IMPROVING THE STUDENTS' READING ACHIEVEMENT THROUGH COOPERATIVE LEARNING BASED ON TEAM ACCELERATED INSTRUCTION METHOD
(A Classroom Action Research at the Eighth Grade of SMP Somba Opu)

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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"The More you Give, The more you will Get"

ABSTRACT

RISNAWATI, 2017. *Improving the students reading achievement through cooperative learning based on Team Accelerated Instruction method at the Eighth grade students SMP Somba Opu* 2017/2018 academic year. under the thesis of English Department Faculty of Teacher Training and Education Muhammadiyah University of Makassar. Supervised St. Asriati AM and Maharida.

The objective of the research was to find out the improvement of the students' reading achievement through cooperative learning based on Team Accelerated Instruction Method (A Classroom Action Research) of the Eighth Grade Students of SMP Somba Opu ?

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 the Eighth grade students of SMP Somba Opu. As subject in this research was class VIII.B in 2017/2018 academic year with students' number about 28 students. Those consisted of 10 boys and 18 girls. The instruments of this research were observation sheet and reading text.

The findings of the research was the students' improvement in reading comprehension in term of main idea was 5.66 in D-test, 6.50 in cycle I and then it became 7.55 in cycle II. The students' improvement in reading comprehension in terms of meaning the word of sentence in reading text was 5.70 in D-test, 6.54 in cycle I and it became 7.86 in cycle II. And the result of the students' activeness in cycle I reading comprehension dealing with the main idea and meaning the word of sentence in the first meeting the percentage of activeness was 56.2%, and in second meeting was 69.6%, and in third meeting was 72.3% while in the last meeting was 84.8%. And then after evaluation in the cycle II the improvement of the students' reading comprehension dealing with main idea and meaning the word of sentence in reading were first meeting in the percentage of activeness was 66.1%, in the second meeting was 77.7%, and the third meeting was 79.5%. While the last meeting was 86.6%. It indicated that the students' reading comprehension in terms of main idea and meaning the word of sentence in two cycle was improved.

Keywords: Reading Comprehension, *Team Accelerated Instruction method, Classroom Action Research, Qualitative and Quantitative Analysis Method.*

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May the Almighty bless them, and this thesis can be useful, Amin!

Makassar, 01 September 2017

The Writer

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CHAPTER I

INTRODUCTION

A. Background

Language is a system of communication. According to Johnston (2008:26) Language is the process or set of processes used to ensure there is agreement between the sender and receiver for meanings assigned to the symbols and the schema for combining them used for each communication. In the globalization era, English language as an important especially in international communication to development of education, economy, and politic. Many people spend time to study English language to use as a international communication.

As social beings, people need communication to each other. Communication is one of the most important tools to get information. There are so many ways to communicate, language is one of them. International world knows as English as the global language. In era globalization, English language the most important for everyone.

Reading is one of the Basic Skills of English. It is categorized as input skill. It means when people read something they will get information from it. Nunan (2004: 68) states, reading is a fluent process of reader combining information from a text and their own background knowledge to build meaning. In the reading, readers combine the information from the text and the information from their existing background knowledge.

In learning English, it is necessary to know that there are four skills to be mastered which cover reading, listening, speaking, and writing. They are important factors in the process of English teaching and learning. In

this sense the writer does not discuss of language skills but she limits to discuss reading especially on reading comprehension. there are many skills that can be used by the students. According to Johnson (2008:110-111) reading comprehension skills are strategies readers use to retrieve information and construct meaning from expository text. They are thinking process, braked down into steps to comprehend. These comprehension skills can be easily learned and flexibly selected to a variety of reading situations. Brown (2001: 308) stated, perhaps the most valuable strategies for learners (as well as native speaker) are skimming and scanning strategies. Several skills above can be improved, trained and developed as the way the students grow. Improving reading comprehension skills is valuable to make them good reader and effective reader.

Many reading methods and strategies have been used in classroom alternately. They result shows that some are successful with particular group of student but some are not. Actually, there are some teacher still use speech methods (teacher centre) in teaching so the students feel bored in the learning process. What should be taken into consideration is the way of teaching and how to students can understand and comprehend it.

There were some methods to teach English in junior high school. The researcher chooses one of method in Cooperative learning; it is Team Accelerated Instruction method. According to Olsen and Kagan as quoted by Richard (2001: 192), Cooperative learning is group learning activity

organized so that learning is dependent on the socially structured exchange information between learners in groups and in which each learner is held accountable for his or her own learning and it's motivated to increase the learning of others. Unlike traditional method, Cooperative Learning is learning which involves healthy noise, help student's partner solves a paper, get up and look what others did and verbalize to learn (Kagan, 2009: 124). Team Accelerated Instruction method is a group work that the students are divided into groups of four that are mixed in performance level, gender, and ethnicity. Team members work on different units.

Based on researcher experienced in P2K, Most of the students have low/poor achievement in comprehending reading text the first thing that make students difficult to understand english text, they dont mastering vocabulary. In fact, in reading english text they will lazy, it is because they dont know what they are read about. This is affected by the low interest of the student toward reading because the reading text/material that is not interesting for the students. To make them enjoy and interesting in reading they need to mastery vocabulary first.

Based on the statement, the research tried to conduct a research under the title "Improving the Student's Reading Achievement Throught Cooperative Learning Based on Team Accelerated Instruction (A

Classroom Action Research at the eighth Grade Students of Junior High School).

B. Problem Statement

Related to the background above the researcher formulate a research question as follows:

1. How does the students' literal reading comprehension in term of main idea improve through cooperative learning based on Team Accelarated Instruction method at the eighth grade students' of junior high school?

2. How does the students' literal reading comprehension in term of meaning of the words in sentence improve through cooperative learning based on Team Accelarated Instruction method at the eighth grade students' of junior high school?

C. Objective of the Research

Dealing with the research problem, the objective of the research are as follow:

1. To find out the improvement of the students' literal reading comprehension in term of main idea through Team Accelerated Instruction method at the Eighth Grade Students of junior high school?

2. To find out the improvement of the students' literal reading comprehension in term of meaning of the words in sentence through Team Accelerated Instruction method at the Eighth Grade Students of junior high school?

D. Significance of the Research

The result of the study was expected to be used theoretically and practically. Theoretically, this research was expected to be an effort to

change the students' image about readingwas difficult and also as an information and reference alternative method for teacher and students' in learning reading teaching process. Practically, the teacher to add information of teaching strategy in the class. Especially for reading skill and expected to the student to improve their achievement and make them mastering vocabulary and interest to read English material. Therefore the teacher was expected to apply cooperative learning teaching reading at their class.

E. Scope of the Research

The research was limited in term of reading achievement to the student literal reading comprehension dealing with the main idea, and meaning of the word sentence in reading text at the eighth grade students of Junior High School.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with some previous research findings, some pertinent ideas, and theoretical framework.

A. Previous Related Research Findings

There had been some research related to the reading comprehension by using group work. Some of them are quoted below.

Habibullah (2011) In this research he hanalyzed the implementation of Team Accelerated Instruction toward students' vocabulary mastery in English teaching learning process. He concluded that using Team Accelerated Instruction is able to help the students to improve the students' vocabulary mastery. The implementation is being popular and reasonable because it can give the students a great motivation and challenge to read more in English learning. There was a changing of students' behavior after they followed English class using Team Accelerated Instruction. The students become more active and confident because they are working in groups (Habibullah, 2011). So, it can be concluded that Team Accelerated Instruction can be implemented in teaching reading.

Laelasari (2013) In her research, the writer used one of the methods of Cooperative Learning; it is Students Team Achievement Division. She concluded that the students' reading comprehension can

improve using STAD Method. The implementation of STAD can enhance students' interest in learning English especially reading (Laelasari: 2013).

Nurhayati, Leni (2004) She analyzed the effectiveness of Using Picture Media toward students' reading skill. In this study, the writer found out that there is significant improvement in reading skill toward experimental group is taught using picture media in reading activity.

From the previous finding above, the writer using communicative tasks a media in with previous finding above. Therefore they need many exercises and interesting material to teach reading because communicative tasks are hypothesized as one way to improve students' activity in reading class. Besides, this research has difference improve their reading. In this case, the teachers are expected to give many exercises and use many kinds of techniques or method in reading class and also the interesting material.

B. Pertinent Ideas

1. Concept of Reading

a. Definition of Reading

Ahuja (2001:5) state that reading is both a sensory and mental process. It involves use of the eye and the mind. The eyes receive messages and the brain has to work out the significance of this messages. It requires the students to read for meaning. It means that they not only read the text but also understand the meaning of written text being read. Reading is a complex process that requires the analysis, coordination,

and interpretation of a variety of sources of information (scanlon et al, 2010:9).

Aebersold and Field (1997: 15) say that reading is what happens when people look at a text and assign meaning to the written symbols in that text, further, the text and the reader are the two physical entities necessary for the reading process to begin. So, there were an interaction between the text and the reader that constitute actual reading.

Davies (1995:1) says that reading is a private activity. It is a mental or cognitive process, which involves a reader in trying to follow and respond to a message from a writer, who is in distant space and time. Due to this privacy, the process of reading and responding to a writer is not directly observable. Reading also always involves an interaction between the writer and the reader. It is culminating act of the communication process, initiated by the thoughts of the writer and expressed through symbols on the page. Reading also as an interaction by which meaning encoded in visual stimuli by author becomes meaning in the mind of the reader.

From the definition above it can be concluded that reading is an effort to understand the content of the texts and the result of interaction between the perception of graphic symbols and the readers language skills and the knowledge of the world. Besides that, reading is used to get an idea, pleasure, or feeling that is expressed by the writer. Reading is also interaction between the reader and the author's ideas.

b. The Purposes of Reading

The purposes of reading described by Grabe (2009: 8-10) there are at least six main purposes for comprehensive reading. These purposes include:

1) Reading for imformation

The combination of scanning (identifying a specific graphic form) and skimming (building a simple quick understanding of the text) allows a reader to search information.

2) Reading for quick understanding (skimming)

Reading for quick understanding used for variety of other reasons and so may be seen as a super ordinate purpose. The readers used skimming when they want to determine what a text is about and whether or not they want to spend more time reading it.

3) Reading to learn

Reading to learn is often carried out in academic and professional settings. Reading to learn places more processing demands on the reader because the reader is expected to remember the main ideas and many supporting ideas and be able to recall this information as needed.

4) Reading to integrated information

This type of reading requires that the reader synthesize and learn information from multiple texts or bring together information from different parts of a long text.

5) Reading to evaluate, critique, and use information

It often also represents an increased level of demand and a more complex interaction of reading processes.

6) Reading for general comprehension

Reading for general comprehension is the most common purpose for reading among fluent readers, and it is the default assumption for the term reading comprehension.

c. **The Techniques of Reading**

Different readers may have their own ways and technique in reading in accordance with their favor and purpose. Some linguists have proposed many ways of reading, which the mainly used in Grellet (1998: 40) summarized as follows:

1) Skimming: quickly running one's eyes accross a whole text (an essay, article, or chapter) to get the gist of it. The reader goes through the text extremely quickly. The purpose of skimming is simply to see what a text is about. The reader skims in order to satisfy a very general curiosity about a text.

2) Scanning : reading quickly going to a text to find a particular piece of information. The purpose of scanning is to extract certain specific information without reading the whole text (Brown, 2008: 293).

3) Extensive Reading: reading longer text usually for someone's pleasure. This is a fluency activity, mainly involving global understanding.

4) Intensive Reading: reading short text to extract specific information. This is more on accuracy activity involving reading for detail. In this course, each text is read carefully and thoroughly for maximum comprehension.

d. The Principles of Reading

In according to Harmer (2001:70), there are some principles behind the teaching of reading:

1) Reading is not a passive skill. Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean.

2) Students need to be engaged with what they are reading. As with everything else in lessons, students who are not engaged with the reading text, actively, not interested in what they are doing, are less likely to benefit.

3) Students should be encouraged to respond to the content of a reading text, not just the language. It is important to study reading texts for the way they use language, the number of paragraph they contain and how many times they use relative clause.

4) Prediction is a major factor in reading. When students read texts in our own language, students frequently have a good idea of the context before we actually read.

5) Match the task to the topic. Once a decision has been taken about what reading text the students are going to read, we need to choose good reading tasks, the right kind of questions, engaging and useful puzzle.

6) Good teacher exploit reading text to the full. They integrate the reading text into interesting class sequences, using the topic for discuss and further tasks, using the language for study and later activation.

2. Concept of Reading Comprehension

a. Definition of Reading Comprehension

Reading cannot be separated from comprehension, because reader has to comprehend what he/she reads to get information from a text or a book. According to Scanlon et al (2010: 276), Comprehension is an active, constructive process in which the ultimate understanding of the text is determined by a combination of what is stated directly in the text and the reader's preexisting knowledge related to the topic of the text.

Mc Guinne (2004: 234) also said that Reading comprehension was seen not as a passive receptive process, but as an active one that engaged the reader. Reading came to be seen as intentional thinking during which meaning is constructed through interactions between text and reader. Reading comprehension was seen as the construction of the meaning of a written text through a reciprocal interchange of ideas between the reader and the message in a particular text.

Neufeld (2005:302) states that comprehension is the process of constructing asupportable understanding of a text. He added comprehension involves twoimportant features: being actively involved with the text and using appropriatebackground knowledge to interpret the text. It is also supported by Ahuja (2001:10), she states that comprehension is the product of reconstructingthe facts within the nervous system of the reader. It means that the reader willreconstruct her or his background knowledge in understanding the text.

According to Howell, et al. (1993:182), reading comprehension is the actof combining information in a passage with prior knowledge in order to constructmeaning. While Adam (in Howel et al, 1993:182) states that reading comprehension is an active process through which the reader uses code, context analysis, prior knowledge, vocabulary, and language along with executive control strategies, to understand the text.

From the ideas above, it can be concluded that reading comprehension is the power to get an idea or meaning from a written text, understand it according to experiential background or prior knowledge, and interpret it with the reader's needs and purpose.

b. Components of Reading Comprehension

King and Stanly in Darlis (2004:8) state that reading has five components contained in reading texts, which are appropriate with the junior high school curriculum. They are:

1) Finding factual information

Factual information requires readers to scan specific details. The factual information questions are generally prepared for students and those which appear with WH question word. There are many types of questions; reason, purpose, result, time, comparison, etc in which of the answer can be found in the text.

2) Finding main ideas.

Recognition of the main idea of a paragraph is very important because ithelp students not only understand the paragraph on the first reading, but also helps to remember the content later. The main idea of a paragraph is what the paragraph develops. An efficient reader understands not only the ideas but also the relative significance as expressed by the writer. An efficient reader understand not only the ideas but also their relative significance, as expressed by the author, in other words, some of the ideas as super ordinate while other subordinate.

3) Finding the meaning of vocabulary in context

It means that the reader could develop his or her guessing ability to the word which is not familiar with him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have nearly equivalent meaning when it has it or nearly the same meaning as another word.

4) Identifying references

In English, as in other language, it would be clumsy and boring to have and repeat the same word or phrase every time you used it. Instead of repeating the same word or phrase several times, after it has been used we can usually refer to it than repeat it. For this purpose, we use reference words. Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun.

5) Making inferences

Inference is a skill where the reader has to be able to read between lines. King and Stanley divide into two main attentions, draw logical inferences and make accurate prediction.

c. Levels of Comprehension

In constructing the meaning of the text, readers may engage in different types or levels of thinking. According to Burnes and Page (1991:52) states that there are several levels of comprehension:

1) Four linguistic levels of analysis

It includes comprehension at the word level, at the sentence level, at the paragraph level and at the whole text level.

2) Traditional levels of comprehension

The best known description of the traditional levels of comprehension is probably the taxonomy of reading comprehension proposed Barrett as quoted by Burnes and Page (1991:53)

a) Literal : Literal comprehension requires the recognition or recall of ideas, information and happenings that are explicitly stated in the materials read.

b) Inference : Inferential comprehension in demonstrated by students when they use a synthesis of the literal content of a selection, their personal knowledge, intuition and imagination as a basis for conjectures or hypotheses.

c) Evaluation : Evaluation is demonstrated by students when they make judgments about the content of a reading selection by comparing it with external criteria, for example, information provided by the teacher on the subject, authorities on the subject or by accredited written sources on the subject; or with internal criteria, for example, the reader's experiences, knowledge, or values related to the subject under consideration.

d) Appreciation: Appreciation has to do with students' awareness of the literary techniques, forms, styles and structures employed by authors to stimulate emotional responses in their readers.

d. Factors Affecting Students on Reading Comprehension

To help students handle their short comings in comprehending what they read, the teachers must understand the factors that affect comprehension (Dallman, et. al, 1982: 25). Here as follows:

1) Difficulty of material

One of the major factor causes of lack of comprehension is that the teachers expect them to read materials beyond their level.

2) Intelligence

A child's ability to comprehend in reading as sometimes limited by the conceptual "load" that his mental ability enables him to carry. All the mechanical reading skills in the world will not able to read materials involving abstractions beyond the level of his mental development.

3) Environment

Noisy surrounding, inadequate lighting, high or low temperature, stimulating or distracting surrounding may interfere with maximum comprehension. The extent to which the environment affects comprehension varies with individuals. The same person may at one time not to be bothered by factors that other times decidedly decrease his comprehension.

4) Emphasize on word recognition

Method of teaching that concentrate on the recognition of individual words but neglect attention to meanings that can be derived from connected discourse may account for deficiencies in comprehension.

5) Emphasize on reading

Oral reading can have either a desirable or a detrimental effect on comprehension. At time oral reading of a selection that is particular difficult for the reader may increase his understanding of it, since them then not only sees but also hears what he reads.

6) Background for reading selection

A frequent cause of poor comprehension is lack of an experience background essential to the understanding of what is being read. Lack of knowledge of the words used and of understanding of the concepts involved are limitations to comprehension.

7) Adjustment of reading techniques to purpose and type of material

Effective reading requires a flexible approach to the printed page. There should be versatility in adapting the reading method to the reading purpose and to the nature of the material being read.

3. Cooperative Learning

a. Concept of Cooperative Learning

According to Johnson (2005), cooperative is not assigning a jog to a group of students there where student does all the work and the others put their names on paper. It is not having students sit side by

side at the same table to talk with each as they do their individual assignment as well. It is not having students do tasks individually with introduction that the one who finish first are to help the solver students.

From the statement above it can be concluded that cooperative learning is a teaching strategy where the small teams and each of the students with different level of ability use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is being taught but also for helping team mates learn thus creating an atmosphere of achievement so students work through the assignment unstill all group members successfully understand and complete it.

b. Elements Cooperative Learning

Cooperative is expected to be more productive under certain conditions. The followings are the five basic elements of cooperative learning according to Kagan, Spencer (2001) they are:

1. Positive Interdependence (sink and swim together)

   The first requirement for an effectively structured cooperative learning environment is that student believe they sink and swim together.

   a. Each group members' efforts are required and indispensable for group success.

   b. Each group member has a unique contribution to make the joint effort because of his or her resource role and task responsibilities.

2. Face to Face Interaction

   The second element of cooperative learning requires face to face interaction among student within which they promote each others learning and success. Johnson (2005) suggest that is necessary to maximize the opportunities for them to help, support, encourage, and praise each other. Such primitive instruction helps to promote the following:

   a. Orally explaining how to solve problems

   b. Teaching one's knowledge to other

   c. Checking for understanding

   d. Discussing concepts being learned.

3. Individual and Group Accountability

   The third element leads to the believe "what students can do together today, they can do alone tomorrow". The purpose of cooperative learning groups is to make each member a stronger individual. Individual accountability exist when the performance of each individual student is assessed, and the result are given back to the groups. Therefore, the group knows who needs more assistance, support and encouragement in completing the job.

   Johnson suggest some common ways to structured individual accountability.

   These include are follows:

a. Giving an individual test to each students.

b. Randomly selecting one student to represent the entire group.

c. Having students teach what they learned to someone else.

4. Interpersonal and Small- Group Skills

Students must be taught the social skills and be motivated to use them. Social skills which are needed for both team work and task work include:

a. Lead-ship

b. Decision-making

c. Trust-building

d. Communication

e. Conflict-management skills

5. Group Processing

a. Group member discuss how well they are achieving their goals and maintaining effective working relationships.

b. Describe what member actions are helpful and helpful

c. Make decisions about what behaviors to continue or change.

Based on the explanation above the writer concluded that cooperative learning is a way in teaching students and make then active in teaching. Learning process and how the students help one another to achieve their own goals. In this case the students work together in learning reading, and cooperative learning can be one alternative to improve students' ability related to reading comprehension.

4. Team Accelerated Instruction

a. Definition of Team Accelarated Instruction

According to Slavin as quoted by Robinson (1991: 3) Team Accelerated Instruction is a method when students take a placement test and begin instruction at an appropriate place in an individualized sequence. Students may proceed at different rates and work on different units which contain a guide page reviewing the concepts, skill practice pages, formative quizzes, a 15-item unit test, and answer pages so that a student monitor may score the test.

Students take tests twice a week. The management functions of securing materials, checking student papers, and scoring tests are the responsibility of the students. After each two-weeks period of individualized instruction, the teacher conducts group-paced instruction for a week (Robinson, 1991: 4).

In Team Accelerated Instruction, students encourage and help one another to succeed. Individual accountability is assured because the only score that counts is the final test score, and students take final tests without teammate's help. Students have equal opportunities for success because all have been prior knowledge, it is as easy for difficult for allow achiever to complete three subtraction units in a week, as it is for a higher achieving classmate to complete three long division units (Slavin, 1987: 7)

Based in the definitions above, it can be concluded that Team Accelarated Instruction teaches cooperation by forming teams of students who can help each other to achieve team goals and improve the individual ability.

b. The Procedures of Team Accelarated Instruction of English

1) Teacher divides the students into groups based on their different abilities. The teacher divides it by giving numbers to all students, and the groups consist of the students who have the same numbers. Each group consists of four students and they are assigned to complete specific learning material or homework.

2) Each group is given the series of specific tasks to be done together. Points in the task are sequentially distributed to each member (eg, for material that consists of 15 questions, it means four members in each group must take turns to answer the questions about it).

3) All members have to check the answers each other in the group and give assistance each other if needed.

4) After that, each member is given individual tests without assistance from other members. During individual tests, teachers should give more attention to each student.

5) Each week, teacher sums how many questions can be answered by each group. Reward is given to groups that are able to answer mostquestions correctly and able to finish homework well. Teacher

provide extra points to individuals that are able to obtain an average score on the final exam.

In the Team Accelarated Instruction technique, students have to check their works each other and they have to work each other based on the series of specific questions, the teacher can give cursory explanation about the questions which were mostly considered complicated by the student. In this Team Accelarated Instruction method, individual accountability, equal opportunities for success, and motivational dynamics become the main elements to be emphasized by the teacher (Huda, 2011: 125).

c. The Advantages of Team Accelarated Instruction

There are some advantages of Team Accelarated Instruction, They are:
1) The students can work together as a team.

2) It increases students' motivation.

3) They can help each other in doing task.

4) It makes the learning more interesting.

5) The students become active and creative.

d. The Disadvantages of Team Accelarated Instruction

1) The students are possible to cheat each other.

2) If there is homework and students are supposed to work with team, they have to work together. However, there is student's house is too far from the others.

3) The team which has members who have same low abilitywill have difficulties in doing task.

C. Conceptual Framework

The conceptual framework of the research illustrate as follows:

```
        ┌─────────────────────┐
        │      READING        │
        │   COMPREHENSION     │
        └─────────────────────┘
                  │
                  ▼
        ┌─────────────────────┐
        │  Team Accelarated   │
        │     Instruction     │
        └─────────────────────┘
                  │
                  ▼
             ┌─────────┐
             │   CAR   │
             └─────────┘
             ╱         ╲
            ▼           ▼
      ┌──────────┐   ┌──────────┐
      │ CYCLE I  │   │ CYCLE II │
      └──────────┘   └──────────┘
       ╱      ╲        ╱      ╲
      ▼        ▼      ▼        ▼
┌──────────┐┌──────────┐┌────────┐┌──────────┐
│Main Idea ││Meaning of││  Main  ││Meaning of│
│          ││the Words ││        ││the Words │
└──────────┘└──────────┘└────────┘└──────────┘
```
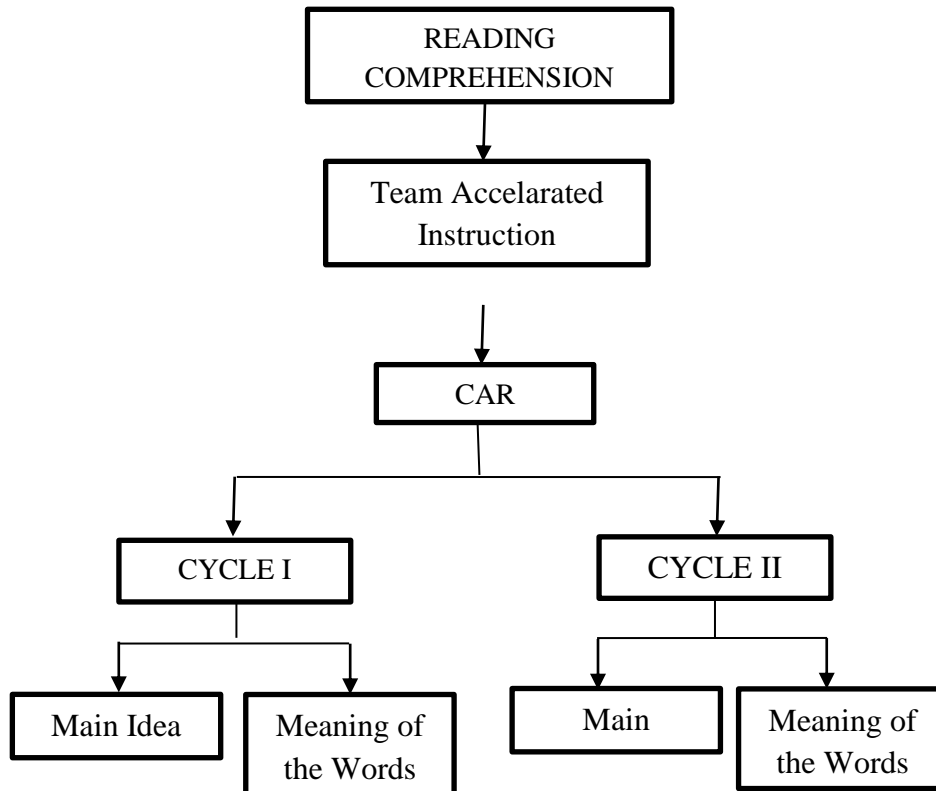
The researcher used English material in reading comprehension, the method was Team Accelarated Instruction and used classroom action research in the class with two cycle and the researcher focused in finding main idea and the meaning of the words in sentence in reading text.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used a classroom action research (CAR). This classroom action research was conducted in two cycles, and that continued in the cycle 3 if the result of cycle 2 was not significant. It aimed at observing the use of Cooperative Learning based on Team Accelerated Instruction. This refers to the opinion of Kemmis and Mc Taggart (Hijrah, 2017:27) that classroom action research was conducted through a dynamic and complementary process, consist of four components, namely planning, implementation, observation and reflection. The implementation of this research was described in the following scheme :

| Planning Cycle I | → | implementation Cycle I | → | Observation Cycle I | → | Reflection Cycle I |

fail

| ReflectionCycle2 | ← | Observation Cycle II | ← | Action Cycle II | ← | Planning Cycle II |

Kemmis and Mc Taggart in Hijrah, 2017:27

| Success | ⇒ | Conclutionn | ⇒ | Report |

B. Research Variables and Indicators

1. Research Variables
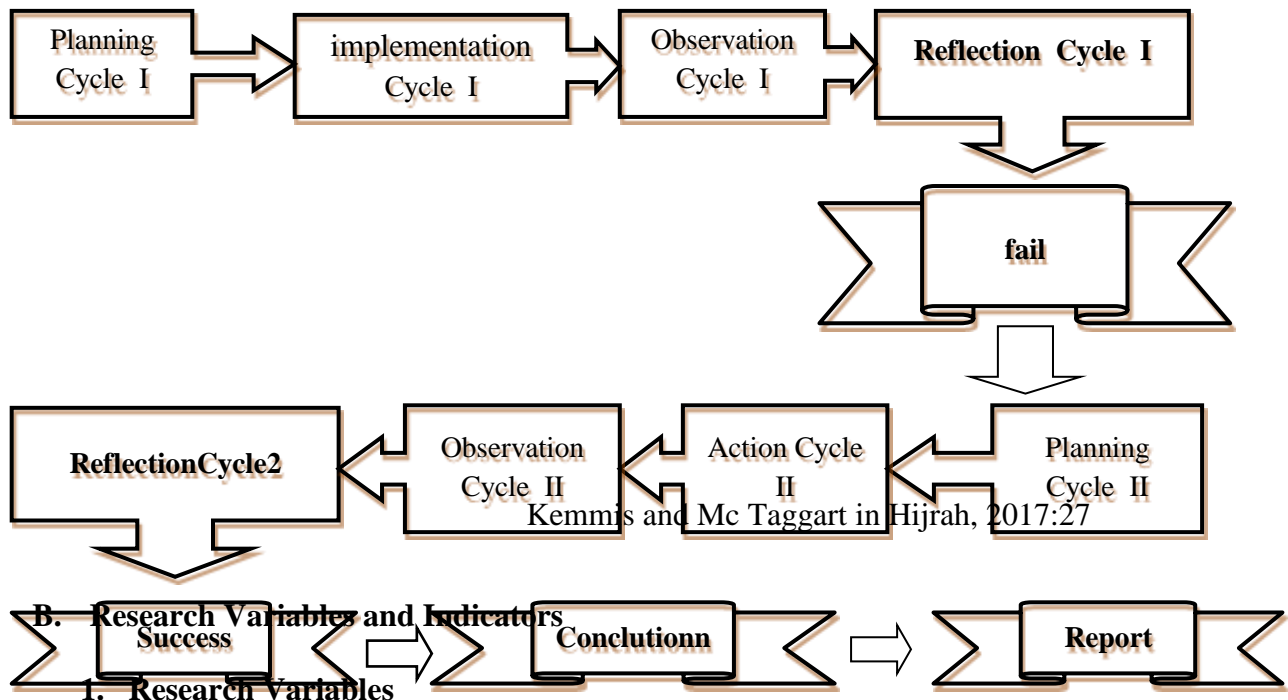
There were two kinds of variable in this research, as follow:

a. The independent variable

Independent variable of this research was the students' improvement in reading comprehension.

b. Dependent Variable

Dependent variable was the reading comprehension dealing with the main idea, and meaning the word of sentence, in reading text.

2. Indicators

The indicators of reading comprehension focus in finding main idea and meaning the word of sentence, in reading text.

C. Research Subject

The research subject of this classroom action research was the Eighth grade students' of SMP Somba Opu. The number of the subject consists of 28 students.

D. Research Time

This researcher was conducted on August - October 2017 academic years.

E. Classroom Action Research

Before classroom action research, a variety of instrumental inputs used to give treatment in classroom action research were: lesson planning became classroom action research. Besides that, researcher made other preparations in order to smooth treatment in teaching learning process later. But, before preparation has done, the researcher did observation for one week to research subject was called by pre-action. In this pre-action, the researcher was able to analyze the student competence that the method to be applied as well as possible. This activity also not release from observer and teachers guidance.

In this Classroom Action Research (CAR), the researcher used the CAR principle to collect the data. The research consisted of two cycles with each cycle consists of four elements. The writer describes the cycles through the

scheme of action research steps and each of the phases explains briefly as follows:

F. Research Procedure

In this research procedures used a Classroom Action Research design that is cycle. It means that in this research procedure divided into two cycles are :

Cycle I

The first cycle in this classroom action research it has two weeks consists of planning, implementation of action, observation and reflection as follows:

1.Planing

a. The research would survey to SMP Somba Opu in this for VIII B.

b. Researcher to analyzed syllabus to know basic competency to convey the students by using Team Accelerated Instruction Method.

c. Made lesson planning, make instrument evaluation will use in classroom action research cycles.

d. Made prepare observation forms for observer.

2. Implementation of Action

In this section the researcher conducted two cycles, where each cycle consist of fourth meeting the teacher give the reading material through Team Accelerated Instruction Method in action. The action each meeting describe as follows:

The first meeting

a. The teacher explaind about Team Accelerated Instruction Method that used in learning process.

b. The teacher divided students or put them in small groups with three to five members.

c. The teacher introduces the topic

d. The teacher asks the students about the topic to activate students an acquiring knowledge.

e. The teacher asks the students' to read the text that have been given by the teacher

f. After read the text students' discuss about the text with their group.

g. Each member was given individual tests,

h. The teacher should give more attention to each student

i. One of the students' from each group explored their ideas that they got from the text.

j. The students practice their answer.

The second meeting

a. Students read the text with their group.

b. The teacher asks the students to discuss with their group to find out main idea from the text.

c. Each Students group identify about meaningful interpretation in the texts relating to their own experiences.

The third meeting

    a.   The teacher gave students' the text with their group

    b.   Students determine the meaning of unfamiliar words.

    c.   The teacher gave opportunity to the students, re-read the text independently and answering the task.

    d.   The teacher monitors the students' answer.

The fourth meeting

a. The teacher gave evaluation to the students.

b. The teacher had been done general correcting.

3. Observation

a. Situation of teaching learning activity.

b. Student's liveliness

c. Student's ability in read more fluently.

4. Reflection

The result of data that have been done it would be continue, the whole first cycle action process. Reflection mean as analyzing, understanding, and making conclusion activity, the researcher was analyze first action cycle as consideration matter wether cycle reaches success criteria base on test result of the first action.

Cycle 2

The second cycle in this classroom action research consists of planning, action, observation, and reflection as follows:

1. Planning

a. In this section has done the next action based on the value of cycle I reflection namely.

b. Because researcher know the problem and student's ability after doing reflection so the researcher change the material more interest than before, but still used Team Accelerated Instruction.

c. The researcher made more interested activity in used Team Accelerated Instruction Method.

d. Made lesson plan

e. Made instrument evaluation used in classroom action research cycle.

2. Implementation of Action

In the stage, action was to improve the result base on the reflection of cycle I, the stages same with the previous cycle that was talk but different text what the students' read, to improvement of the applying teaching method. It was also conducted after getting reflection of the first cycle. By considering finding fact in the first cycle, a new plan applied in the second cycle:

The first meeting

a. The teacher explains about Team Accelerated Instruction Method that will be used in learning process.

b. The teacher divided students or put them in small groups with three to five members.

c. The teacher introduce the topic

d. The teacher asks the students more explanation about the topic to activate students an acquiring knowledge.

e. The teacher gave more interest text to students'

f. The teacher asks the students' to read the text that have been given by the teacher

g. After read the text students' discuss about the text with their group.

h. One of the students' each group to explore their ideas that they got from the text.

i. The students practice their answer.

The second meeting
a. Students read the text with their group.

b. The teacher asks the students to discuss with their group to find main idea from the text.

c. Each Students group identify about meaningful interpretation in the texts relating to their own experiences.

The third meeting
a. The teacher gave students' the text with their group

b. Students determine the meaning of unfamiliar words.

c. The teacher gave opportunity to the students, re-read the text independently and answering the task.

d. The teacher monitors the students' answer.

The fourth meeting

a. The teacher gave evaluation to the students.

b. The teacher did general correcting.

3. Observation

    a. Situation of teaching learning activity.

    b. Student's liveliness

    c. Student's ability in read more fluently.

4. Reflection

    Based on to the result of the observation achieve was collect and analyze. From the result of the research, the research was draw teaching conclusion that cooperative learning based on Team Accelerated Instruction method improving the students' reading comprehension.

G. Research Instruments

    In this research, the research was used two instruments for collecting data, as follow:

    1) Observation

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

    2) Test

        Test was used to acquire detail information about the students' prior ability and the students' achievement after teaching and learning process end in reading. In this case the researcher used Essay Text.

H. The Procedure of Collecting Data

    In collecting the data, the researcher used two instruments i.e. observation and test. The type of data collected was quantitative. The way to take data as follows:

1) Observation; The observed the students' activeness and presence in the teaching and learning process by using observation sheet.

2) Test; The researcher used Essay Text to the students in other to know their prior ability and their improvement after taking actions in cycles, each test consist of 5-10 questions based on reading test material.

I. Data Sources

In this classroom action research, data sources were obtained from:
1. Students

   Students collect data about their participation, response and ability in improving their reading comprehension through Team Accelerated Instruction Method.

2. Teacher

   Teacher as the monitors of the implementation of Team Accelerated Instruction Method and the students' participation, response and competence in improving reading comprehension.

J. Data Analysis

In this data collected based on the data quality to analyze the collective of percentage. This technique use to get the general score to present. The students' attitude present the implementation, for the research action in the class, the require the result of the students' study. The criteria completeness from the students use questioning test. The research is completing considered to get the minimal scored 3,5. The score of the students' study give the minimal score are 10.

The test used Essay Text, the score of the students answer related with the following formula:

Tabel 3.1 : Scoring students' correct answer in term of Mmain Idea in reading comprehension.

No.	Gist Main Idea	Score
1.	The answer includes a clear generalisation 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 main idea	2
4.	The answer include minimal or no understanding of main idea	1
5.	No answer	0

Adapted from Mettal (2011: 21)

Maximun score = 4

$$Score = \frac{students'\ answer}{Maximum\ score\ (4)} \times 10$$

Table 3.2 Scoring students correct answer in term of meaning of the words sentence in reading comprehension

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

Maximun score = 4

Score = $\dfrac{\text{students' answer}}{\text{Maximum score (4)}}$ x 10

(Depdikbud in Nirwana, 2010:27)

Classification of the students' score :

1) 9,6 – 10 is classified as excellent

2) 8,6 – 9,5 is classified as very good

3) 7,6 – 8,5 is classified as good

4) 6,6 – 7,5 is classified as fair good

5) 5,6 – 6,5 is classified as fair

6) 3,6 – 5,5 is classified as poor

7) 0- 3,5 is classified as very poor

(Kanwil Dikbud, 2010)

K. **Technique of Data Analysis**

The data on the students' reading comprehension was analyzed in the following procedures:

Finding out the mean score of the students' answer by using the formula :

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

Where :

X   = Mean score

$$\sum x = \text{The sum of all score}$$

$$N = \text{Total number of students}$$

<div align="right">(Gay, 2010:294)</div>

1. To calculate the percentage of the students' score, the formula which was used as follows:

$$P = \frac{F}{N} \ x \ 100$$

Notation :   P: Rate Percentage

       F: Frequency

         N: The total number of students.

<div align="right">(Sudjana, 1999)</div>

2. To know the percentage of the students' improvement by applying the following formula :

(D-Test$\Rightarrow$CI) $P = \frac{X1-(D-Test)}{D-Test}$ X 100

(CI$\Rightarrow$CII) $P = \frac{X2-X1}{X1}$ X 100

(D-Test$\Rightarrow$CII) $P = \frac{X2-(D-Test)}{D-Test}$ X 100

Where : P : Percentage

       X_1: 1st cycle

       X_2 : 2nd cycle

       D-Test : Diagnostic Test

<div align="right">(Sudjana in Hasmida, 2011: 25)</div>

The data took from the observation, the researcher identify through the students' participation toward the material and activities in teaching and learning process by checklist. The students' active participation which described as follows:

Table 3.3 The students' active participation

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

The percentage the students' participation through the following the formula:

$$P = \frac{FQ}{4 \; x \; N} \; x \; 100$$

Where :

P   = Percentage

FQ   = Frequency

N   = Total students

Sudjana, 2010 : 40)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the finding and discussion of the research. The finding consist of the data obtained through achievement test to see the students' achievement after being taught the materials of reading comprehension by using cooperative learning based on Team Accelerated Instruction method and data collected through observation sheet and test to see the students' improvement in learning reading comprehension after given treatment in the first and second cycles of the research.

A. Findings

The research findings indicated that teaching reading comprehension by using cooperative learning based on Team Accelerated Instruction method improve the students' literal reading comprehension in terms of finding dealing with the main ideas and also can improve the students' reading comprehension in terms of meaning of word sentence in reading text. The further interpretations of the data analysis are given below:

1. The Students' improvement reading comprehension by using cooperative learning based on Team Accelerated Instruction method

The improvement of the students' reading comprehension at the students' of class VIII B SMP Somba Opu by using cooperative learning based on Team Accelerated Instruction method as result explained as follows:

Table 4.1: The Students' Improvement in Reading Comprehension by Using Cooperative Learning Based On Team Accelerated Instruction Method.

No	Indicators	The Students' Score			IMPROVEMENT (%)		
		D-T	C- 1	C- II	D-Test⇨CI	CI⇨CII	D-Test⇨CII
1.	Main Ideas	5.66	6.50	7.55	*14.84*	**16.15**	*33.39*
2.	Meaning of word sentence	5.70	6.54	7.86	*14.73*	**20.18**	*37.89*
	∑X	11.36	13.04	15.41	29.57	36.33	71.28
	$\overline{X}$	5.68	6.52	7.70	14.78	18.16	35.64

The table above shows that the students' main ideas and meaning the word of sentence in reading comprehension before implementation was poor (5.68), but after implementation in cycle I the assessment of their reading comprehension improves in each result of cycle I (6.52) was higher than diagnostic test. It means that there were improvements of the students' reading comprehension. But, it was classified as fairly, so the researcher decides to organizer in cycle II. Assessment of cycle II was higher than from cycle I (7.70>6.52) it classified as fairly to good which means there was an improvement of the students' reading comprehension. So the improvement of the students' reading comprehension from cycle 1 to cycle II was (18.16%) and there was also a significant improvement of the students' reading comprehension from diagnostic test to cycle II was 35.64% which was

higher than diagnostic test to cycle I (35.64%>14.78%.). Based on the percentages above there are a significant improvement of the students' reading comprehension by using cooperative learning based on Team Accelerated Instruction Method.

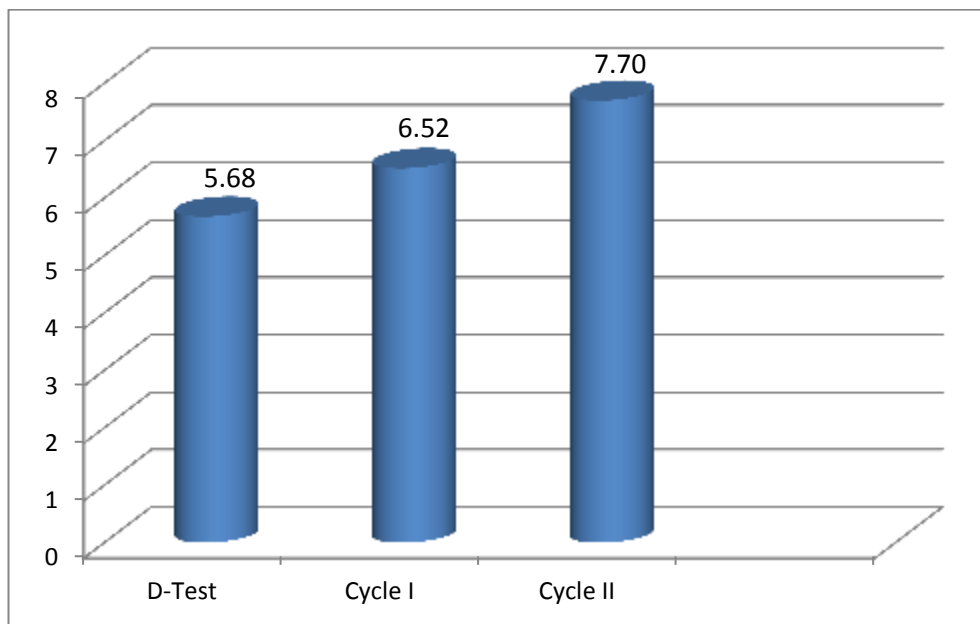Too see clearly the improvement of the students' reading comprehension based on explanation above

Chart 4.1: The students' improvement in reading comprehension

The chart above shows that the improvement of the students' reading comprehension in cycle II higher than cycle I (7.70>6.52) the give score are classified from fairly to good. After evaluation in cycle I and cycle II, there was a significant improvement of the students' reading comprehension that shows clearly in the chart after taking an action in two cycles by using cooperative learning based on Team Accelerated Method.

2. The Improvement of the Students' Reading Comprehension

The application improvement of the students' literal reading comprehension dealing with main ideas and meaning the word of sentence in reading text can be seen clearly in the following table:

Table 4.2: The Students' Improvement of Main Ideas in Literal Reading Comprehension

No	Indicator	The Students' Score			IMPROVEMENT (%)		
		D-T	C-1	C- II	D-Test⇨CI	C1⇨CII	D-Test⇨CII
1.	Main ideas	5.66	6.50	7.55	*14.84*	**16.15**	*33.39*

The table above shows that the students' improvement of main ideas before implementation technique indicates that diagnostic test assessment was poor 5.66, but after implementation graphic in reading comprehension in cycle I, the assessment of their literal reading comprehension in term of main idea improves in each result of cycle I 6.50, so the improvement of the students' reading comprehension in term of main idea in reading text from D-Test to cycle 1 is (14.84%). That means that there was an improvement of the students' literal reading comprehension of main idea, but that was classified as fairly, so the researcher decides cooperative learning cycle II. Assessment of cycle II was higher than cycle I where in cycle I the students' main idea achievement was 6.50, and in cycle II becomes 7.55, it was classified as fairly to good which means that

there was an improvement of the students' literal reading comprehension in main idea. So, the improvement of the students' reading comprehension in main idea from cycle 1 to cycle II was (16.15%), and also the students' main idea improvement from D-Test to cycle I was (14.84%). It means that D-Test to cycle II was higher than D-Test to cycle 1 (33.39%>14.84%). Based on the percentages above there was a significant improvement of students' reading comprehension after taking an action in cycle I and cycle II by using cooperative learning based on Team Accelerated Instruction method.

To see clearly the improvement of the students' reading comprehension based on explanation above:

Chart 4.2: The Students' Improvement of Main Ideas in Literal Reading Comprehension in cycle 1 and Cycle II.

Comprehension in cycle 1 and Cycle II
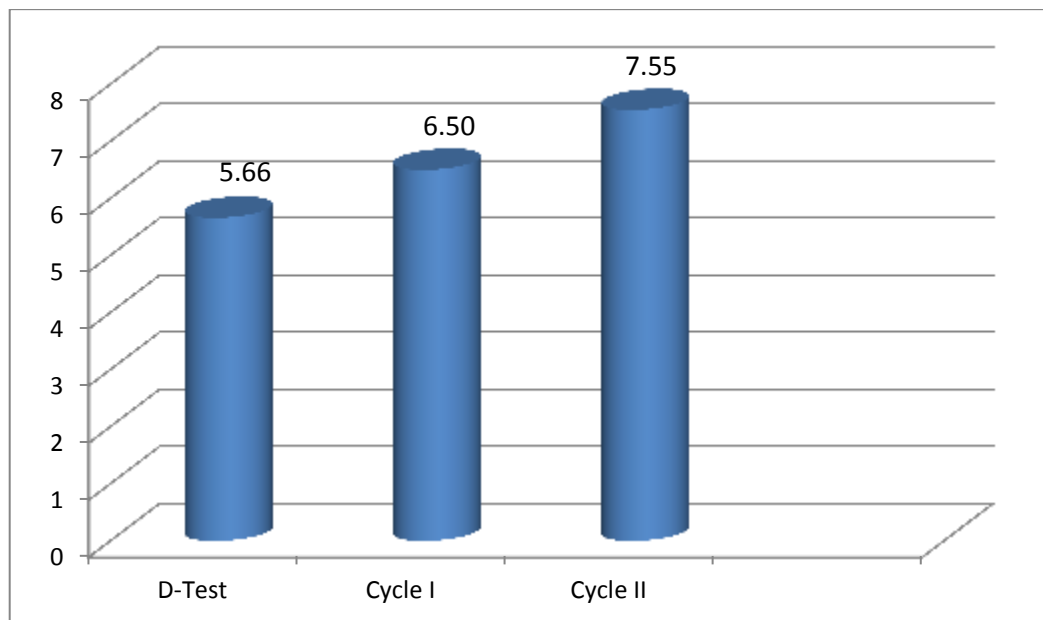
The chart above indicates that the score of diagnostic test was 5.66 and score of cycle I was 6.50. It means that the students' has gained improvement,

even though it was classified as fair. This also means that the target in cycle I has not been achieved yet. So, the researcher decided to organize cycle II 7.55. Therefore, the students' improvement of main idea from D-Test to cycle I was (14.84%) and D-Test to cycle II was (33.39%). There was a significant improvement of the students' literal reading comprehension especially main idea that shown clearly in the chart after taking an action in cycle by using cooperative learning based on Team Accelerated Instruction method.

Table 4.3: The Improvement of the Students' Meaning the word of sentence in Literal Reading Comprehension.

No	Indicator	The Students' Score			IMPROVEMENT (%)		
		D-T	C- 1	C- II	D-Test⇨CI	CI⇨CII	CII-D-Test
1.	Meaning the Word of sentence	5.70	6,54	7.86	14.73	**20.18**	37.89

The table above shows that the improvement of the students' meaning the word of sentence in reading text before implementation indicates that diagnostic test assessment was 5.70, after implementation of cooperative learning based on Team Accelerated Instruction method in cycle I, the assessment of their reading comprehension improve the result of cycle I was 6.54, so the students' meaning the word of sentence improvement from D-Test to cycle 1 was (14.73%). It means that there were an improvement of the students' literal reading comprehension in term of meaning the word in sentence, that was classified as fairly. So, the

researcher decides to continue in cycle II. Assessment of cycle II was higher than cycle I (7.86>6.54). Therefore, the improvement of the students' meaning the word of sentence from cycle I to cycle II was (20.18%). So, the shows there was a significant improvement of students' literal reading comprehension especially in meaning the word of sentence after taking an action in cycle I and cycle II by using cooperative learning based on Team Accelerated Instruction method.

To see clearly the improvement of the students' reading comprehension in term of finding meaning the word of sentence in reading text.

Chart 4.3: The Improvement of the Students' Meaning the Word of Sentence in Reading Comprehension in Cycle 1 and Cycle II
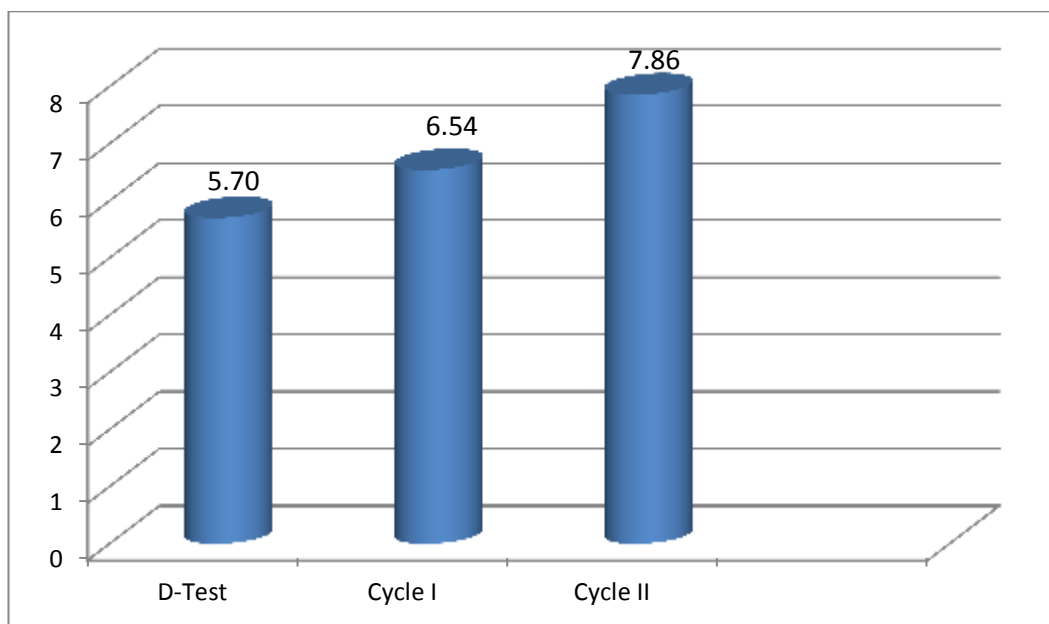
The chart above indicates that the score of diagnostic test was 5.70 and score of cycle I was 6.54. It means that the students' has gained improvement, even though it was classified as fair. This also means that the target in cycle I has not been achieved yet. So, the researcher decided to organize cycle II 7.86. Therefore, the students' improvement meaning the word of sentence from D-Test

to cycle I was (14.73%) and D-Test to cycle II was (37.89%). There was a significant improvement of the students' literal reading comprehension especially meaning the word of sentence that shown clearly in the chart after taking an action in cycle by using cooperative learning based on Team Accelerated Instruction Method.

3. The Result of the Students' Activeness in learning process of studensts' main ideas and meaning the word of sentence in reading text by using reading comprehension through cooperative learning based on Team Accelerated Instruction method.

Table 4.4: Result of the students' activeness each meeting in cycle I and II

CYCLE	Participation				Mean score (X)
	1st Meeting	2nd Meeting	3rd Meeting	4th Meeting	
I	56.2%	69.6%	72.3%	84.8%	70.7%
II	66.1%	77.7%	79.5%	86.6%	77.4%

The table above shows the students' activeness in learning reading by using cooperative learning based on Team Accelerated Instruction Method. In the cycle I and cycle II in the first meeting, the students' activeness cycle I was 56.2% and cycle II was 66.1%, the second meeting of the students' activeness cycle I was 69.6% and cycle II was 77.7% and the third meeting of the students' activeness cycle I was 72.3% and cycle II was 79.5% and the fourth meeting of the students' activeness cycle I was 84.8% and cycle II 86.6% . And the mean score of the students' activeness in cycle

I was **70.7%** and cycle II was **77.4%.** So that shows there was a significant improvement activeness of students' literal reading comprehension after taking an action in cycle I and cycle II by using cooperative learning based on Team Accelerated Instruction Method.

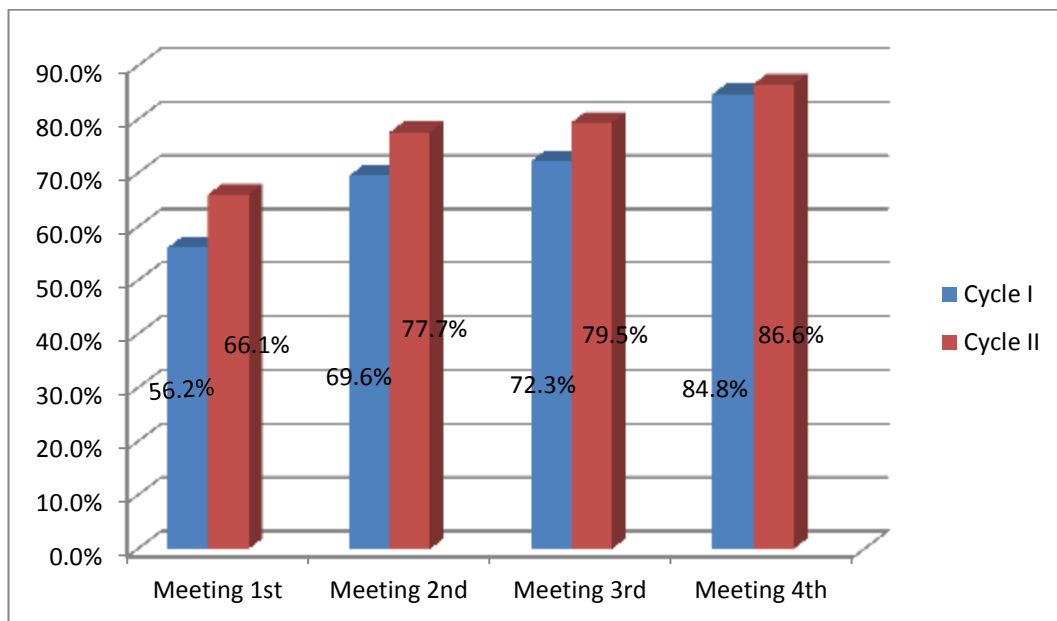**Chart 4.4: The result of the students' activeness cycle I and cycle II**

Then data above can also be shown from graphic below**:**

The chart above indicates that the percentage students' activeness in the first meeting of cycle II was higher than cycle I was (61.1%>56.2%), then the second meeting of the students' activeness of cycle II was higher than cycle I was (77.7%>69.6%), and the third meeting of the students' activeness of cycle II was higher than cycle I was (79.5%>72.3%), and the last fourth meeting of cycle II was higher than cycle I was (86.6%>84.8%). And the mean score of the students' activeness in cycle I was **70.7%,** and students' activeness in cycle II was **77.4%.** Based on the percentages above

there was a significant improvement the students' activeness in reading comprehension after taking an action in cycle I and cycle II by using cooperative learning based on Team Accelerated Instruction method.

4. **The Students' Score in Rate Percentage and Frequency of studensts' main ideas and the meaning of the word sentence in reading text by using reading comprehension through cooperative learning based on Team Accelerated instruction method.**

a. **The percentage and frequency of the students' main ideas in reading text**

Based on the data and analysis was got the result of learning reading in the cycle I and cycle II in the following table and graphic below:

Table 4.5: The percentage and frequency of the students' literal reading comprehension in term of main idea.

No.	Classification	Score	Cycle I		Cycle II	
			F	%	F	%
1.	Excellent	9.6-10	0	0	0	0
2.	Very good	8.6-9.5	0	0	0	0
3.	Good	7.6-8.5	0	0	10	35
4.	Fairly Good	6,6-7,5	6	21	16	57
5.	Fairly	5,6-6,5	20	71	2	7
6.	Poor	3,6-5,5	2	7	0	0
7	Very poor	0-3.5	0	0	0	0
	Total		**28**	**99**	**28**	**99**

Based on the table above, show that in the cycle 1 there were no students got excellent, very good, good and very poor score. There were 6 students (21%) got fairly good score, 20 students (71%) got fairly, 2 students (7%) got poor score.

In the cycle II there were no students got excellent, very good and very poor score. There 10 students (35%) got good score, there were 16 students (57%) got fairly good score, there were 2 students (7%) got fairly score.

b. **The percentage and frequency of the students' meaning the word of sentence in reading text.**

Table 4.6: The classification and percentage of the students' meaning the word of sentence in reading text.

No.	Classification	Score	Cycle I		Cycle II	
			F	%	F	%
1.	Excellent	9,6-10	0	0	0	-
2.	Very good	8.6-9.5	0	0	2	7
3.	Good	7,6-8,5	3	10	15	53
4.	Fairly good	6,6-7,5	11	39	11	39
5.	Fairly	5,6-6,5	12	42	0	0
6.	Poor	3,6-5,5	2	7	0	0
7	Very poor	0-35	0	0	0	0
	Total		**28**	*98*	**28**	*99*

Based on the table above shows that in the cycle 1 there were no students got excellent, very good and very poor score. There were 3 students (10%) got good score, 11 students (39%) got fairly good, 12 students (42%) got fairly score, and 2 students (7%) got poor score.

In the cycle II there were no students got excellent, poor and very poor, there were 2 students 7% very good score, 15 students 53% got good score, 11 students 39% got fairly good score.

based on the explanation table 5 and table 6 above, the researcher concluded that the students' achievement in cycle I lower than cycle II. It because in cycle I there were some student got standar value. Thus, based on the students' achievement on cycle I. The researcher made a planning on cycle II when the teacher made the lesson more interested and gave a game during a treatment in order that, the teacher gave motivation to focuss in treatment cycle II. When students' enjoy and more interested to study in the class, the students' easy to understand the material, that is more clearly.

B. Discussion

The analysis of the data from reading test as explanation in the previous section shows that the students' literal reading comprehension through cooperative learning based on Team Accelerated Instruction in terms of main idea and meaning the word sentence. The research had been done in two cycles and each cycle consists of four meetings. To make discussion clear, the researcher would like to explain the result of data analysis as follow:

The improvement of students' reading comprehension through cooperative learning based on Team Accelerated Instruction Method had effect that was effective. Where the researcher found the improvement of the students' reading comprehension in terms of main idea before implementation technique indicates that diagnostic test assessment was poor 5.66, but after implementation in cycle I the assessment of their literal reading comprehension improves in each result of cycle I was 6.50. So, the improvement of the students' in reading text from D-Test to cycle I was (14.84%). It means that there were improvements of the students' literal reading comprehension of main idea. It was classified as fairly, so the researcher decides cooperative learning cycle II. Assessment of cycle II was higher than cycle I where in cycle I the students' main idea achievement was 6.50, and in cycle II becomes 7.55, it was classified as fairly to good which means that there were an improvement of the students' literal reading comprehension in main idea.

the researcher found the improvement of the students' reading comprehension in terms of meaning the word of sentence in reading text before implementation indicates that diagnostic test assessment was 5,70. But, after implementation of cooperative learning based on Team Accelerated Instruction method in cycle I, the assessment of their reading comprehension improve in each result of cycle I was 6.54. It means that there were improvements of the students' literal reading comprehension in terms meaning the word of sentence, but it was classified as fairly. So, the researcher decides

to continue in cycle II. Assessment of cycle II was higher than cycle I (7,86>6,54). Therefore, the improvement of the students' meaning the word of sentence from cycle I to cycle II was (20.18%). So, that shows there were a significant improvement of students' literal reading comprehension especially in meaning the word of sentence after taking an action in cycle I and cycle II by using cooperative learning based on Team Accelerated Instruction method.

The improvement of students' reading comprehension through cooperative learning based on Team Accelerated Instruction Method had effect that was effective. Where the researcher found the improvement of the students' reading comprehension in terms of main idea in the cycle I, 2 students got poor score and 20 students got fairly score. Only 6 students got fairly good score. The researcher also found the improvement of the students' literal reading comprehension in terms meaning the word of sentence in the cycle 1, 3 students' got poor score, and 12 students got fairly score. Only 3 students got good score, 11 students got fairly good. And the mean score of students' reading comprehension in cycle 1 was 6.5, it had got the standard curriculum but it was still far from target score that the researcher wants to achieve. The target score was 7.5. So the target score could be achieved in the cycle II. The research found in the cycle I, that although all of students know how to read but most of them difficult to understand what they have read.

Based on the unsuccessful teaching in the cycle 1, the researcher had been done cycle II. In the cycle II, the researcher revised the lesson plan. Where, when the researcher explained about the step of cooperative learning based on

Team Accelerated Instruction Method should explain more clearly. Besides that, the researcher had to give better guidance for the students in reading text. Finally, in the cycle II the mean score of students' reading comprehension was 7.5. Where the researcher found the improvement of the students' reading comprehension of main idea in the cycle II, 2 students got fairly score, 16 got fairly good score, and then 10 students got good score. There were no students got poor score again in the cycle II. The researcher also found the meaning the word of sentence in reading text in the cycle II, 2 students got very good score, then 15 students got good score, and 11 students got fairly good score. There were no students' got poor score in the cycle II. It means that the mean score of students' reading comprehension got improvement.

Meanwhile, the result of the students' activeness also improve from the first meeting of cycle I students' activeness was 56.2%, the second meeting of the students' activeness was 69.6% and then the third and fourth meeting of the students' activeness was 72.3% and 84.8%. And the mean score of students' activeness in cycle I was **70.7%.**

The students' activeness in the first meeting of cycle II was 66.1% then the second meeting of the students' activeness was 77.7%, and the third and fourth meeting of the students' activeness was 79.5% and 86.6%. And the mean score of the students' activeness in cycle II was **77.4%.**

Finally, the students mean score could get score was 7.5 where the target was 7.5. It means that the target that had been said in the chapter 1 could be achieved.

Based on the percentages above there was a significant improvement of students' reading comprehension after taking an action in cycle I and cycle II by using cooperative learning based on Team Accelerated Instruction method.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

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

The improvement of the students' literal reading comprehension by using Through Cooperative Learning Based on Team Accelerated Instruction Method was significant. It Indicated that there was improvement of students' reading comprehension, after getting the implementation of action among II cycles, in term of main idea and meaning the words of sentence and the findings were 15,16% and 18,78% in the cycle I to Cycle II. The above conclusion shown, that used of cooperative learning based on Team Accelerated Instruction Method as teaching in learning English process, can improve the students' reading comprehension in terms of main idea and meaning the word of sentence in reading text.

B. Suggestions

Based on the conclusion above, the writer further states some suggestion as follows:

1. It is suggested that the English teacher us apply the cooperative learning based Team Accelerated Instruction Method as one of alternative in teaching method and learning process.

2. The students are expected to improve their intensity in learning literal reading comprehension.

3. The writer hopes the researches use cooperative learning to improve the students' reading comprehension.

4. The teacher should apply various kinds of suitable technique in teaching reading to make students more interested in reading English text and to increasing the quality of studying and teaching.

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APPENDICES

LIST OF APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : SMP SOMBA OPU

Kelas/Semester   : VIII B/1

Mata Pelajaran   : Bahasa Inggris

Topik   : WHAT IS IT

Alokasi Waktu   : 8 x 40 menit (4 x Meeting)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menghargai dan menghayati perilaku jujur, santun, dan bertanggung jawab, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaanya.

3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian tampak mata.

4. Mengolah, menyaji dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa	1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris. 1.1.2 Serius dalam melaksanakan setiap kegiatan pada

pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	pembelajaran Bahasa Inggris.
2.1 Menunjukkan perilaku **santun** dan **peduli** dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1 Menentukan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks narrative dengan menanyakan tentang deskripsi, pendek dan sederhana, sesuai dengan konteks penggunaanya.
3.9 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks Narrative lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana, sesuai dengan konteks penggunaannya	3.9.1 Membaca teks Narrative terkait mata pelajaran lain di Kelas VIII B 3.9.2 Mengidentifikasi bagian-bagian struktur teks dan mengamati cara penggunaanya. 3.9.3 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks Narrative lisan dan tulis sesuai dengan konteks penggunaannya.
4.9 Teks Narrative	4.9.1 Menangkapmakna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks Narrative lisan dan tulis, sangat pendek dan sederhana, 4.9.2 Menemukan main idea dari teks Narrative lisan dan tulis, sangat pendek dan sederhana,.

C. Tujuan Pembelajaran

1. Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris

2. Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris

3. Siswa mampu membaca dengan jelas teks Narrative lisan dan tulis pendek sederhana

4. Mengidentifikasi makna dalam teks Narrative lisan dan tulis, pendek dan sederhana

5. Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks Narrative lisan dan tulis sesuai dengan konteks penggunaannya.

D. Materi Pembelajaran

Teks ilmiah faktual (*teks narrative*) lisan dan tulis tentang orang, binatang, benda, gejala dan peristiwa alam dan social

Fungsi sosial

Memperoleh gambaran umum tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, secara objektif dan ilmiah.

Struktur text

(gagasan utama dan informasi rinci)

1. Menyebutkan jenis atau golongan dari obyek yang dipaparkan.

2. Memaparkan deskripsi obyek termasuk nama, bagian-bagian, sifat dan perilaku yang umum ditemukan/ dilihat.

Unsur kebahasaan

- Kosa kata tentang benda, binatang, tumbuh-tumbuhan: banyak peristilahan ilmiah

- Kata kerja keadaan *be*, *have*, *look*, *need*, *breed*, dll., dalam Simple Present tense, atau Simple Past tense jika sudah punah atau tidak ada lagi

- Penggunaan nominal singular dan plural secara tepat, dengan atau <u>tanpa</u>*a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- <u>Ucapan</u>, tekanan kata, intonasi
- Ejaan dan tanda baca
- <u>Tulisantangan</u>

Topik

Benda, binatang dan gejala/peristiwa alam dengan memberikan keteladanan tentang perilaku perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.

<div align="center">Birds</div>

Birds belong to a class of warm blooded vertebrate animals with feather covered bodies. Next to mammals, birds are the most important group of land-living vertebrates.

All birds have feathers, although in some types, particularly those that can not fly, the normal structure of the feathers of the feathers may be much modified and be downy, woolly, or straw like. The forelimbs of birds are modified into wings. The bony part of the tall, except in the very earliest fossil birds, is very short, and the visible tall is composed of the feathers only. The teeth are absent except in some fossil forms. As in mammals the only other group of warm-blooded animal-the circulation is highly perfected so that there is no mixing of arterial and venous blood, but the arrangement of veins and arteries by which this is accomplished, is different in the two groups. Birds have keen hearing, although they have no external ears. The sense of sight also is very keen, but the sense of smell is weak or lacking, except in a few vultures and other birds.

Translate the text about in to indonesia before you answer

1. What is the text about?

2. What is the purpose of the text?

3. What is the main idea of paragraph 1 ?

E. Media, Alat, dan Sumber Pembelajaran

    1. model

Cooperative learning

    2. metode
      a. diskusi
      b. tanya jawab

    3. Alat/Bahan

·   a. White board

     b.marker

    3. Sumber Belajar

      Kementerian Pendidikan dan Kebudayaan. 2014. Bahasa Inggris *When English Rings a Bell* SMP/MTs Kelas IX. Jakarta: Kementerian Pendidikan dan Kebudayaan.

F. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan Pertama

a. Pendahuluan (10 menit)

1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam,mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.

2) Guru mengajak peserta didik menyanyikan lagu "*Good Morning*" untuk membangkitkan motivasi belajar Bahasa Inggris.

3) Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.

4) Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

5) Guru membagi siswa 4-5 orang perkelompok

6) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

b. Inti (60 menit)

1) Mengamati

a) Peserta didik diberikan teks bacaan yang akan didiskusikan dengan teman kelompoknya masing-masing

b) Peserta didik menuliskan arti dari teks bacaan yang diberikan

c) Peserta didik mendiskusikan main idea dari teks bacaan yang diberikan

2) Menanya

a) membimbing peserta didik bertanya jawab tentang struktur teks dan unsur kebahasaan pada text Narrative

b) bertanya jawab mengenai struktur teks dan unsur kebahasaan text Narrative

c) Dengan bimbingan guru merumuskan pertanyaan tentang bagaimana mencari main idea dalam sebuah paragraf

3) Mencoba/Mengumpulkan Data atau Informasi

a) memberi arahan pada peserta didik untuk berlatih saling membacakan text narrative yang telah ditulis dalam kelompoknya

b) Secara perkelompok peserta didik menjawab pertanyaan tentang isi teks

c) Secara individu peserta didik menjawab pertanyaan tentang fungsi sosial teks dari contoh teks yang ditayangkan (teks narrative tentang benda)

d) Secara individu peserta didik menjawab pertanyaan tentang struktur teks dari contoh teks yany ditayangkan (teks narrative tentang benda)

e) Secara individu peserta didik mengamati main idea dari setiap paragraf

4) Mengasosiasi/Menganalisis Data atau Informasi

a) Dalam kelompok yang terdiri dari 4 peserta didik, dengan teks yang diperoleh dari guru peserta didik menjawab pertanyaan-pertanyaan

b) Peserta didik meminta bantuan guru bila memerlukannya.

5) Mengomunikasikan

a) Setiap kelompok mempresentasikan jawaban terhadap pertanyaan-pertanyaan melalui wakil kelompok.

b) Peserta didik menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru.

c. Penutup (10 Menit)

1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.

2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.

3) Guru memberikan tugas kepada peserta didik tentang apa yang dipelajari hari ini

4) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

2. Pertemuan Kedua

a. Pendahuluan (10 menit)

1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk

mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.

2) Guru mengajukan pertanyaan tentang materi yang dipelajari sebelumnya.

3) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

4) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

b. Kegiatan inti (60 menit)

1) Mencipta

a) peserta didik menemukan ide pokok dari teks yang diberikan secara berkelompok

b) Secara kelompok peserta didik menjawab pertanyaan berdasarkan teks yang diberikan

c) Secara kelompok peserta didik memaparkan ide pokok dari teks bacaan yang telah diberikan

c. Penutup (10 Menit)

1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.

2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.

3) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

- **Assessment**

Spider

Spiders are predatory invertebrate animals. They are not classified in the class of insect. A spider has eight legs while an insect never has more than six legs.

Spiders have a body with two main divisions, four legs and two other pairs of abdominal spinnerets for spinning threads of silk. This silk can be used to aid in climbing, build egg sacs and catch pray.

Spiders kill so many insects, but they never do the least harm to man's belonging. Spiders are busy for at least half of the year killing insects. It is impossible to find out how many insects they kill, since they are hungry creature which cannot be content with only three meals a day.

Translate the text about in to indonesia before you answer

1. Find out the main idea from the text about

3. Pertemuan Ketiga

a. Pendahuluan (10 menit)

7) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam,mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.

8) Guru mengajak peserta didik menyanyikan lagu "*Good Morning*" untuk membangkitkan motivasi belajar Bahasa Inggris.

9) Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajariatau telah dikenal sebelumnya.

10) Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

11) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

b. Inti (60 menit)

1) Mengamati

d) Peserta didik diberikan teks bacaan yang akan didiskusikan dengan teman kelompoknya masing-masing

e) Peserta didik menuliskan arti dari teks bacaan yang diberikan

f) Peserta didik mendiskusikan main idea dari teks bacaan yang diberikan

2) Menanya

d) membimbing peserta didik bertanya jawab tentang struktur teks dan unsur kebahasaan pada text factual report

e) bertanya jawab mengenai struktur teks dan unsur kebahasaan text narrative

f) Dengan bimbingan guru merumuskan pertanyaan tentang bagaimana mencari main idea dalam sebuah paragraf

3) Mencoba/Mengumpulkan Data atau Informasi

f) <u>memberi</u> arahan pada peserta didik untuk berlatih saling membacakan text factual report yang telah ditulis dalam kelompoknya

g) Secara perkelompok peserta didik menjawab pertanyaan tentang isi teks

h) Secara individu peserta didik menjawab pertanyaan tentang fungsi sosial teks dari contoh teks yang ditayangkan (teks narrative tentang benda)

i) Secara individu peserta didik menjawab pertanyaan tentang struktur teks dari teks yang telah dibagikan (teks narrative tentang binatang)

j) Secara kelompok peserta didik mengumpulkan kosa kata yang sulit diartikan dari teks narrative

4) Mengasosiasi/Menganalisis Data atau Informasi

c) Dalam kelompok yang terdiri dari 4 peserta didik, dengan teks yang diperoleh dari guru peserta didik menjawab pertanyaan-pertanyaan

d) Peserta didik meminta bantuan guru bila memerlukannya.

5) Mengomunikasikan

    c) Setiap kelompok mempresentasikan jawaban terhadap pertanyaan-pertanyaan melalui wakil kelompok.

    d) Peserta didik menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru.

c. Penutup (10 Menit)

    5) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.

    6) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.

    7) Guru memberikan tugas kepada peserta didik tentang apa yang dipelajari hari ini

    8) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

- **Assessment**

1. Students Make one a narrative teks about their home and then the students read in front of the class

4. Pertemuan keempat

a. Pendahuluan (10 menit)

    5) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.

    6) Guru mengajukan pertanyaan tentang materi yang dipelajari sebelumnya.

    7) Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

8) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

b. Kegiatan inti (60 menit)

1) Mencipta

d) peserta didik menemukan ide pokok dari teks yang diberikan secara berkelompok

e) Secara kelompok peserta didik menjawab pertanyaan berdasarkan teks yang diberikan

f) Secara kelompok peserta didik memaparkan ide pokok dari teks bacaan yang telah diberikan

c. Penutup (10 Menit)

4) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.

5) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.

6) Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

- **Assesment**

Kangaroo

A Kangaroo is a marsupial from the family Marcopodidae (marcopods, meaning 'large foot'). In common use the term is used to describe the largest species from this family, the Red Kangaroo, the Antilopine Kangaroo, and the eastern and Western Grey Kangaroo of the Macropus genus.

The Kangaroo is an Australia icon: it is featured on the Australian coat of arms, on some of its currency, and is used by many Australian organizations, including Qantas.

Kangaroo soon became adopted into Standard English where it has come to mean any member of the family of kangaroos and wallabies. Male kangaroos are called bucks, boomers, jacks, or old men; famales are does, flyers, or jills, and the young ones are joeys. The collective noun for kangaroos is a mob, troop, or court. Kangaroos are sometimes colloquially referred to as roos.

Kangaroos have large, powerful hind legs, large feet adapted for leaping, along muscular tail for balance, and a small head. Like all marsupials, female kangaroos have a pouch called a marcupium in which joeys complete postnatal development.

Because of its long feet, it cannot walk correctly. To move at slow speeds, it used its tail to form a tripod with its two forelimbs. It then raises its hind feet forward, in a form of locomotion called "crawl-walking."

1. **Translate the text into indonesia**

G. Penilaian

1. Kompetensi Sikap Spiritual

a. TeknikPenilaian : Observasi dan Penilaian Diri

No.	Butir Nilai	Indikator	Jumlah Butir Instrumen
1	Bersyukur	Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.	1
		Serius dalam melaksanakan setiap kegiatan pada pembelajaran	1

		Bahasa Inggris	
		JUMLAH	**2**

2. Kompetensi Sikap Sosial

a. TeknikPenilaian : Observasi dan Penilaian Diri

No.	Butir Nilai	Indikator	Jumlah Butir Instrumen
1.	Santun	Berkomunikasi dengan guru dan teman menggunakan Bahasa Inggris yang berterima.	1
			1
2.	Peduli	Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/materi tentang report text dengan menggunakan bahasa inggris yang berterima	1
		Menjawab pertanyaan guru dan teman menggunakan Bahasa Inggris yang berterima	1
		Memaparkan ide pokok dengan menggunakan Bahasa Inggris yang berterima	1
		Jumlah	5

3. Kompetensi Pengetahuan

No.	Indikator	Teknik	Bentuk	Contoh
1.	Mengisi jawaban berdasarkan teks.	Tes Tertulis	Essay test	*Answer the question based on the text.*
2.	Mengartikan tesk bacaan	Tes Tertulis	Text	*Translate the text in to indonesia.*
3.	Memaparkan ide pokok dalam sebuah teks bacaan	Tes Lisan	Text	*Make one fenoment from their environment and then the students read in front of the class*

4. Keterampilan

a. Teknik Penilaian :Tes Tertulis dan Praktik

1) Tes Tertulis

No.	Indikator	Jumlah Butir Soal
1	Diperlihatkan teks bacaan tentang narrative text peserta didik dapat menjawab pertanyaan tentang konteks situasi dari teks tersebut.	3
2	Diperlihatkan teks bacaan tentang narrative text peserta didik dapat menjawab pertanyaan tentang informasi tertentu (unsur kebahasaan) pada teks	2

	tersebutdenganbenar.	
3	Diperlihatkan teks bacaan tentang narrative text peserta didik dapat mejawab pertanyaan tentang ide pokok yang terdapat dalam bacaan	10
	JUMLAH	15

2) Tes Praktik

No.	Indikator	Jumlah Butir Soal
	Disajikan suatu teks bacaan tentang benda dan binatang, peserta didik diminta untuk menemukan gagasan pokon dari teks bacaan serta dapat mengartikan bacaan tersebut.	1

APPENDIX B

DIAGNOSTIC TEST (D-TEST)

MY SCHOOL

My school is SMP Junior. It is on Jl. Letjen Pol. Yon Armed 6-76 Makassar. The building is big and its color is bright. Beside the entrance gate, there is a beautiful garden. It has many trees and colorful flowers. During break, students like to sit under the trees and chat. In front of it, there stands the cafeteria. Its sells many kinds of food and snack. All are delicious and cheep.

The library is on the second floor. It is not to big, but the book connection is complete. It is between the teacher's office and headmaster's office. The teacher's office is a big as the hall, since the number of the teachers are many.

The field is at the central of the school. She use is regularly sports class, flag ceremony and boys scout activities. During holiday, the students use it is for basketball and football.

Sugiarti, 2012:79

Answer the following question based on the text!

1. Write the meaning of the following word based on the text!

   a. Building   c. Cafeteria

   b. Floor   d. Headmaster

   c. Regularly   e. Ceremony

2. Where is the main idea of the first pharagraph?

3. What is the meaning of " My school is smp Junior"

4. What is the meaning of "The library is on the second floor"

5. How many the main idea in the text?

TEACHING MATERIALS

Pertemuan (1)

AN HONEST BOY

One day Tommy was walking from school. He was man coming out a shop. The man was carrying a lot of things. He was walking toward his car. Suddenly something fell from his pocket. Tommy ran and picked up the thing. It was a wallet.

"sir!, you dropped your wallet," Tommy called. The man stopped and turned round. "you dropped your wallet," Tommy repeated. Here it is. It fell from your pocket when you were walking. Tommy gave him the wallet.

"Oh, thank you very much," the man said".

"It's all right," Tommy answered. The man opened the wallet and took out some money. " Here, this for you," he said, " Tommy refused saying " I don't want the money, I just wanted to help you."

The man smiled and said."All right, I am not going to give you any money, but please, let me take you home. " All right, " Tommy said and got into the car. In the car they talked about Tommy's school. Tommy was telling him about his friends when they arrived.

"This is my house," Tommy said. "Won't you come in?" The man went with Tommy into the house. He met Tommy's parents and told them what happened. Tommy's parents were very proud of their son.

Sugiarti, 2012:64

Answer the following question in the text

1. What is the meaning of word below based on the passage:

   a. An honest boy

   b. Finding a wallet

   c. A kind man

2. Where is the main idea in the text bellow?

Pertemuan ke-2

WALKING IS A SPORT

Sport help us to become strong and healthy. There are many kinds of sport: walking, running, hunting, cycling, and so on. It is not important what kinds of sport we are going to do, as long as we are strong enough to do it.

Healthy people should exercise regularly, no matter how old they are. The simples and the best sport is walking. It is also the cheapest one, because we do not need money to do it. A long walk in the evening may help us sleep more easily than any medicine.

But people today to not like walking. They prefer to drive a car, through they are not in a hurry or travelling a long distance. This kind of "disease" comes from our laziness.

Sugiarti, 2012:68

1. Find the main idea in each pharagraph

2. What is the meaning of word below based on the passage:

   a. Sport   e. walking

   b. Swimming   f. running

   c. Healthy   g. cycling

   d. People   h. hunting

Pertemuan ke-3

THE INDONESIA ARCHIPELAGO

The Indonesia archipelago is the largest group of islands in the world. It extends between two continents, Asia and Australia. It also lies between two oceans the Samudra Indonesia and the Pacific Ocean.

Indonesia's 13,667 islands stretch 5,120 kilometeres from east to west and 1,770 kilometres from north to south. The five main islands are Sumatra, java, Kalimantan, Sulawesi, and Irianjaya.

Indonesia has a land area of 1,904,345 square kilometers. More than half of it is forested land and a large part is mountainous, with 15 of the mountains are still volcanically active. One of history's greatest volcanic eruptions, which killed thousands of people, occurred in 1883 on the island of Krakatau, which lies between Java and Sumatra.

Indonesia is one of the most populous countries in the world. Its total population is 160 million. More than 60% of the population live on the island of java.

The Indonesia population consists of more than 300 ethnic groups which speak 500 different languages ,but most of them understand the national language, bahasa Indonesia. The Indonesia government's campaign to popularize bahasa indonasia at present can be seen through sign in public places and various offices which say 'use good bahasa Indonesia correctly'. Indonesia's motto 'Bhinneka Tunggal Ika', which means Unity in Diversity, symbolizes the unity of the people in spite of their ethnic and cultural origins.

<div align="right">Sugiarti, 2012:72</div>

Translate in the text below and answer the question!

1. How many main idea in the text above?

2. What is the main idea in the first pharagraph?

3. What is the meaning of word below based on the passage?

   a. islands

   b. thousands

   d. unity

   e. population

4. What is the main idea in the second pharagraph?

Pertemuan ke-4

A HOBBY

My sister's hobby is cooking. She likes cooking very much. She learned to cook when she was twelve years old. She took a lesson once a week. Sometimes she made a mistake and burned the food then. She usually cooked nicely. She also learned cooking from our mother. She usually helped mother in the kitchen.

When she does not go to school, she cooks our meal. She always uses the gas stove. She says that is pleasant to cook on the gas stove. It has a large oven. She bakes cakes in the oven.

Last week my sister made a nice birthday cake for our youngest brother's birthday. She weighed some flour, butter, and sugar. Mother helped her. She mixed eggs in a bowl. My sister put the dough in a baking pan. She baked it in the oven for half an hour. We ate the nice birthday cake together.

Sugiarti, 2012:76

Answer the question of the text above

1. Find the main idea in each pharagraph

2. What is the meaning of "My sister's hobby is cooking "

3. What is the meaning of word below based on the passage?

   a. Sister

   b. Mother

   c. Youngest

THE INDONESIA ARCHIPELAGO

The Indonesia archipelago is the largest group of islands in the world. It extends between two continents, Asia and Australia. It also lies between two oceans the Samudra Indonesia and the Pacific Ocean.

Indonesia's 13,667 islands stretch 5,120 kilometeres from east to west and 1,770 kilometres from north to south. The five main islands are Sumatra, java, Kalimantan, Sulawesi, and Irianjaya.

Indonesia has a land area of 1,904,345 square kilometers. More than half of it is forested land and a large part is mountainous, with 15 of the mountains are still volcanically active. One of history's greatest volcanic eruptions, which killed thousands of people, occurred in 1883 on the island of Krakatau, which lies between Java and Sumatra.

Indonesia is one of the most populous countries in the world. Its total population is 160 million. More than 60% of the population live on the island of java.

The Indonesia population consists of more than 300 ethnic groups which speak 500 different languages ,but most of them understand the national language, bahasa Indonesia. The Indonesia government's campaign to popularize bahasa indonasia at present can be seen through sign in public places and various offices which say 'use good bahasa Indonesia correctly'. Indonesia's motto 'Bhinneka

Tunggal Ika', which means Unity in Diversity, symbolizes the unity of the people in spite of their ethnic and cultural origins.

<div align="right">Sugiarti, 2012:72</div>

Answer the questions below

1. How many main idea in the text above?

2. What is the main idea in the third pharagraph?

3. What is the meaning of "Indonesia is one of the most populous countries in the world"

4. What is the meaning of word below based on the passage?

   a. islands

   b. thousands

   d. unity

   e. population

5. What is the main idea in the last pharagraph ?

APPENDIX E

THE INSTRUMENT OF CYCLE II

SPORT

Sport are good for four our health. They can make our body healthy. People like doing sports to be health. There are also interested on sports for pleasure. For this reason, everyone should do sport to make life healthy and happy.

Now day, many people like sports. They like not only doing it, but also on watching television or live. They are even willing to spend their money to see football watch, boxing or tennis. Those, who are interested in watching sports games are called spectators.

These are some kinds of sports; they are football, volleyball, badminton, swimming, boxing, running, etc. We can choose to do what we like. Most people like running because it is cheap and simple. It is easy to do it almost everywhere.

Football and badminton are the most popular games in our country. Almost everyone like playing football or playing badminton. We have many potential players in this game. Therefore, Indonesia becomes well-known in the world because of badminton.

Sugiarti, 2012:89

Answer the questions below!

1. What is main idea?

2. How many main idea in the text above?

3. find the main idea in each pharagraph

4. What is the meaning of "They can make our body healthy"

5. What is the meaning of "We have many potential players in this game"

6. What is the meaning of word below based on the text!

   a. Spectators
   b. Interested
   c. Well-known
   d. Healthy
   e. Swimming
   f. Players

APPENDIX F

The students' improvement Diagnostic test in reading skills

No	Code	Diagnostic Test	
		Main idea	**Meaning the word of sentence**
1.	S.1	5.5	6
2.	S.2	5.8	6
3.	S.3	5.5	6
4.	S.4	5.5	6
5.	S.5	5.5	5.5
6.	S.6	6.25	6
7.	S.7	6	6
8.	S.8	6.5	5.5
9.	S.9	5.5	5.5
10.	S.10	4.75	5
11.	S.11	5.75	6.5
12.	S.12	6.5	6.5
13.	S.13	6.5	5.5
14.	S.14	6.5	4.5
15.	S.15	5.5	4.5
16.	S.16	6	5.5
17.	S.17	5.25	6
18.	S.18	5.25	5.5
19.	S.19	5.5	5.6
20.	S.20	6.5	5.5
21.	S.21	5	5.5
22.	S.22	5.5	5
23.	S.23	5	5
24.	S.24	5.5	5.5
25.	S.25	5.5	6
26.	S.26	5.5	6.5
27.	S.27	6	6.5
28.	S.28	4.5	6.6
	Total	**158.65**	**159,7**

APPENDIX G

The students' improvement main ideas and meaning of the word sentence in reading skills in cycle 1

No	Code	Cycle I	
		Main idea	**Meaning the word of sentence**
1.	S.1	6.75	6.5
2.	S.2	6.5	6.5
3.	S.3	6	6.75
4.	S.4	5.75	6.5
5.	S.5	6.5	7
6.	S.6	7.75	7.5
7.	S.7	6	6.5
8.	S.8	7	6.5
9.	S.9	7.25	7.25
10.	S.10	6	6.5
11.	S.11	6	6
12.	S.12	6.6	6.6
13.	S.13	7	6.5
14.	S.14	7.75	5.5
15.	S.15	6.5	5.5
16.	S.16	6.5	6.5
17.	S.17	6.5	6.25
18.	S.18	6.75	7.25
19.	S.19	6.5	6
20.	S.20	6.5	6.75
21.	S.21	5.5	6.5
22.	S.22	6	6.25
23.	S.23	6.5	6.5
24.	S.24	6.5	6
25.	S.25	6.5	6.75
26.	S.26	6.75	6.75
27.	S.27	6.75	7
28.	S.28	5.5	7
	Total	**182.1**	**183.2**

APPENDIX H

The students' improvement main ideas and meaning of the word sentence in reading skills in cycle II

No	Code	Cycle 2	
		Main Idea	**Meaning the word of sentence**
1.	S.1	7.5	7.5
2.	S.2	7.5	7.5
3.	S.3	7	7
4.	S.4	6.5	7.5
5.	S.5	7,75	7.75
6.	S.6	8.5	9
7.	S.7	7	7.5
8.	S.8	8.5	8
9.	S.9	8	8.5
10.	S.10	6.5	7
11.	S.11	7	8
12.	S.12	7.5	8,5
13.	S.13	7.5	7,5
14.	S.14	8.5	7
15.	S.15	7.5	7.5
16.	S.16	7.5	8
17.	S.17	7.5	7.75
18.	S.18	7.75	7,5
19.	S.19	7.5	8.5
20.	S.20	7.5	8
21.	S.21	7.5	7,5
22.	S.22	7.75	7.5
23.	S.23	7	8.5
24.	S.24	8	8.5
25.	S.25	8	8.5
26.	S.26	7.5	7.75
27.	S.27	7.75	8
28.	S.28	7.5	8.5
	Total	**211.5**	**220.25**

APPENDIX I

Students' Activities Each Meeting in Cycle I

No	Code	Cycle I			
		1st Meeting	2nd Meeting	3rd Meeting	4th Meeting
1	S.1	1	2	3	3
2	S.2	A	3	3	4
3	S.3	2	2	3	3
4	S.4	3	3	3	3
5	S.5	3	3	A	4
6	S.6	2	3	2	3
7	S.7	2	3	4	4
8	S.8	2	3	3	4
9	S.9	2	2	3	3
10	S.10	2	3	2	3
11	S.11	3	3	3	4
12	S.12	2	3	3	3
13	S.13	3	3	3	4
14	S.14	3	3	4	4
15	S.15	2	3	3	3
16	S.16	3	3	3	4
17	S.17	3	3	4	4
18	S.18	2	3	3	4
19	S.19	2	2	3	3
20	S.20	3	4	4	4
21	S.21	1	2	2	2
22	S.22	3	3	3	3
23	S.23	1	2	3	3
24	S.24	2	2	2	3
25	S.25	3	3	3	3
26	S.26	3	3	3	4
27	S.27	2	2	3	3
28	S.28	3	3	3	3
	Total	63	78	81	95
	Percentage	**56.2%**	**69.6%**	**72.3%**	**84.8%**

Note:

➢ 4 = Sangat Aktif   A = Absen
  3 = Aktif   S = Sakit
  2 = Kurang aktif   I = Izin

  1 = Tidak aktif

APPENDIX J

Students' Activities Each Meeting in Cycle II

No	CODE	CYCLE II			
		1st Meeting	2nd Meeting	3rd Meeting	4th Meeting
1	S.1	1	2	3	4
2	S.2	1	3	3	2
3	S.3	2	3	3	4
4	S.4	3	4	S	4
5	S.5	3	3	4	4
6	S.6	3	3	4	4
7	S.7	3	3	4	4
8	S.8	3	4	4	4
9	S.9	3	3	4	4
10	S.10	3	3	3	4
11	S.11	3	3	4	3
12	S.12	3	3	4	3
13	S.13	3	4	4	A
14	S.14	4	3	4	3
15	S.15	3	4	3	4
16	S.16	3	3	4	3
17	S.17	2	3	3	4
18	S.18	3	4	4	3
19	S.19	2	2	3	4
20	S.20	3	4	I	4
21	S.21	2	2	3	3
22	S.22	2	4	3	3
23	S.23	2	3	3	3
24	S.24	2	3	3	4
25	S.25	3	3	3	4
26	S.26	2	3	3	4
27	S.27	3	2	3	3
28	S.28	3	3	3	4
Total		74	87	89	97
Percentage		**65,1%**	**69,6%**	**75%**	**76,7%**

Note:

    4   = Sangat Aktif   A = Absen

    3   = Aktif   S = Sakit

    2   = Kurang aktif   I = Izin

    1   = Tidak aktif

APPENDIX K

1. **The mean score of Students' Participation in Diagnostic Test**

Calculating mean score of main idea	Calculating mean score of meaning the word
$$x = \frac{\sum x}{N}$$ $$x = \frac{158.65}{28}$$ $$x = 5.66$$	$$x = \frac{\sum x}{N}$$ $$x = \frac{159.7}{28}$$ $$x = 5.70$$

2. **The mean score of Students' Participation in Cycle I**

Calculating mean score of main idea	Calculating mean score of meaning the word
$$x = \frac{\sum x}{N}$$ $$x = \frac{182.1}{28}$$ $$x = 6.50$$	$$x = \frac{\sum x}{N}$$ $$x = \frac{183.2}{28}$$ $$x = 6.54$$

3. **The mean score of Students' Participation in Cycle II**

Calculating mean score of main idea	Calculating mean score of meaning the word
$$x = \frac{\sum x}{N}$$ $$x = \frac{211.5}{28}$$ $$x = 7.55$$	$$x = \frac{\sum x}{N}$$ $$x = \frac{220.25}{28}$$ $$x = 7.86$$

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

1. $P = \dfrac{F}{Nx4} \ X \ 100\%$

   $P = \dfrac{63}{28x4}x100\% = \dfrac{63}{112} = 56.2\%$

2. $P = \dfrac{F}{Nx4} \ X \ 100\%$

   $P = \dfrac{78}{28x4}x100\% = \dfrac{78}{112} = 69.6\%$

3. $P = \dfrac{F}{Nx4} \ X \ 100\%$

   $P = \dfrac{81}{28x4}x100\% = \dfrac{81}{112} = 72.3 \ \%$

4. . $P = \dfrac{F}{Nx4} \ X \ 100\%$

   $P = \dfrac{95}{28x4}x100\% = \dfrac{95}{112} = 84.8 \ \%$

The result of observation sheet of students' participation in cycle II the first meeting and last meeting can be shown in the calculating by using this formula:

1. $P = \dfrac{F}{Nx4} \ X \ 100\%$

   $P = \dfrac{74}{28x4}x100\% = \dfrac{74}{112} = 66.1\%$

2. $P = \dfrac{F}{Nx4} \ X \ 100\%$

   $P = \dfrac{87}{28x4}x100\% = \dfrac{87}{112} = 77.7\%$

3. $P = \dfrac{F}{Nx4} \ X \ 100\%$

   $P = \dfrac{89}{28x4}x100\% = \dfrac{89}{112} = 79.5\%$

4. . $P = \dfrac{F}{Nx4} \ X \ 100\%$

   $P = \dfrac{97}{28x4}x100\% = \dfrac{97}{112} = 86.6\%$

To know the percentage of the students' improvement by applying the following

formula :

$$(\text{D-Test} \Rightarrow \text{CI}) \quad P = \frac{X1 - (D - Test)}{D - Test} \text{ X } 100$$

$$(\text{CI} \Rightarrow \text{CII}) \quad P = \frac{X2 - X1}{X1} \text{ X } 100$$

$$(\text{D-Test} \Rightarrow \text{CII}) \quad P = \frac{X2 - (D - Test)}{D - Test} \text{ X } 100$$

The percentage of the students' improvement in term of main idea

$$(\text{D-Test} \Rightarrow \text{CI}) \quad P = \frac{X1 - (D - Test)}{D - Test} \text{ X } 100$$

$$P = \frac{6.50 - (5.66)}{5.66} \text{ X } 100$$

$$P = 14.84$$

$$(\text{CI} \Rightarrow \text{CII}) \quad P = \frac{X2 - X1}{X1} \text{ X } 100$$

$$P = \frac{7.55 - (6.50)}{6.50} \text{ X } 100$$

$$P = 16.15$$

$$(\text{D-Test} \Rightarrow \text{CII}) \quad P = \frac{X2 - (D - Test)}{D - Test} \text{ X } 100$$

$$P = \frac{7.55 - (5.66)}{5.66} \text{ X } 100$$

$$P = 33.\,39$$

The percentage of the students' improvement in term of meaning the word of sentence

(D-Test⟹CI) $P = \dfrac{X1-(D-Test)}{D-Test} \times 100$

$$P = \dfrac{6.54-(5.70)}{5.70} \times 100$$

$$P = 14.73$$

(CI⟹CII) $P = \dfrac{X2-X1}{X1} \times 100$

$$P = \dfrac{7.86-(6.54)}{6.54} \times 100$$

$$P = 20.18$$

(D-Test⟹CII) $P = \dfrac{X2-(D-Test)}{D-Test} \times 100$

$$P = \dfrac{7.86-(5.70)}{5.70} \times 100$$

$$P = 37.89$$

APPENDIX H

DOKUMENTATION

Gave Diagnostic Test

Teaching Material

Answer the Question

Gave Test Cycle

CURRICULUM VITAE

RISNAWATI, the writer was born in Paladingang Gowa, South Sulawesi Province on may 5th 1994. She lives at Jl. Manggarupi Gowa. She is the the second child of her parents, Sakari and St. Saharia Manne. she has three brother. Her hobbies are reading and watching. She started her study at elementary school at the SDN Paladingang in 2002 and finished 2007. She continued her study at SMPN 1 Bontolempangan in 2007 and she finished in 2010. Then, she continued her study at SMAN 1 Bontolempangan in 2010 and finished in 2013. And then she continued her study the S1 program of English Education Department of Muhammadiyah University of Makassar (UNISMUH) in academic year 2013/2014. In senior high school she joined some organization namely : OSIS and Paskibraka. She was active on those organization. She also ever becomes favorite student during her study and she flies the flag of paskibraka for 3 years in the district. Then, during a study at Muhammadiyah University of Makassar she also active in the class as a student. After she gratuade from Muhammadiyah University of Makassar, she wishes to share her knowledge to the other people.