to a beautiful baby girl. They named her Timun Mas. The farmers were happy.

Timun Mas was very healthy and a very smart girl. She was also very diligent. When she was a teenager Buta Ijo came to their house. Timun Mas was frightened so she ran away to hide. The farmers then told Buta Ijo that Timun Emas was still a child. They asked him to postpone. Buta Ijo agreed. He promised to come again. The following year Buta Ijo came again. But again and again their parents said that Timun Mas was still a child.

When the third time Buta Ijo came their parents had prepared something for him. They gave Timun Mas several bamboo needles, seeds of cucumber, dressing and salt.

'Timun, take these things'

'What are these things?'

'These are your weapons. Buta Ijo will chase you. He will eat you alive. So run as fast as you can. And if he will catch you spread this to the ground. Now go!'

Timun Mas was scared so she ran as quickly as she could. When Buta Ijo arrived she was far from home. He was very angry when he realized that his prey had left. So he ran to chase her. He had a sharp nose so he knew what direction his prey ran.

Timun Mas was just a girl while Buta Ijo was a monster so he could easily catch her up. When he was just several steps behind Timun Mas quickly spread the seeds of cucumber. In seconds they turned into many vines of cucumber. The exhausted Buta Ijo was very thirsty so he grabbed and ate them. When Buta Ijo was busy eating cucumber Timun Emas could run away.

But soon Buta Ijo realized and started running again. When he was just several steps behind Timun Mas threw her bamboo needles. Soon they turned into dense bamboo trees. Buta Ijo found it hard to pass. It took him some time to break the

dense bamboo forest. Meanwhile Timun Mas could run farther. Buta Ijo chased her again. When he almost catch her again and again Timun Mas threw her dressing. This time it turned into a lake. Buta Ijo was busy to save himself so Timun Mas ran way. But Buta Ijo could overcome it and continued chasing her.

Finally when Timun Mas was almost caught she threw her salt. Soon the land where Buta Ijo stood turned into ocean. Buta Ijo was drowned and died instantly.

Timun Mas was thankful to god and came back to her home.

RENCANA PELAKSANAAN PEMBELAJARAN

2

Lokasi Penelitian   : SMP Negeri 3 Pallangga

Mata Pelajaran   : Bahasa Inggris

Kelas/ semester   : VIII

Alokasi Waktu   : 4 x 40 menit

Skill   : Membaca (Reading)

Pertemuan ke-   : 3 dan 4 (cycle I)

Standar Kompetensi

Memahami makna teks tulis fungsional pendek dan esai sederhana yang berbentuk *narrative text* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Kompetensi Dasar

Merespon makna dan langkah-langkah retorika teks tulis esei secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *narrative text*

Indikator

- Merespon teks tulis berbentuk *narrative text*
- Mengidentifikasi ide pokok dari sebuah paragraph.
- Mengidentifikasi makna kata/kalimat dalam teks yang dibaca.

- Mengidentifikasi variasi susunan kalimat dalam teks berbentuk: *narrative text*
- Mengidentifikasi tokoh dari cerita yang dibaca.
- Mengidentifikasi urutan peristiwa dalam teks.
- Memprediksi kejadian dalam teks yang dibaca.
- Mengidentifikasi tujuan komunikasi teks yang dibaca.
- Menyimpulkan kejadian dalam teks yang dibaca.

Tujuan Pembelajaran:

- Melalui teks tulis yang diberikan, siswa dapat mengidentifikasi ide pokok dari sebuah paragraph secara tepat.
- Melalui teks tulis yang diberikan, siswa dapat, mengidentifikasi makna kata/kalimat dalam teks yang dibaca secara tepat.
- Melalui teks tulis yang diberikan, siswa dapat mengidentifikasi variasi susunan kalimat dalam teks berbentuk: *Narrative* secara tepat.
- Melalui teks tulis yang diberikan, siswa dapat mengidentifikasi tokoh dalam teks secara tepat.
- Melalui teks tulis yang diberikan, siswa dapat mengidentifikasi urutan peristiwa dalam teks secara tepat.
- Melalui teks tulis yang diberikan, siswa dapat memprediksikan kejadian dalam teks yang dibaca secara tepat.
- Melalui teks tulis yang diberikan, siswa dapat siswa dapat membuat ringkasan dari teks: *Narrative* secara tepat.

Materi Pokok:

Teks tulis monolog/esei sederhana berbentuk *Narrative*.

Metode Pembelajaran/Teknik: *The Three Connection Strategy.*

Langkah-langkah Kegiatan:

- **Kegiatan Awal**

- Siswa menyiapkan kelas sebelum pelajaran dimulai (disiplin, religi)
- Siswa diberikan motivasi dan penjelasan tentang Three connections strategy (mandiri, rasa ingin tahu)
- Siswa membaca teks *Narrative* yang diberikan (mandiri, rasa ingin tahu, gemar membaca)

- **Kegiatan Inti**
  - Siswa mengidentifikasi isi bacaan yang berupa ide pokok, makna kata/kalimat, variasi susunan kalimat, urutan peristiwa/kejadian dan langkah-langkah retorika dalam teks. (kerjasama, kerja keras, rasa ingin tahu)
  - Siswa memprediksikan kejadian yang terjadi berdasarkan isi bacaan.(kerjasama, kerja keras, rasa ingin tahu).
  - Siswa menjawab pertanyaan berdasarkan isi bacaan. (mandiri, kerja keras)
  - Siswa mendiskusikan jawabannya.(menghargai prestasi, kerja sama)
  - Siswa membuat ringkasan *(Summary)* berdasarkan isi bacaan. (mandiri, kerja keras)

- **Kegiatan Akhir**
  - Siswa mendapat feedback dari guru terhadap kegiatan pembelajaran yang telah dilakukan. (rasa ingin tahu)
  -

Sumber/Bahan/Alat:

- Buku paket
- Spidol, papan tulis, penghapus
- Kamus

Penilaian

1. **Rubrics of Students' Assessment**

Scoring of Literal Comprehension (Main Idea)

No	Indicators	Score
1	The answer includes a clear generalization that states or	4

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<div align="right">(Harmer, 1955:33)</div>

Scoring of Interpretive Comprehension (Conclusion)

No	Indicators	Score
1	Conclusion reflect resource reading in development of idea	4
2	Conclusion reflect resource reading in development	3
3	Conclusion reflect only reading in development of idea	2
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<div align="right">(Harmer, 1989: 215)</div>

$$\text{Score} = \frac{students\ correct\ answer}{Maximum\ score}\ x\ 10$$

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2. **The Students' Activeness in Teaching and Learning Process**

The Students' Active Participations	Score	Indicator
Very Active	4	Students' respond to the material very active
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Mahasiswa

Reni Nurjayanti

10535 5687 13

Teaching Material!!!

Cinderella

The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's raged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach. Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind. A few days later, the king' son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly. Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

1. What is the text talk about?

2. Mention the orientation part?

3. Mention the complication part?

4. Mention the resolution part?

5. What is the moral value of the text above?

RENCANA PELAKSANAAN PEMBELAJARAN

3

Lokasi Penelitian   : SMP Negeri 3 Pallangga

Mata Pelajaran   : Bahasa Inggris

Kelas/ semester   : VIII

Alokasi Waktu   : 4 x 40 menit

Skill   : Membaca (Reading)

Pertemuan ke-   : 5 dan 6 (Cycle II)

Standar Kompetensi

Memahami makna teks tulis fungsional pendek dan esai sederhana yang berbentuk *narrative text* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Kompetensi Dasar

Merespon makna dan langkah-langkah retorika teks tulis esei secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *narrative text*

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Materi Pokok:

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- Siswa mendiskusikan jawabannya.(menghargai prestasi, kerja sama)
- Siswa membuat ringkasan *(Summary)* berdasarkan isi bacaan. (mandiri, kerja keras)

▪ **Kegiatan Akhir**
- Siswa mendapat feedback dari guru terhadap kegiatan pembelajaran yang telah dilakukan. (rasa ingin tahu)
-

Sumber/Bahan/Alat:

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▪ Spidol, papan tulis, penghapus
▪ Kamus

Penilaian

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Mahasiswa

Reni Nurjayanti

10535 5687 13

Teaching Material!!!

The lion king

In the Pride Lands of Africa, a **lion** ruled over the animals as a **king.** The birth of **King** Mufasa and Queen Sarabi's son Simba created envy and resentment in Mufasa's younger brother, Scar, who knew his nephew now replaced him as heir to the throne. After Simba had grown into a young cub, Mufasa gave him a tour of the Pride Lands, teaching him the responsibilities of being a **king** and the Circle of Life. Later that day, Scar tricked Simba and his best friend Nala into exploring a forbidden elephant graveyard, despite the protests of Mufasa's hornbill majordomo Zazu. At the graveyard, three spotted hyenas named Shenzi, Banzai, and Ed attack the cubs before Mufasa, alerted by Zazu, saved them and forgave Simba for his actions. That night, the hyenas, who were allied with Scar, plot with him to kill Mufasa and Simba.

The next day Scar lured Simba to a gorge and told him to wait there while he got Mufasa. On Scar's orders, the hyenas stampeded a large herd of wildebeest into the gorge. Mufasa saved Simba, but as Mufasa tried to climb up the gorge's walls, Scar threw him back into the stampede, where he was trampled to death. After Simba found Mufasa's body, Scar convinced him he was responsible for his father's death and advised Simba to flee the kingdom. As Simba left, Scar ordered Shenzi, Banzai, and Ed to kill the cub, but Simba escaped. That night, Scar announced to the pride that both Mufasa and Simba were killed in the stampede and stepped forward as the new **king,** allowing a pack of hyenas to live in the Pride Lands.

After running far away, Simba collapsed from exhaustion in a desert. Timon and Pumbaa, a meerkat and a warthog, found him and nursed him back to health. Simba subsequently grew up with them in the jungle, living a carefree life with his friends under the motto "Hakuna Matata" ("no worries" in Swahili). When he was a young adult, Simba saved Timon and Pumbaa from a hungry lioness, who turned out

to be Nala. She and Simba reconciled and fell in love. Nala urged Simba to return home, telling him the Pride Lands had become a wasteland with not enough food and water. Feeling guilty over his father's death, Simba refused and stormed off, leaving Nala disappointed and angry. As Simba exited the jungle, he encountered Mufasa's mandrill friend and advisor, Rafiki. Rafiki told Simba that Mufasa was "alive" and took him to a pond. There Simba was visited by the ghost of Mufasa in the sky, who told him he took his rightful place as the king of the Pride Lands. Simba realized he could no longer run from his past and went home. Nala, Timon, and Pumbaa joined him and agreed to help him fought.

At the Pride Lands, Simba saw Scar hit Sarabi and confronted him, but Scar taunted Simba over his "part" in Mufasa's death. However, when Scar pushed Simba to the edge of Pride Rock, he revealed that he killed Mufasa. Enraged, Simba roared back up and forced Scar to reveal the truth to the pride. Timon, Pumbaa, Rafiki, Zazu, and the lionesses fended off the hyenas while Scar, attempting to escape, was cornered by Simba at the top of Pride Rock. Scar begged Simba for mercy, insisting that he was family and placing the blame on the hyenas. Simba no longer believed Scar, but spared his life on the grounds of forever leaving the Pride Lands. Scar appeared to comply, but then attacked his nephew. After a fierce fighting, Simba threw his uncle off Pride Rock. Scar survived the fall but was attacked and eaten alive by the hyenas, who overheard his attempted to betray them.

With Scar and the hyenas gone, Simba ascended to the top of Pride Rock and took over the kingdom as the rain fell again. Sometime later, with Pride Rock restored to its former glory, Simba looked down happily at his kingdom with Nala, Timon, and Pumbaa by his side; Rafiki presented Simba and Nala's newborn cub to the inhabitants of the Pride Lands, and the Circle of Life continued.

RENCANA PELAKSANAAN PEMBELAJARAN

4

Lokasi Penelitian : SMP Negeri 3 Pallangga

Mata Pelajaran : Bahasa Inggris

Kelas/ semester : VIII

Alokasi Waktu : 4 x 40 menit

Skill : Membaca (Reading)

Pertemuan ke- : 5 dan 6 (Cycle II)

Standar Kompetensi

Memahami makna teks tulis fungsional pendek dan esai sederhana yang berbentuk *narrative text* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

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Materi Pokok:

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  -

Sumber/Bahan/Alat:

- Buku paket
- Spidol, papan tulis, penghapus
- Kamus

Penilaian

3. **Rubrics of Students' Assessment**

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(Harmer, 1955:33)

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The Students' Active Participations	Score	Indicator
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Mahasiswa

Reni Nurjayanti

10535 5687 13

Teaching Material!!!

Sura and Baya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat. "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and Awent back to the sea. Baya was happy.

Answer the questions!

1. What is the title of a narrative text above?
2. How many characters in the story?
3. What is seen Baya?
4. Why are they fighting?
5. What lessons can we learn in the story?

APPENDIX B

Diagnostic Test

Malin Kundang

Long time ago an old woman and her son lived in a little village. Her son was called malin kundang. They were very poor but they loved each other very much. One day malin kundang told his mother that he would go to the town and work there. At first his mother did not allow him but finally she let him go with tears. Malin kundang worked hard in a big town and in a short time he became a rich man however he completely forgot his poor mother.

Some years later he sailed to a harbor near his village. When his mother heard about this news she came for meet him. Malin kundang pretended not to know her. He said, 'you are not my mother! Go away!'' his mother became very sad and before she went away, he said, ''oh, malin kundang, you are wicked son. You'll never be safe now. You and your money will turn to stone'.

Some day later his ship left the harbor. The sea was calm but when he reach the open sea, there was a great storm ship was drowned malin kundang and his money changed into a stone.

Now people call in batu Malin kundang. We can see the storm from air manis, a village on a coast of west Sumatra, near Padang.

Answer the following question based on the task.
1. What is the title of the story above?
2. How many characters in the story? Mention it?
3. What is the main idea of the paragraph 1?
4. Who is the good character of the story?

5. Please make the conclusion about the story?

No	Key Answer	Score
1	The title of the story above is malin kundang	4
2	- Malin kundang - His mother	4
3	the main idea of the paragraph 1 is malin kundang and his mothers' life	4
4	The good character of the story is malin kundangs' Mother	4
5	The conclusion about the story is there were and old woman and her son named malin kundang life together. They were very poor, so malin kundang got permission to his mother to go to town and work there and became a rich man. Some years later he went to a harbor nearhis village and his mother came for meet him but malin kundang pretended not now her, so his mother became very sad and said that malin kundang and his money will turn to stone.	4

Cycle I

Snow White and the Seven Dwarfs

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had died. One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this, so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw a little cottage. She knocked out but no one answered. So, she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs Doc, one of the dwarfs asked, "What is your name?" Snow White answered "My name is Snow White."

The dwarf said, "if you wish, you may live here with us" Snow White said, "Oh, could I? Thank you." Then, Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.

Answer the following question based on the task.

1. What is the title of the story above?
2. How many characters in the story? Mention it?
3. What is the main idea of the paragraph 2?
4. Who is the good character of the story?
5. Please make the conclusion about the story?

No	Key Answer	Score
1	The title of the story above is snow white and the seven dwarfs	4
2	- Snow white - Seven dwarfs - Her aunt - Uncle	4
3	the main idea of the paragraph 2 is snow white ran away from home	4
4	The good character of the story is the seven dwarfs	4
5	The conclusion about the story is there was a little girl name snow white that lived with her aunt and uncle. One day she ran away from home and go to the at a little cottage and fell asleep. When the seven dwarfs were coming home they found snow white sleeping and they asked her name? and snow white answered that her is snow white.	4

Cycle II

Lake Toba

Long time ago, there was a boy who roamed around the world. He stayed near a river. One afternoon, he fished near the river and got a very big fish. He felt happy and surprised. Then he brought it home. The fish changed into a beautiful woman. And the scales of fish became gold coins. They got married. They promised not to tell the origin of his wife to the other people. They had a son but he was very naughty and lazy.

Once day, they son was ordered to sent meal to his father who was working in the farm. On the way the son ate some of meal and left the rest for his father. Thus, his father got angry, so he hit son and said, 'how naughty you are. No wonder, you are really a fish child!'' the son told his mother what his father said. The woman was sad because her husband had broken his promise.

Finally, the woman went away and jump into the river. When the woman jumped into the river, it was raining heavily. The river was flooded. Then the area around the river becomes a large lake. Now, people call it Lake Toba.

Answer the following question based on the task.
1. What is the title of the story above?
2. How many characters in the story? Mention it?
3. What is the main idea of the paragraph 3?
4. Who is the good character of the story?
5. Please make the conclusion about the story?

No	Key Answer	Score
1	The title of the story above is Lake Toba	4
2	- boy - fish/ beautiful woman - son	4
3	the main idea of the paragraph 3 is the history of lake toba	4
4	The good character of the story is beautiful woman	4
5	The conclusion about the story is there was a boy who got a very big fish and brought it home. The fish change into a beautiful woman. So they got married and promise not to tell the origin of his wife to other people. When their son who was very naughty at same meal of his father, his father got angry and said that of his child to his son, his wife was sad and when away, and she jump into the river.	4

APPENDIX C

Name of Students'

No	Student' Name	class
1	Adi Ardana	VIII. 1
2	Aidil	VIII. 1
3	Fadlan Ramadhani	VIII. 1
4	Faisal	VIII. 1
5	Indra Saputra	VIII. 1
6	Irfan. S	VIII. 1
7	M Ardiansyah	VIII. 1
8	Muh Iswandi	VIII. 1
9	Muh Qadar Al Qadri	VIII. 1
10	Muh Risky Saputra	VIII. 1
11	Muh Aldi Amiruddin	VIII. 1
12	Muh Dirwan	VIII. 1
13	Musliyadi	VIII. 1
14	Rahmat Itidayah Ilyas Naba	VIII. 1
15	Revaldo Dicky Wahyudi Ngallene	VIII. 1
16	Adinda Fatia Salsabila	VIII. 1
17	Arsita Cantika Putrid	VIII. 1
18	Asrah	VIII. 1
19	Ayu Andira	VIII. 1
20	Azizah Nur Risky Yanti	VIII. 1

21	Chaerani Fajrin	VIII. 1
22	Diva Nabila Daraz	VIII. 1
23	Fatmawati	VIII. 1
24	Isma Sri Ramadani	VIII. 1
25	Maurena Salsabila Subekti	VIII. 1
26	Nurul Huda Rahman	VIII. 1
27	Nurwahidah Arman	VIII. 1
28	Putrid Ashari	VIII. 1
29	Reskiani Amelia Sila	VIII. 1
30	Siti Nurhalizah	VIII. 1
31	Susianti	VIII. 1

APPENDIX D

RESEARCH ANALYSIS

1. **Mean Score of Students Literal Comprehension**
➢ **D-Test**

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

$$= \frac{97.5}{31}$$

$$= 3.14$$

➢ **Cycle I**

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

$$= \frac{150}{31}$$

$$= 4.83$$

➢ **Cycle II**

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

$$= \frac{242.5}{31}$$

$$= 7.82$$

2. Mean Score of Students Interpretive Comprehension

➢ **D-Test**

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

$$= \frac{110}{31}$$

$$= 3.54$$

➢ **Cycle I**

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

$$= \frac{132.5}{31}$$

$$= 4.27$$

➢ **Cycle II**

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

$$= \frac{235}{31}$$

$$= 7.58$$

3. **Mean Score of Students Reading Comprehension**
➤ **D-Test**

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

$$= \frac{6.68}{2}$$

$$= 3.34$$

➤ **Cycle I**

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

$$= \frac{9.1}{2}$$

$$= 4.55$$

➤ **Cycle II**

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

$$= \frac{15.4}{2}$$

$$= 7.7$$

- **Percentage of the Students' Activeness in Cycle I**

a. The First Meeting

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

$$= \frac{69}{124} x100$$

$$= 55.64$$

b. The Second Meeting

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

$$= \frac{92}{124} x100$$

$$= 74.19$$

c. The Third Meeting

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

$$= \frac{89}{124} x100$$

$$= 71.77$$

d. The Fourth Meeting

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

$$= \frac{63}{124} x100$$

$$= 50.80$$

- **Percentage of the Students' Activeness in Cycle II**

a. The First Meeting

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

$$= \frac{85}{124} x100$$

$$= 68.54$$

b. The Second Meeting

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

$$= \frac{93}{124} x100$$

$$= 75$$

c. The Third Meeting

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

$$= \frac{100}{124} x100$$

$$= 80.64$$

d. The Fourth Meeting

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

$$= \frac{104}{124} x100$$

$$= 83.87$$

The Score of the Students' Reading Comprehension

No	Subjects'	Score of Literal comprehension		
	Codes	D-Test	Cycle 1	Cycle 2
1	AA	2.5	5	7.5
2	AL	2.5	2.5	7.5
3	FR	2.5	2.5	7.5
4	FL	2.5	2.5	7.5
5	IS	2.5	5	7.5
6	IRS	2.5	2.5	7.5
7	MA	2.5	2.5	7.5
8	MI	5	7.5	10
9	MQA	5	7.5	10
10	MRS	5	5	7.5
11	MAA	2.5	5	5
12	MD	2.5	2.5	7.5
13	MY	2.5	5	7.5
14	RIN	2.5	5	10
15	RDW	5	7.5	10
16	AFS	2.5	7.5	7.5
17	ACP	2.5	2.5	5
18	AS	2.5	2.5	7.5
19	AND	2.5	5	7.5
20	ANR	5	7.5	10

No	Subjects'			
21	CF	2.5	2.5	7.5
22	DND	2.5	5	7.5
23	FW	5	7.5	10
24	ISR	2.5	5	7.5
25	MSS	2.5	5	7.5
26	NHR	5	7.5	10
27	NA	2.5	5	5
28	PA	2.5	5	7.5
29	RAS	2.5	5	5
30	SN	2.5	5	7.5
31	SS	5	5	10
	$\sum x$	97.5	150	242.5
	X	3.14	4.83	7.82

No	Subjects'	Score of Interpretive comprehension		
	Codes	D-Test	Cycle 1	Cycle 2
1	AA	5	5	10
2	AL	2.5	2.5	5
3	FR	5	2.5	7.5
4	FL	2.5	2.5	7.5
5	IS	2.5	5	7.5
6	IRS	2.5	5	7.5
7	MA	2.5	2.5	7.5
8	MI	7.5	7.5	7.5

9	MQA	5	5	7.5
10	MRS	5	5	10
11	MAA	2.5	5	7.5
12	MD	2.5	2.5	7.5
13	MY	2.5	2.5	7.5
14	RIN	5	5	7.5
15	RDW	2.5	5	7.5
16	AFS	2.5	5	10
17	ACP	2.5	2.5	7.5
18	AS	2.5	2.5	5
19	AND	5	5	7.5
20	ANR	7.5	7.5	7.5
21	CF	2.5	2.5	7.5
22	DND	2.5	2.5	7.5
23	FW	5	5	7.5
24	ISR	2.5	2.5	7.5
25	MSS	2.5	5	7.5
26	NHR	2.5	5	7.5
27	NA	2.5	5	7.5
28	PA	2.5	5	5
29	RAS	5	5	7.5
30	SN	5	5	10
31	SS	2.5	5	7.5
	$\sum x$	110	132.5	235

	X	3.54	4.27	7.58

THE RESULT OF DIAGNOSTIC TEST

SMP NEGERI 3 PALLANGGA

SEMESTER GANJIL TAHUN PELAJARAN 2017/2018

Subjects (Codes)	Literal Comprehension (Main Idea)	Classification	Interpretive Comprehension (Conclusion)	Classification
AA	2.5	Very Poor	5	Poor
AL	2.5	Very Poor	2.5	Very Poor
FR	2.5	Very Poor	5	Poor
FL	2.5	Very Poor	2.5	Very Poor
IS	2.5	Very Poor	2.5	Very Poor
IRS	2.5	Very Poor	2.5	Very Poor
MA	2.5	Very Poor	2.5	Very Poor
MI	5	Poor	7.5	Fairly good
MQA	5	Poor	5	Poor
MRS	5	Poor	5	Poor
MAA	2.5	Very Poor	2.5	Very Poor
MD	2.5	Very Poor	2.5	Very Poor
MY	2.5	Very Poor	2.5	Very Poor
RIN	2.5	Very Poor	5	Poor
RDW	5	Poor	2.5	Very Poor

AFS	2.5	Very Poor	2.5	Very Poor
ACP	2.5	Very Poor	2.5	Very Poor
AS	2.5	Very Poor	2.5	Very Poor
AND	2.5	Very Poor	5	Poor
ANR	5	Poor	7.5	Fairly good
CF	2.5	Very Poor	2.5	Very Poor
DND	2.5	Very Poor	2.5	Very Poor
FW	5	Poor	5	Poor
ISR	2.5	Very Poor	2.5	Very Poor
MSS	2.5	Very Poor	2.5	Very Poor
NHR	5	Poor	2.5	Very Poor
NA	2.5	Very Poor	2.5	Very Poor
PA	2.5	Very Poor	2.5	Very Poor
RAS	2.5	Very Poor	5	Poor
SN	2.5	Very Poor	5	Poor
SS	5	Poor	2.5	Very Poor

THE RESULT OF CYCLE I

SMP NEGERI 3 PALLANGGA

SEMESTER GANJIL TAHUN PELAJARAN 2017/2018

Subjects (Codes)	Literal Comprehension (Main Idea)	Classification	Interpretive Comprehension (Conclusion)	Classification
AA	5	Poor	5	Poor

AL	2.5	Very Poor	2.5	Very Poor
FR	2.5	Very Poor	2.5	Very Poor
FL	2.5	Very Poor	2.5	Very Poor
IS	5	Poor	5	Poor
IRS	2.5	Very Poor	5	Poor
MA	2.5	Very Poor	2.5	Very Poor
MI	7.5	Fairly Good	7.5	Fairly Good
MQA	7.5	Fairly Good	5	Poor
MRS	5	Poor	5	Poor
MAA	5	Poor	5	Poor
MD	2.5	Very Poor	2.5	Very Poor
MY	5	Poor	2.5	Very Poor
RIN	5	Poor	5	Poor
RDW	7.5	Fairly Good	5	Poor
AFS	7.5	Fairly Good	5	Poor
ACP	2.5	Very Poor	2.5	Very Poor
AS	2.5	Very Poor	2.5	Very Poor
AND	5	Poor	5	Poor
ANR	7.5	Fairly Good	7.5	Fairly Good
CF	2.5	Very Poor	2.5	Very Poor
DND	5	Poor	2.5	Very Poor
FW	7.5	Fairly Good	5	Poor
ISR	5	Poor	2.5	Very Poor
MSS	5	Poor	5	Poor

Subjects (Codes)				
NHR	7.5	Fairly Good	5	Poor
NA	5	Poor	5	Poor
PA	5	Poor	5	Poor
RAS	5	Poor	5	Poor
SN	5	Poor	5	Poor
SS	5	Poor	5	Poor

THE RESULT OF CYCLE II

SMP NEGERI 3 PALLANGGA

SEMESTER GANJIL TAHUN PELAJARAN 2017/2018

Subjects (Codes)	Literal Comprehension (Main Idea)	Classification	Interpretive Comprehension (Conclusion)	Classification
AA	7.5	Fairly Good	10	Excellent
AL	7.5	Fairly Good	5	Poor
FR	7.5	Fairly Good	7.5	Fairly Good
FL	7.5	Fairly Good	7.5	Fairly Good
IS	7.5	Fairly Good	7.5	Fairly Good
IRS	7.5	Fairly Good	7.5	Fairly Good
MA	7.5	Fairly Good	7.5	Fairly Good
MI	10	Excellent	7.5	Fairly Good
MQA	10	Excellent	7.5	Fairly Good
MRS	7.5	Fairly Good	10	Excellent
MAA	5	Poor	7.5	Fairly Good

MD	7.5	Fairly Good	7.5	Fairly Good
MY	7.5	Fairly Good	7.5	Fairly Good
RIN	10	Excellent	7.5	Fairly Good
RDW	10	Excellent	7.5	Fairly Good
AFS	7.5	Fairly Good	10	Excellent
ACP	5	Poor	7.5	Fairly Good
AS	7.5	Fairly Good	5	Poor
AND	7.5	Fairly Good	7.5	Fairly Good
ANR	10	Excellent	7.5	Fairly Good
CF	7.5	Fairly Good	7.5	Fairly Good
DND	7.5	Fairly Good	7.5	Fairly Good
FW	10	Excellent	7.5	Fairly Good
ISR	7.5	Fairly Good	7.5	Fairly Good
MSS	7.5	Fairly Good	7.5	Fairly Good
NHR	10	Excellent	7.5	Fairly Good
NA	5	Poor	7.5	Fairly Good
PA	7.5	Fairly Good	5	Poor
RAS	5	Poor	7.5	Fairly Good
SN	7.5	Fairly Good	10	Excellent
SS	10	Excellent	7.5	Fairly Good

APPENDIX E

The Students' Activeness

NO	Subjects' Codes	Students' Activeness of Cycle 1															
		First meeting				Second meeting				Third meeting				Fourth meeting			
		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
1	AA		√			√				√				√			
2	AL			√			√				√				√		
3	FR			√			√				√				√		
4	FL			√			√				√			√			
5	IS				√		√				√			√			
6	IRS				√			√			√						√
7	MA		√				√				√			√			
8	MI		√				√				√			√			
9	MQA		√				√			√						√	
10	MRS		√				√			√				√			
11	MAA				√				√		√				√		
12	MD			√			√				√				√		
13	MY			√				√			√				√		
14	RIN				√				√		√					√	
15	RDW			√				√			√					√	
16	AFS			√				√			√				√		
17	ACP			√			√			√					√		
18	AS				√			√			√				√		
19	AND				√				√		√					√	
20	ANR				√			√			√				√		

No	Codes	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
21	CF			√			√				√				√		
22	DND				√			√			√				√		
23	FW			√			√				√				√		
24	ISR		√				√				√				√		
25	MSS				√				√		√				√		
26	NHR				√			√			√				√		
27	NA				√			√				√			√		
28	PA		√				√				√				√		
29	RAS		√				√				√				√		
30	SN				√			√				√			√		
31	SS		√				√				√				√		
	Sum	0	7	12	12	1	10	10	9	7	14	8	3	10	11	9	1
		0	21	24	24	4	30	20	9	28	42	16	3	40	33	18	1
	Fq	69				63				89				92			
	N	31															
	P	55.64				50.80				71.77				74.19			

NO	Subjects' Codes	Students' Activeness of Cycle II															
		First meeting				Second meeting				Third meeting				Fourth meeting			
		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
1	AA	√				√				√				√			
2	AL	√				√				√				√			

3	FR	√				√				√				√		
4	FL		√				√				√				√	
5	IS				√				√			√				√
6	IRS				√			√				√			√	
7	MA			√			√			√				√		
8	MI				√				√			√				√
9	MQA			√				√				√				√
10	MRS	√				√				√				√		
11	MAA		√				√				√				√	
12	MD		√			√				√				√		
13	MY		√				√				√				√	
14	RIN			√				√			√				√	
15	RDW			√			√				√				√	
16	AFS		√				√				√				√	
17	ACP		√				√				√				√	
18	AS		√				√				√				√	
19	AND			√				√				√			√	
20	ANR		√				√			√				√		
21	CF		√			√				√				√		
22	DND		√				√			√				√		
23	FW			√				√		√				√		
24	ISR	√				√				√				√		
25	MSS			√			√				√					
26	NHR	√				√				√				√		
27	NA			√			√				√		√			
28	PA	√				√				√			√			

No	Name																
29	RAS			√			√				√				√		
30	SN		√				√				√				√		
31	SS		√				√					√			√		
Sum		7	12	9	3	9	15	5	2	13	12	6	0	17	10	3	0
		28	36	18	3	36	45	10	2	52	36	12	0	68	30	6	0
Fq		85				93				100				104			
N		31															
P		68.54				75				80.64				83.87			

Note:

4 = Sangat Aktif   Fq = Frequency

3 = Aktif   P   = Percentage

2 = Kurang Aktif   N   = Sum of subject

1 = Tidak Aktif

Observation Result of cycle 1 and 2 at the class VIII. 1 of

SMP Negeri 3 Pallangga

Cycle	Meeting				Percentage %	Increase
	1st	2nd	3rd	4th		
1	55.64%	50.80%	71.77%	74.19%	62.93%	
2	**68.54%**	**75%**	**80.64%**	**83.87%**	**77.01%**	14.08%

APPENDIX F

DOCUMENTATION

CURRICULUM VITAE

Reni Nurjayanti, was born on July 15th, 1995 in Sungguminasa Gowa regency. She is the first child of Abbas and Jumiati.

In 2001 the researcher resisted as a student of elementary school in SD Inpres Jenetallasa in Gowa regency and graduate in 2007. The next in the same year the researcher registered in junior high school as a student in SMP Negeri 1 Pallangga and graduated in 2010. Then the researcher resisted to the vocational school, at SMA Negeri 1 pallangga and graduated 2013. In 2013 the researcher resisted to study of English Department in Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis with the title" *Improving the Students' Reading Comprehension through the Three Connections Strategy (A Classroom Action Research at the Eighth Grade of SMP Negeri 3 Pallangga).*