

**IMPROVING THE STUDENTS' READING COMPREHENSION
THROUGH DISCOVERY LEARNING METHOD AT THE ELEVENTH
GRADE STUDENTS OF SMK MUHAMMADIYAH 4 TALLO
MAKASSAR**

(A Classroom Action Research)



A THESIS

*Submitted to the Faculty of Teachers Training and Education Makassar
Muhammadiyah University in Partial Fulfillment of the Requirement for
Educational Degree*

AHMAD RIDWAN

10535 2247 06

**ENGLISH DEPARTEMENT
FACULTY OF TEACHERS TRAINING AND EDUCATION
MAKASSAR MUHAMMADIYAH UNIVERSITY
2015**

APPROVAL SHEET

Title : **Improving the Students' Reading Comprehension through
Discovery Learning Method at the Eleventh Grade Students
of SMK Muhammadiyah 4 Tallo.**

Name : **AHMAD RIDWAN**

Reg. Number : **10535 2247 06**

Program : **Strata satu (S1)**

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

Makassar, November 2015

Approved by

Consultant I

Consultant II

Dr. H. Bahrudin Amin, M.Hum

Ummi Khaerati Syam, S.Pd., M.Pd

Dean of FKIP
Unismuh Makassar

Head of English
Education Department

Dr. A. Sukri Syamsuri, M.Hum

Erwin Akib, S.Pd., M.Pd.

CONSEELING SHEET

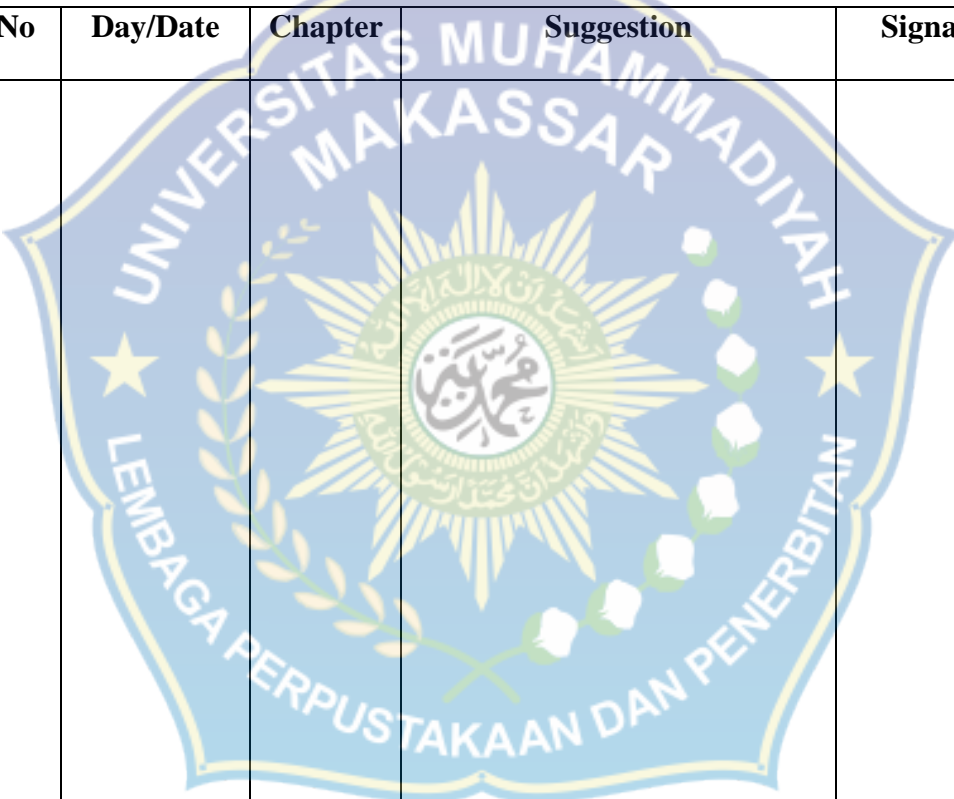
**TITLE : IMPROVING THE STUDENTS' READING
COMPREHENSION THROUGH DISCOVERY
LEARNING METHOD AT THE ELEVENTH GRADE
STUDENTS OF SMK MUHAMMADIYAH 4 TALLO**

NAME : AHMAD RIDWAN

RN : 10535 2247 06

PROGRAM : ENGLISH EDUCATION

Consultant I : Dr. H. Bahrun Amin M. Hum

No	Day/Date	Chapter	Suggestion	Signature
				

Head of English
Education Department

Erwin Akib, S.Pd., M.Pd.

CONSEELING SHEET

**TITLE : IMPROVING THE STUDENTS' READING
COMPREHENSION THROUGH DISCOVERY
LEARNING METHOD AT THE ELEVENTH GRADE
STUDENTS OF SMK MUHAMMADIYAH 4 TALLO**

NAME : AHMAD RIDWAN

RN : 10535 2247 06

PROGRAM : ENGLISH EDUCATION

Consultant II : Ummi Khaerati Syam, S.Pd., M.Pd

No	Day/Date	Chapter	Suggestion	Signature
				

Head of English
Education Department

Erwin Akib, S.Pd., M.Pd.

“MOTTO”

POSITIVE THINKING, POSITIVE SAYING AND POSITIVE ACTING ARE
NOT ENOUGH WITHOUT POSITIVE FEELING BECAUSE,

POSITIVE FEELING IS GRATEFUL

LET'S BE POSITIVE FEELING (BE GRATEFUL) BECAUSE IT IS MORE
FAVORABLE THAN FAVORABLE!

IF YOU ARE GRATEFUL, I WILL SURELY INCREASE YOU (IN FAVOR),
BUT IF YOU DENY, INDEED, MY PUNISHMENT IS SEVERE.

(Q.S. IBRAHIM (14): 7)

I DEDICATE THIS SIMPLE CREATION FOR MY BELOVED PARENTS
AND ALL MY LOVELY SIBLINGS



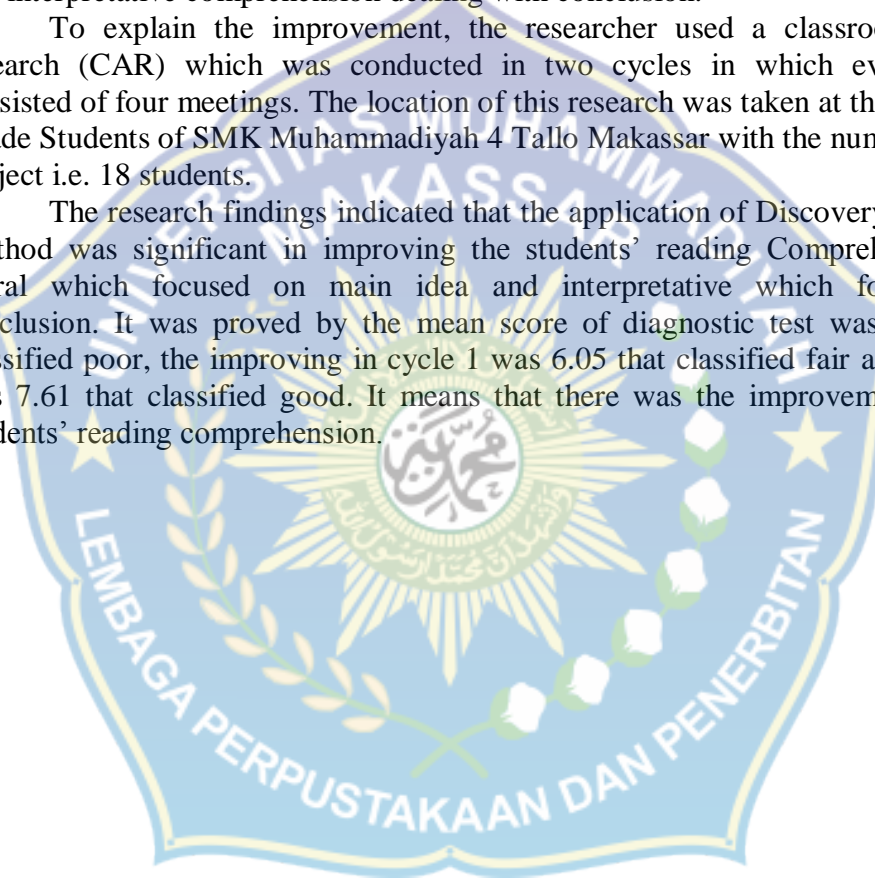
ABSTRACT

AHMAD RIDWAN, 2015. *Improving the Students' Reading Comprehension through Discovery Learning Method (A Classroom Action Research at the Eleventh Grade Students of SMK Muhammadiyah 4 Tallo Makassar)*, under the thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University (guided by DR. Bahrin Amin M.Hum and Ummi Khaerati Syam, S.Pd., M.Pd.).

This research aimed at explaining the improvement of the students' reading comprehension in terms of literal comprehension dealing with main idea and interpretative comprehension dealing with conclusion.

To explain the improvement, the researcher used a classroom action research (CAR) which was conducted in two cycles in which every cycle consisted of four meetings. The location of this research was taken at the Eleventh Grade Students of SMK Muhammadiyah 4 Tallo Makassar with the number of the subject i.e. 18 students.

The research findings indicated that the application of Discovery Learning Method was significant in improving the students' reading Comprehension of literal which focused on main idea and interpretative which focused on conclusion. It was proved by the mean score of diagnostic test was 4.66 that classified poor, the improving in cycle 1 was 6.05 that classified fair and cycle 2 was 7.61 that classified good. It means that there was the improvement of the students' reading comprehension.



ACKNOWLEDGEMENTS



In the name of Allah, Most Gracious, Most Merciful

Alhamdulillah rabbil ‘Alamin, the writer expresses sincere gratitude to the almighty god, Allah swt. Who has given guidance, mercy and good healthy so that, he could finish writing this thesis. Salam and shalawat are addressed to the beloved and chosen propet Muhammad saw.

During waiting this thesis, the writer realizes that he received much assistance from the number person. This thesis would have liked to express him sincere greatest thanks to them especially to the following.

The writer’s deepest appreciation to his beloved father. Alm. Dg Parigi , his lovely mother Bau Tikno, and who always sacrifice, prayer, and support him in finishing this thesis.

The writer’s deepest appreciation to all of his family like Hasrianti, Muliati Dg Tonji, and who always support him in finishing this thesis.

The writer’s most profound and sincere appreciation is due to his first consultant Dr. H. Bahrun Amin, M. Hum and to his second consultant Ummi Khaerati Syam, S.Pd., M.Pd. Who patiently guided and assisted his to finish this proposal by giving his suggestions, motivation, and correction. Since the preliminary draft of thesis.

Many thanks are also expressed to Dr. Irwan Akib, M. Pd. The rector of UNISMUH, Dr. Andi Syukri Syamsuri, M. Hum. The dean of FKIP UNISMUH

Makassar, for their work and attention of increasing the students' education quality.

The writer is most indebted to all the lecturer of English department of FKIP UNISMUH that cannot be mentioned one by one here, who had given their knowledge, help, support and appreciation in the writer's academic process.

The writer also like to thank my best friends at the rent room and board like: Munandar, Sudirman, Ancha and who always graced his with encourages and hope, and supported his with prayer.

Nothing is perfect but Allah SWT, the writer realized that this thesis is a far from perfect. Therefore, construction, and suggestion will be highly appreciated.

May the almighty god always bless us,

Makassar, November 2015

Ahmad Ridwan

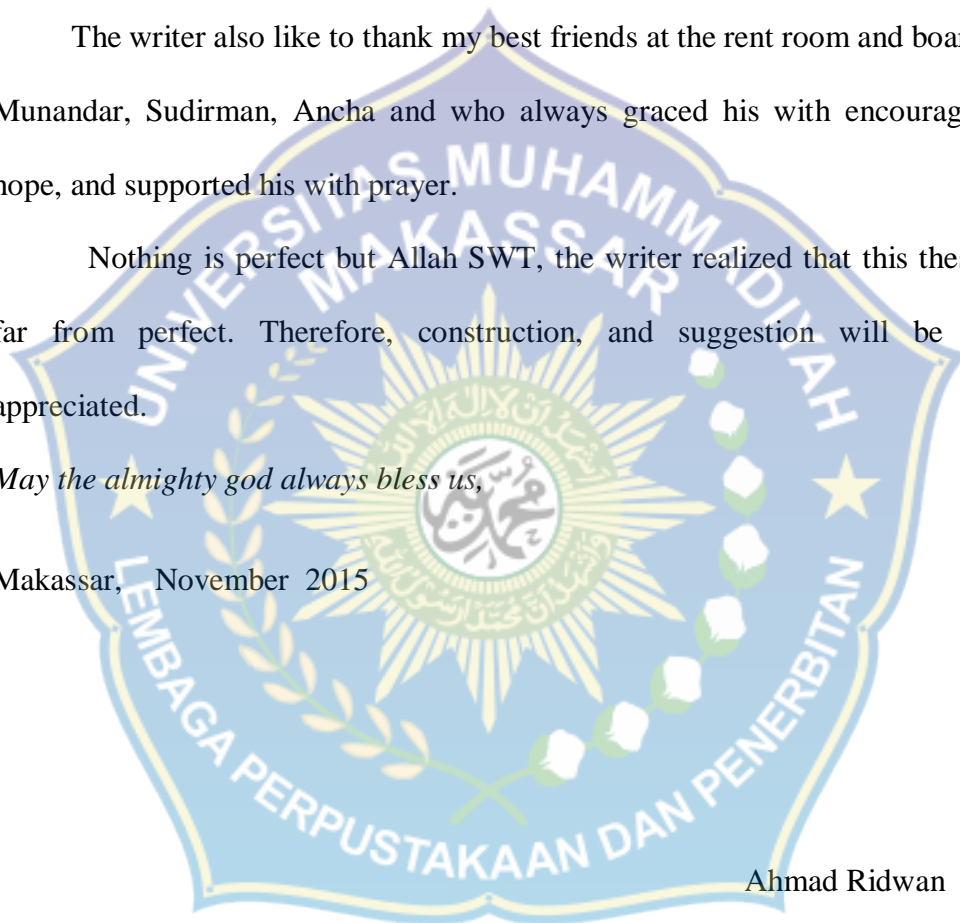


TABLE OF CONTENTS

	Page
TITLE PAGE	i
APPROVAL SHEET	ii
CONSELLING SHEET	iii
SURAT PERNYATAAN	v
SURAT PERJANJIAN	vi
MOTTO	vii
ABSTRACT	viii
ACKNOWLEDGEMENT	ix
TABLE OF CONTENTS	xi
LIST OF TABLES	xiii
LIST OF APPENDICES	xiv
CHAPTER I: INTRODUCTION	
A. Background	1
B. Problem Statement	3
C. Objective of the Study	3
D. Significance of the Study	4
E. Scope of the Study	4
CHAPTER II: REVIEW OF RELATED LITERATURE	
A. The Concept of Discovery Learning Method	5
B. Some Concepts Reading	9
C. Conceptual Framework	24

CHAPTER III: RESEARCH METHOD

A. Research Design	26
B. Research Variable and Indicator	26
C. Research Procedure	27
D. Research Subject	32
E. Research Instruments	32
F. Technique of Data Collection	33
G. Technique of Data Analysis	33

CHAPTER IV: FINDINGS AND DISCUSSIONS

A. Findings	35
B. Discussions	44

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion	47
B. Suggestion	48

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE



LISTOFAPPENDIX

Appendix A: Teaching Material

Appendix B: Instrument

Appendix C: Lesson Plan

Appendix D: Data Analysis

Appendix E: The Student of List Attendance at XI Class

Appendix F: Teaching Observation Sheet

Appendix G: Teaching and Learning Process



CHAPTER I

INTRODUCTION

A. Background

We know that the English language as means of international communication and it becomes more important nowadays. Therefore the government of Indonesia places this language. In the curriculum not only the secondary schools, senior high school but also at in universities or institutes.

English as a foreign language involve four skills in language learning, they are: reading, listening, speaking, and writing. Beside the four language skills above, reading is importance to students whose mother tongue is not English because they almost do not opportunity to hear or to speak that language so in This research, the researcher will concern with reading skill, Richard (1998:35).

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

Reading skill are the ability to analyze, evaluate and synthesize what one read. They are the ability to see relationship of ideas and use them as an old reading (Halvonson :1992:38) reading consist of some strategies to help the reader evaluate and understand the content of the material.

Problem mostly occurs to the students when reading book. Sometimes students were facing a book but do not read at all. They just can mention symbol

word without getting any idea from the book. The researcher herself experienced when reading a book without any comprehension tends to feels sleepy

As the explanation above, the observation result when the researcher conducted teaching practice at the Eighth Grade Students of SMK Muhammadiyah 4 Tallo Makassar, the student reading comprehension skill still poor. Only a few of student can comprehend or can understand what they have read especially English text. It because many factors such as the student consider that English is a subject that very difficult, bored and scares because meaning and letters are different. The other factor is the teacher always uses the same method to teach English subject like the direct method. It is also make the students more bore to study English. As value of observation is the class room the student has score 5.5. This score is a poor category. In this research the aim is to solve this problem until the student has a good score. While the standard curriculum is 6.5 the researcher wants to achieve the score at 7.0 targets in learning reading comprehension.

What a teacher has to consider as a prime important task how to design the reading course with strategies and techniques to facilitate the students to comprehend to concept from the author's mind in the text. There have been a lot of techniques and strategies discussed by many expert dealing with reading comprehension. One of the techniques to be offered here is Discovery Learning Method in which students are learning how to interact with the text they read. Mayer (2003: 186) point out that the Discovery learning method is a teaching technique that encourages students to take more active role in their

learning process by answering a series of questions or solving problems designed to introduce a general concept.

Reading for general comprehension is a skill that involves absorbing the content of the text. As the reader, we are not looking for specific points only, but rather than it, we need to begin.

Based on explanation above, the writer was interesting in conducting entitle "Improving Reading Comprehension through Discovery Learning Methode at the Eleventh Grade Students of SMK Muhammadiyah 4 Tallo Makassar.

B. Problem Statements

Based on the background above, the questions are formulated as follows:

1. How is the improvement of the students' literal reading comprehension through Discovery Learning Method?
2. How is the improvement of the students' interpretative reading comprehension through Discovery Learning Method?

C. Objective of the Study

In relation to the problem statements above, the objectives of this research are to find out:

1. To explain the improvement in literal reading comprehension through Discovery Learning Method.
2. To explain the improvement in interpretative reading comprehension through Discovery Learning Method.

D. Significance of the Study

The result of the study is expected to be useful information for the English teacher in general, English teacher for SMK particular. It is also useful for the quality improvement of English teaching especially the teaching of reading comprehension through Discovery Learning Method. The writer believes that each of study deeply make sense to both teachers and students. This research will be useful for the teacher in improving the achievement of teaching English reading by applying the Discovery Learning Method for the students, it is hoped that through the study, they will get much input in improving their reading comprehension.

E. Scope of the Study

This research observed the skill of the Eleventh Grade student of SMK Muhammadiyah 4 Tallo Makassar through Discovery Learning Method to improve the students' reading skill focused on understanding of reading literal focused in main idea and interpretative comprehension focused in conclusion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Concepts of Discovery Learning Method

Before discussing furthermore about Discovery learning method ,we have to differentiate the concept of method and technique . According to Antony in Richards (1995: 137), he states that *method* is overall plan for the orderly presentation of language material. Within one approach can be many methods. Therefore in harmony with an approach well.

1. What is Discovery learning

Discovery learning has various definitions. Some expert have delivered their view, such as Dewey (1938: 105) states that Discovery learning experimentation with some extrinsic intervention chives, reaching, and frame work to help. Learners get to a reasonable conclusion at the other and of the continuing is the expository teaching model of Discovery learning where the learners Discovery ‘What the teacher decides he is to discover using a process prescribed by the Teacher. Donalk Clark (1999: 68) states that discovery learning is the an injury based learning method. Discovery learning takes place most notable in problem solving situations where the learner draws on its own experience and prior knowledge to discover the truths that are to be learned. It is a personal, internal constructivist learning environment it. It is supported by Mayer (2003: 186) point out that the Discovery learning method is a teaching technique that encourages students

to take more active role in their learning process by answering a series of questions or solving problems designed to introduce a general concept.

Based on the statements above, the researcher conclude that discovery learning is a teaching technique that the students can more active in their learning process and to solve problem by themselves which the students get new information. Therefore, through Discovery learning method the teachers are expected to bring a new atmosphere in learning that can increase the students achievement, (Mayer:195).

2. Some of the advantages of the Discovery Learning Method is also disclosed by Suherman, et al (2001: 179) as follows:

- a. Students actively in learning activities, because he thinks and uses the ability to find the final result;
- b. Students understand the true teaching materials, for having its own process to find It. Something that is obtained in this way much longer remembered;
- c. Find itself creates a feeling of satisfaction. Inner satisfaction is encouraging to perform discovery again so that increased interest in learning;
- d. Students acquire knowledge by the method of the invention will be better able to transfer knowledge to different contexts;
- e. This method trains students to learn more myself.

Besides having several advantages, methods of discovery (discovery) also has several drawbacks, including requiring a longer learning time than learning to accept. To reduce these drawbacks it is necessary to help teachers. Help teachers can begin by asking a few questions and provide information in brief. Questions

and information may be contained in the student worksheet (LKS), which has been prepared by the teacher before the lesson begins.

Method of discovery (the discovery) that may be implemented in junior and senior high school students are guided discovery method. This is because the junior and senior high school students still need the help of a teacher before becoming a pure inventor. Therefore, a method of discovery (the discovery) to be used in this study is a method of discovery (discovery) guided (guided discovery).

3. Common Strategies of Discovery learning Method

There are a number of practical suggestions that can be implemented to foster discovery learning in the Classroom Bruner (2008: 15) Classifies some strategies) as follows:

Since the students in discovery learning the active agent in learning, the science teacher should foster an atmosphere of curiosity. Discrepant events and inquiry activities are excellent ways to foster curiosity. Having interesting and trough provoking bulletin boards is another way to arouse curiosity.

- a. Help students understand the structure of view information.

The students should understand the structure of the information to be learned. He felt that teachers needed to organize the information I a way that could be structured by a set of actions, by means of symbols or logical statements. Demonstrating the behavior of objects is a more powerful way for some students to graph Newton's laws of motion, rather than by three classic verbal statements.

b. Design Activities that are problem oriented

Students need to be engaged in problem solving on a regular basis of they are to learn about the heuristic of Discovery. Bruner says that it is my hunch that it is only through the exercise of problem solving and the effort of Discovery .”in short , he says that students need practice in problem solving or inquiry in order understand, discovery . Activities that are problem oriented often have a simplistic ring to them. for examples, here are some problems, which can be a learning an activity for students.

- *Find a million of something and prove it.*
- *Go outside and find evidence for change.*

c. Foster intuitive Thinking in the Classroom

Intuitive thinking to Bruner implied grasping the meaning significance, or structure of a problem without specific that playfulness in learning was important. Students in a classroom whose teacher values inflection knows that it is acceptable to play with all sorts of combination Extrapolations and guesses, and still be around, including some science activities that encourage guessing and estimating will foster intuitive thinking. Qualitative activities in which students are not encouraged to find a specific an answer to a problem will encouraged intuitive trough Skolnick (1997: 147) suggest a number of intuitive strategies including, and engaging in activities with many right answer and multiple solutions.

d. Problem Solving

Problem solving in the context of inquiry engages students in problem that real and relevant to them. The problems do not have to be ones that students generate (although this approach is probably more powerful). They can be problems that the teacher has presented to the students for investigation. Science, unfortunately, is often presented in textbooks as “problem-free” that is, the content of science is often messy and cluttered, and full of problems. Before teaching, the teachers need to make their objective to reach their objective in the class. Besides, it can make their planning implementing the Discovery Method, namely: Formulating and appropriate problem to be solved by students. The teachers have to be able to find out any cases accordance with their students are allowed to find out some information about the given cases to answer the problems. The teachers guides the students to draw a conclusion and a plan the decided conclusion, (Bruner:234).

B. Some Concepts of Reading

1. Definition of Reading

There are many definitions of reading that have been given by writers (experts), like:

Reading is the motivated and fluent coordination of recognition and comprehension. Reading is an active cognitive process of interactive with printing and monitoring comprehension to establish meaning.

Harrist (1980:28) define reading is the meaningful printed or written verbal symbol that represent language and the reader language skill and knowledge of the world. In this process, the reader tries to create the meaning intended by the writer.

Thinker and Mc Collough (1975:9) state that reading is identification and recognition of printed or written symbol, which series as stimulation for the recall of meaning build through past experience.

Dark and Silberstein in Simanjuntak (1998:15) define reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Reading is the instantaneous recognition of various written symbol, simultaneous association of these symbol with exiting knowledge and comprehension of the information and ideas communicated.

Reading also as an active process of with comprehension to establish the meaning, tries to identification and recognition of printed or written symbol and can build our experience about something.

Simanjuntak (1998:17) state the reading is the process of putting the readers in contact and communication with ideas reading is also a skill that must be developed and can the reader and the writer ideas when the writer send his ideas in the written symbols and catching the ideas in it.

Leipzig (2001:39) state the reading is a mutilated process involving word recognition; comprehension, fluency, and motivation learn how readers integrated these facets to make meaning from print. Reading is making meaning from it requires that we are:

- 1). Identify the words in print – a process called comprehension.
- 2). Construct an understand from the – a process called comprehension.
- 3). Coordinate identifying word making meaning so that reading is automatic and accurate an achievement called frequency.

2. Reading Process

There are three models of reading process namely: (1) Bottom – up model, (2) Top – down, and (3) interactive model.

Eskey in Simanjuntak(1998:20) denotes that the bottom – up of reading process is that reading a precise involving exact, detailed sequential perception, and identification of letters, words, spelling patterns and larger language unit. This model assumes that a reader proceed by moving his first talking in letter, combining these to the words. The combining these two from the phrase, clause, and sentence of the text.

The top – down model of reading process deals with the general notion of the reading as the reconstruction of based on a skill sampling of the text and such specific nation as the use of the linguistic redundancy. The crucial role of prior knowledge in prediction and the necessity for a reading a reasonable rate in larger, more meaningful chunk of text. This model involves and interaction between though and language.

This interactive model of reading process deals with a particular type of cognitive behaviour. Which based on certain kinds of knowledge which from a part the readers cognitive structures.

3. Levels of reading

Levels of reading comprehension are originally described by bots in Harris (1980:15) that are:

1). Independent Reading level

This is the highest level at which the students can read easily and fluently without assistance. With few words recognition errors, and with word comprehension and recall.

2). The Instructional Reading Level

In this level students can do a satisfactory reading provided. He or she receiver's preparation and supervision from the teacher. In this level, word and comprehension and recall are satisfactory.

3). The Frustratingly Reading Level.

The level at which the students reading skill breakdown, fluency disappears, word recognition errors are how amorous, comprehension is faulty, recall is sketchy and sign of emotional tension and discomfort become evident.

4. Types of Reading

According to Wood in Irawati (2008:28) indicate the types of reading are important categories as follow:

1). Skimming

The eyes run quickly, over the text to discover what is about the main idea and the gist. Thus skimming occurs when the reader's looks quickly at the content page of a book, or at the chapter heading, subheading, act. This

something called previewing, when the reader glances quickly through a newspaper to see what the items of the day are, this will often mean just glancing at headlines. What the reader goes to through a particular passage such as a newspaper article merely to get the gist.

2). Scanning

The readers are to look out the particular item, he believes in the text. The scanning can be done to find name, date, static, or fact in writing. The eyes start quickly at the lives of writing.

3). Intensive Reading

It is also called study reading, this involves close study of the text. As the amount comprehension should be high the speed of reading is correspondingly slower.

Based on explanation above, the research concludes that there are three types of reading in reading skill. Those are essential for the students to read story or passage easily.

5. The Purpose of Reading

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

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

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

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

The second questions ,the reader would not read all of this, but I look for particular train time. The last questions, these would be read for information. If the person was using the machine for the first time , he

would probably read it all carefully and slowly, perhaps checking back from time to time (Intensive Reading). (Barners in Palaloi:43).

1. Reading Rules

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

a. Motivate the habit of reading

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

b. Learning to read actively

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

6. Goals and Techniques for Teaching Reading

Teachers want to produce students who, even if they do not have complete.

Control of grammar or an extensive lexicon, can fend for themselves in communication.

Situations in this case of reading, this means producing students who can use reading strategies to maximize their comprehension of text, identify relevant information ,and tolerate, less than word- by- word comprehension.

Heldy Byrnes (1998: 12) in Luthfia (2008) states that accomplish this goal instructor focus on the process of reading rather than on it is product.

- a. They develop student's awareness of reading strategies by asking students to think and talk about how read in their native language.
- b. They develop students to practice the full repertoire of reading strategies with discovery reading tasks. They encourage students read and how have an discovery purpose for reading by giving students some choice of reading learning.
- c. When working with reading tasks in class, they shows students the strategies that will work best for reading assignments .They explain how and why students should use the strategies.

7. Requirement of Reading Text

It may be letter to use proffered material. However, reading text is important to the students .One difficult is that teacher often have different views from their students on the general appeal and interest of reading text. It Is important that a teacher does not show open disapproval of reading text. Students tend to look reading text if the teacher is enthusiastic (Ismail. 1999:186). Ramirez as cited in Ismail (1999:188) states that a reading text should:

- a. Serves as vehicle specific language structure and vocabulary
- b. Offer the opportunity to promote reading key strategies
- c. Present content that is familiar and of interest to the learners
- d. Correspond to the appropriate language level

- e. Be exploitable in the class room by reading to broad range of language activities.

8. Reading Comprehension

1. Definition of Reading Comprehension

Some people have formulated definition of reading comprehension. Bellows various definitions of reading comprehension:

- a) Smith and Robinson in M. Sahrul (2007:7) state that reading comprehension means the understanding, evaluating and utilize of information and ideas gained through and interaction between the reader and the author. Reading comprehension is such a kind of dialogue between author and a reader in which the written language becomes the medium that cause the dialogue happen when the two person communicate through the medium of print.
- b) Rubin in Aminah (2003:12) points out that reading comprehension is a complex process to obtain the meaning from written material. This means that readers have to know the meaning of printed words. We can interpret that reading comprehensions is the capability to comprehend or to acquire of the passage. In other words, reading is the act of what the eyes have been in finding information from the reading passage both explicitly, implicitly, and ability to describe the conclusion from the information.
- c) Smith in Hamaluddin (2007:9) state that reading comprehension is complex process in which the readers use mental content to obtain the meaning from written materials. It means that reading is a complex

process in which the reader is supposed to recognized meaning of printed words; it can be that reading comprehension is capability to understand of paragraphs, the ideas of one passage.

2. Levels of Reading Skills

Burns in Lutfiah (2003:16) states four levels of reading skills. They are literal reading, interpretive reading, and creative reading. Each of these skills could be explained as follows:

1). Literal Reading

Literal reading refers to the acquisition of meaning of ideas or information that is explicitly stated in the text. Some specific reading skill at the literal level of comprehension are: identifying specific information or nothing details, sequencing ideas when explicitly signal are given, and following instructions. These skills, specially the first two are scanning skill

a. Identifying Specific Information

This reading requires one to focus his attention only on one or some particular information or detail which he need form a text; the rest of the text may not be read anymore. That information may be a name, a date, a scientific term, or a place or just anything, the search for which motivates the person to read. In looking for a detail, the reader must look for signals in the environment of the needed information or in the information itself.

b. Sequencing Events or Ideas

Meaningful reading results from the reader's ability to follow the flow of thought of the writer. This is so because any discourse is made up of words

and sentences which are not only grammatically linked to one another, but are also logically related and sequence of ideas as presented by the writer enables him to summarize, outline and infer correctly

c. Following Instructions

Students can take the lesson and knowledge from the reading.

2). Interpretative Reading

Sometimes an information or concept is not explicitly stated in a text so that the reader has to go through the process of inferring beyond the literal meaning. This is the interpretative level or the “Thinking Side” of comprehension (Tinker and Mc Cullough, 1998) interpretation is reading or getting meaning between the lines which requires the reader’s sensitivity to clues and the ability to link these clues to his own experience to arrive at the new information (Romero and Romeo 1998). It is mentally exploring and taking position in relation to the facts and related details. When the reader does this he is inferring.

Inferences can be categorized as implications, conclusions, generalisation and predictions.

a). Implication.

Implication is any inference expectancy that maybe logically implied or understood, bur not directly stated, form the author’s arguments in a text or utterance.

b). Conclusion.

Conclusion draws together factual evidence into a statement about the nature of phenomenon.

c). Generalization

Generalization is statement about the behaviour of a large population based on the observable behaviour of a similar but smaller sample group.

d). Prediction

Prediction is a statement about future behaviour or action.

3). Critical Reading

Critical reading is evaluating written material comparing the ideas discovered in the material with known standard and drawing conclusion about their accuracy, appropriateness, and timeliness. McCarty (1999:201). Critical reading compares previous experience to element in the new material such as content style, expression, information, and ideas or values of the author. In this level of reading skill. The reader must be an active reader, questioning, searching for fact, and suspending judgment until her or she has considered all the material.

4). Creative Reading

Creative reading involves going beyond the material presented by the author, creative reading require the readers to think as they read just a s critical reading and it also require the reader to use their imagination, in creative solution to those by the writer.

3. Developing Reading Comprehension

According to Wain Wright in Lutfiah (2007:10) that there are two ways to developing the students' ability in reading these are:

1). Vocabulary Building

Vocabulary is total number of words which (with rules for combining then) make up language. Hornby (1986:964) reading for vocabulary is very important to enrich our vocabulary by doing this we must select reading material contain new words, we have to look up these new words in a dictionary and try to use them in sentence and not to be learn by heart as a single words but use them in comprehension sentence.

2). Ability required for reading comprehension.

It is necessary to put forward here the abilities required for reading comprehension. It is very important abilities to support the developing of the students in reading comprehension. The following are the important abilities of the students:

- a). the ability to retain information and recall it whenever as required.

In this ability, the students should be able to remember a reasonable proportion of the factual information or the ideal expressed in a passage.

- b). the ability to select the important points.

In this ability, the student should be able to understand what they have read. It's necessary to discuss our assessment with others who have read the material.

- c). the ability to interpret information and ideas in interpreting information and ideas.

In this ability, the students should be able to select the important and relevant point, and the students should be able to understand the meaning and the significance of the fact and ideas.

d). the ability to make deduction from what has been read.

In this ability, the students should be able to deduce certain things from information from the reading material that have been read. The most important thing in making the deduction is the ability of the student to know what the author means in material.

e). the ability to arrive at general conclusion and judgment.

In this ability, the students should be able to draw their conclusion from what they read. And then the student should be able to evaluate or judge the material reasonably and accurately.

Besides that, smith (1980:138–166) find out that there are five the students need to learn to become good readers. These are:

- a) Most of the students learn to read sentence with appropriate intonation pattern. Oral reading is probably the only way to each students to read with appropriate intonation patterns but it is also should always be followed by silent reading for specific purpose.
- b) Most of the student learns to answer question about the fact or details present in a sentence or a large passage students are hopped gain not only a general impression from the material they read and for some material and certain reading process, but also factual information and many details important for a good understanding of the subject matter.

- c) Most of the students learn to form a mental picture of a situation or condition that is described in a sentence or a large passage. Goodman, (1982:129) Forming a mental picture as one reads is important because many written materials require visualization in order to be comprehended.
- d) Most of the students learn to recall with a minimum of promoting the facts and details in a sentence or a longer passage. Scall Williams (1967:32). Post-reading discussion in as much detail as they can remember helps in developing the students' recall powers.
- e) Most of the students learn to paraphrase the central thought or main ideas in a passage. The best manifestation of true understanding of the main ideas in the passage is the ability to put the passage aside and express the main ideas in one's own words, using one's personal vocabulary and personal manner of expression, Ernes K, (1990:129).

Klien et.al (2005:120) state that strategic readers attempt the following while reading: Identifying the purpose of the reading before reading.

- a. Identifying the form or type of the text before reading
- b. Thinking about the general character and feature of the form or type of the text. For instance, they try to locate a topic sentence and follow supporting details toward a conclusion.
- c. Projecting the author's purpose for writing the text (while reading it)
- d. Choosing, scanning, or reading in detail

- e. Making continuous prediction about what will occur next, based on information obtain earlier, prior knowledge, and conclusion obtaining within the previous stages.

C. Conceptual Framework

The conceptual framework underlying in this research was given in the following diagram:



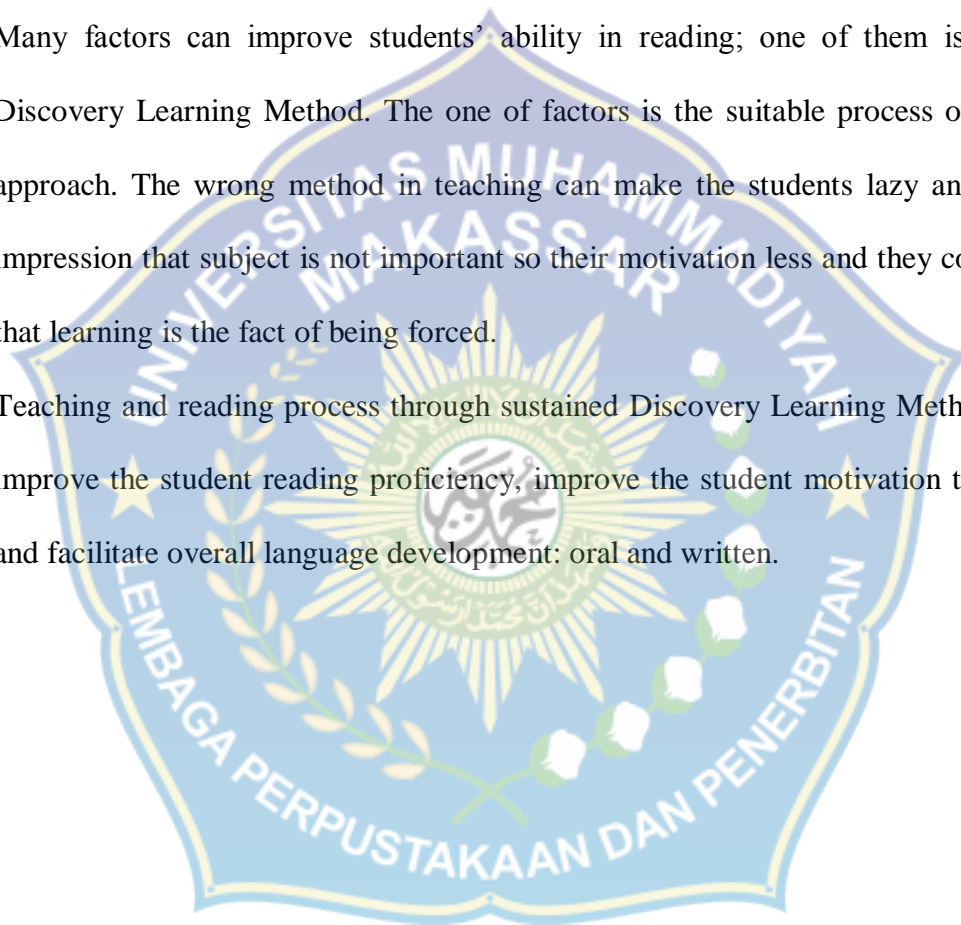
- a. Literal of the Text
- b. Interpretative of the Text

Figure 1 Conceptual Framework

Learning process is the main activity in the school. There is interaction between teacher and students. In this classroom action research there are including two cycles. Teaching and learning process is done and guided to reach the maximal result, the teacher must be able to design the learning model based on the material subject and to practice the students' thinking.

Many factors can improve students' ability in reading; one of them is using Discovery Learning Method. The one of factors is the suitable process oriented approach. The wrong method in teaching can make the students lazy and raise impression that subject is not important so their motivation less and they consider that learning is the fact of being forced.

Teaching and reading process through sustained Discovery Learning Method can improve the student reading proficiency, improve the student motivation to read, and facilitate overall language development: oral and written.



CHAPTER III

RESEACH METHODOLOGY

A. Research Design

This research will use classroom action research (CAR). The research conducted at the Eleventh Grade Students of SMK Muhammadiyah 4 Tallo Makassar.

B. Research Variable and Indicator

Remembering that variable is one of the very important elements of research, the research used two kinds include of variable. Those variables can be divided into two variables. Those are dependent variable and independent variable that is the variable that influence the other variable.

1.Independent Variable

Independent variable of the research is the use of Discovery Learning Method in teaching reading comprehension. Sustained Discovery Learning Method is method to be used by students to comprehend the information contained in reading materials

2. Dependent variabe

Dependent variable is increasing the students' reading comprehension.

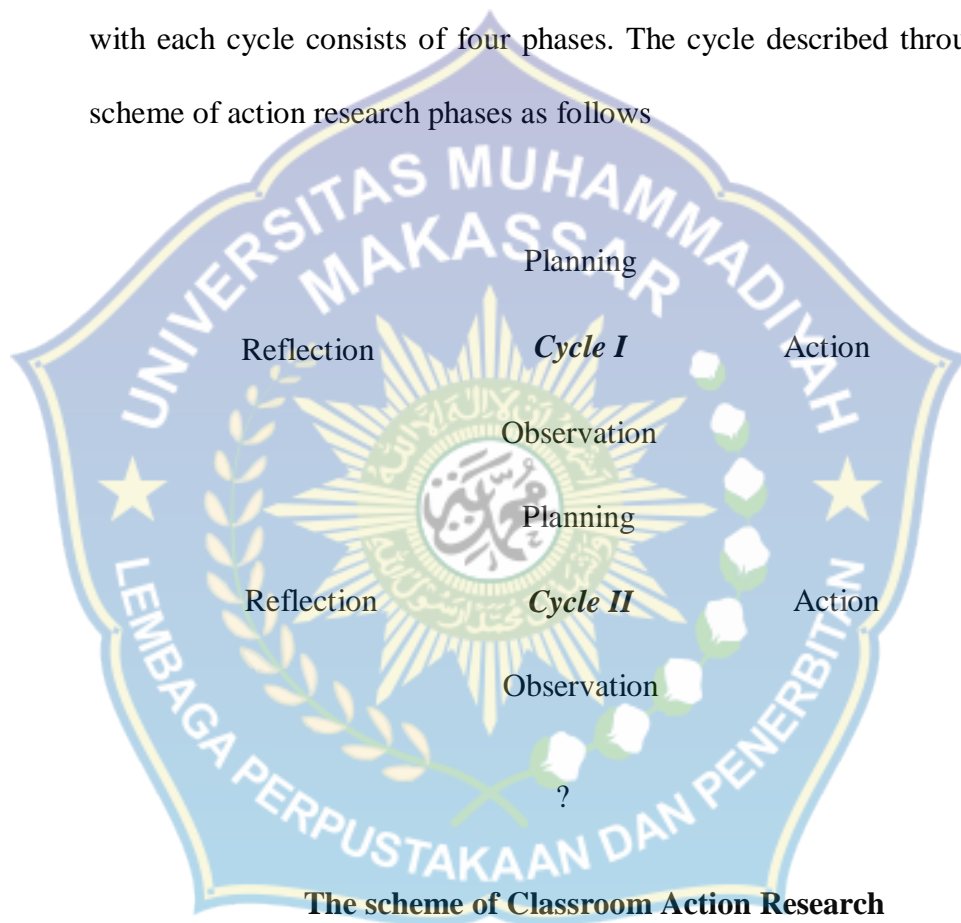
The Indicators are:

1. The indicator of literal reading comprehension are identifying specific information, sequencing events or ideas and following instructions.

2. The indicators of interpretative comprehension are implication, conclusion, generalization and prediction.

C. Research Procedure

In this Classroom Action Research (CAR), the researcher used the CAR principle to collect the data. The research divided into two cycles with each cycle consists of four phases. The cycle described through the scheme of action research phases as follows



The scheme of Classroom Action Research

The cycle of Classroom Action Research (Hopkins, 1993:48).

Cycle I

Cycle I consist of planning, action, observation and reflection as follows:

1. Planning

In this phase, the researcher makes:

- a. The lesson plan before doing classroom action research, the researchers prepares set up equipment it earning such as, lesson plan and observation sheet.
- b. Instrument evaluation that will be used in classroom action research cycle.
- c. Observation sheet.

2. Action

- a. The teacher enters the class and introduces the material to the students
- b. The teacher selects the materials, problems / tasks;
- c. The teacher asks the students to read a text.
- d. The teacher helps and clarifies the tasks / problems faced by students as well as the role of each student;
- e. The teacher checks students' understanding of the problem to be solved;
- f. The teacher gives students the opportunity to conduct discovery;
- g. The teacher assists students with information / data as required by the student;
- h. The teacher leads the analysis itself (self-analysis) by leading questions and identify problems;
- i. The teacher stimulates interaction between students and students;

- j. The teacher helps students formulate principles and generalizations discovery.
- k. The teacher asks the students to discover their views and gather some facts by looking some supported evidence before delivering in the class.
- l. When the time will be up, the teacher asks the students to submit their paper.
- m. The teacher and students discusses the text.
- n. The students are given the text to each material. (Suherman, et al. (2001).

3. Observation

In this phase, the researchers:

- a. Students' participation and response during teaching and learning process.
- b. Students' competence in reading a text.

4. Reflection

After collecting the data, the researchers evaluates the teaching-learning process. Then, do reflection by seeing the result of the observation, whether the teaching learning process of improving reading comprehension through discovery learning method reaches success criteria based on the test result of first action.

Cycle II

It is like cycle I, cycle II also consist of planning, action, observation and reflection as follows:

1. Planning

In this phase, the researcher makes:

- a. The lesson plan by applying Discovery learning method.
- b. Instrument evaluation that will be used in classroom action research cycle.
- c. Observation sheet.

2. Action

- a. The teacher applies Discovery learning method in the class.
- b. The teacher selects the materials, problems / tasks;
- c. The teacher asks the students to read a text.
- d. The teacher helps and clarifies the tasks / problems faced by students as well as the role of each student;
- e. The teacher checks students' understanding of the problem to be solved;
- f. The teacher gives students the opportunity to conduct discovery;
- g. The teacher assists students with information / data as required by the student;
- h. The teacher leads the analysis itself (self-analysis) by leading questions and identify problems;
- i. The teacher stimulates interaction between students and students;

- j. The teacher helps students formulate principles and generalizations discovery.
- k. The teacher asks the students to discover their views and gather some fact by looking some supported evidence before delivering in the class.
- l. When the time will be up, the teacher asks the students to submit their paper.
- m. The teacher and students discuss the text.
- n. Then the students are given the text to each material, (Suherman, et al. (2001).

3. Observation

In this phase, the researchers:

- a. Students' participation and response during teaching and learning process.
- b. Students' competence in reading a text.

4. Reflection

After collecting the data, the researchers evaluates the teaching-learning process. Then, do reflection by seeing the result of the observation, whether the teaching learning process of reading comprehension using discovery learning method reaches success criteria based on the test result of second action.

In this second cycle, the observer makes conclusion of the applying discovery learning method improving student's reading comprehension at the second year students of SMK Muhammadiyah 4 Tallo Makassar.

D. Research Subject

The research will take place at SMK Muhammadiyah 4 Tallo Makassar. The subject of this classroom action research is the second in 2014-2015 academic years.

E. Research Instruments

There are two instruments used as follows:

1. Observation sheet

Observation sheet aims at finding out the students' data about their presence and activeness in teaching learning process.

2. Test

The test gives with the following procedures:

- a. The researcher explains about the test to the students.
- b. The researcher give reading test at least 5 questions maximum 10 questions to the students.
- c. The researcher corrects the students answer and find the students errors in reading questions.

The researcher take the students value appropriate the procedure.

Example:

Agriculture



Nowadays, many people have realized that agriculture is much more important than as the supporting tools in economic development. In Indonesia, agriculture should be the priority of development because of some good reasons.

First of all, the agriculture's contribution in the beginning of the development is highest among the other sectors. At present, almost half of total Indonesian labors are working in agriculture sector, but the contribution of agriculture sector does not reach 30 percent.

Second, agriculture sector is expected to fulfill the need of food in a country. As the number of population increase in an alarming rate each year, food supply must also increase. But in developing countries, food production and agricultural product per capita never increase more than one percent each year, and in some extreme case, it ever stagnant.

Last but not least, without agricultural development, the growth of industrial sector will be hampered because the growth that comes from industry will bring a wider gap into the internal economy in that country. In turn, this gap will create serious poverty problem, wider inequality of income distribution, and

increase unemployment.

Based on the above discussion, it is obvious that the government should put agriculture as the priority of national development.

Adapte : from: www.nodai.ac.jp <http://internationalagpn> gran idasnr.okstate.edu

Answer the following questions bellow

1. How many percent agricultural product per capita never increase each year?
2. What is the knowledge or learning that you can find from the text?
3. Give the summary from the first paragraph till the last paragraph?
4. What is the writer's hope to write the text above?
5. What do Indonesian people do mostly?
6. What will be happened if the quantities of agriculture areas are build the housing?

Make the conclusion from the text above!

F. Technique of Data Collection

The data was gotten from cycle I and cycle II are analyzed through following steps:

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

Students' correct answer

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{Maximum Score}} \times 10, \text{ (Mason \& Bramble, 1978:73).}$$

1. To Calculate the mean score of the students' reading test by using the following formula:

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

Where:

\bar{X} = the mean score

$\sum x$ = the total raw score

N = the number of students, (Gay, 1981:298).

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

- Score 9 – 10 as excellent
- Score 7 – 8 very good
- Score 5 – 6 as good
- Score 3 – 4 as poor
- Score 1 – 2 as very poor, (Layman, 1972:216).

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

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

Notation:

P : Rate Percentage

F : Frequency of the Correct Answer

N : The Total Number of Students, (Sudjana, 1999).

4. To analyze the student's participation in research toward the material and activities in teaching and learning process by checklist.

The students' active participation describe followed:

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

1. Percentage the students' participation through the following formula:

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

Where:

P = Percentage

FQ = Frequency of the item

N = Total sample, (Sudjana 1999).

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presented finding and discussion of the research. The finding consisted of the data obtained through achievement test to see the students' achievement after being taught the materials of reading comprehension through Discovery Learning Method, data collected through observation and evaluation to see the students' improvement in learning reading comprehension after given treatment in the first and second cycles of the research.

A. Findings

The results of the data findings found that teaching reading comprehension through Discovery Learning Method could improve the students' achievement in to identify main ideas and also can improve the students' achievement in to identify conclusion. In the further interpretation of the data analysis were given below:

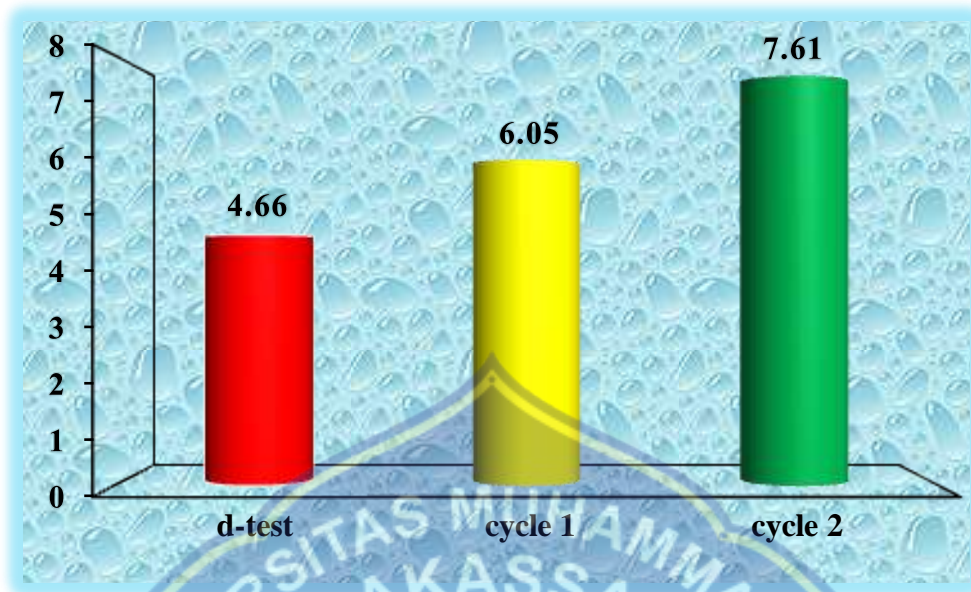
1. The Improvement of the Students' Reading Achievement

The improvement of the students' reading achievement as variable, which focused on literal and interpretative comprehension at the Eleventh Grade students of SMK Muhammadiyah 4 Tallo as result of the students' assessment of d-test, cycle I and cycle II can be seen clearly in the following table:

Table 1.1: The Improvement of the Students' Reading Achievement

No	Indicators	The Student's Mean Score			Improvement		
		D-Test	Cycle I	Cycle II	DT to CI (%)	CI to CII (%)	DT to CII (%)
1.	Literal	4.55	6	7.66	31.87	27.66	68.35
2.	Interpre Tative	4.77	6.11	7.55	28.1	23.57	58.28
	$\sum X$	9.32	12.11	15.21	59.97	51.23	126.63
	\bar{X}	4.66	6.05	7.61	29.98	25.61	63.31

Figure 1.1: The Percentage of the Students' Reading Achievement



The table and figure above indicate that there was the improvement of the students' to identify reading achievement from diagnostic test to cycle I and cycle II ($4.66 < 6.05 < 7.61$) in which d-test of the students' mean score achievement in d-test was 4.66, after evaluation in cycle I, the students' mean score became 6.05 and in cycle became 7.61.

The percentage of d-test until cycle 2 also improved. D-test to cycle 1 improved 29.98%, cycle 1 to cycle 2 became 25.61% and d-test to cycle 2 became 63.31%.

2. The Improvement of the Students' to Identify Literal Comprehension

The improvement of the students' to identify literal comprehension, which focused on main idea as indicator at the Eleventh Grade students of SMK Muhammadiyah 4 Tallo as result of the students' assessment of d-test, cycle I and cycle II can be seen clearly in the following table:

Table 2.1: The Improvement of the Students' Literal Comprehension

No	Indicators	The Student's Mean Score			Improvement		
		D test	Cycle I	Cycle II	DT to CI %	CI to CII %	DT to CII %
		1	Main Idea	4.55	6	7.66	31.87
	$\sum X$	4.55	6	7.66	31.87	27.66	68.35
	\bar{X}	4.55	6	7.66	31.87	27.66	68.35

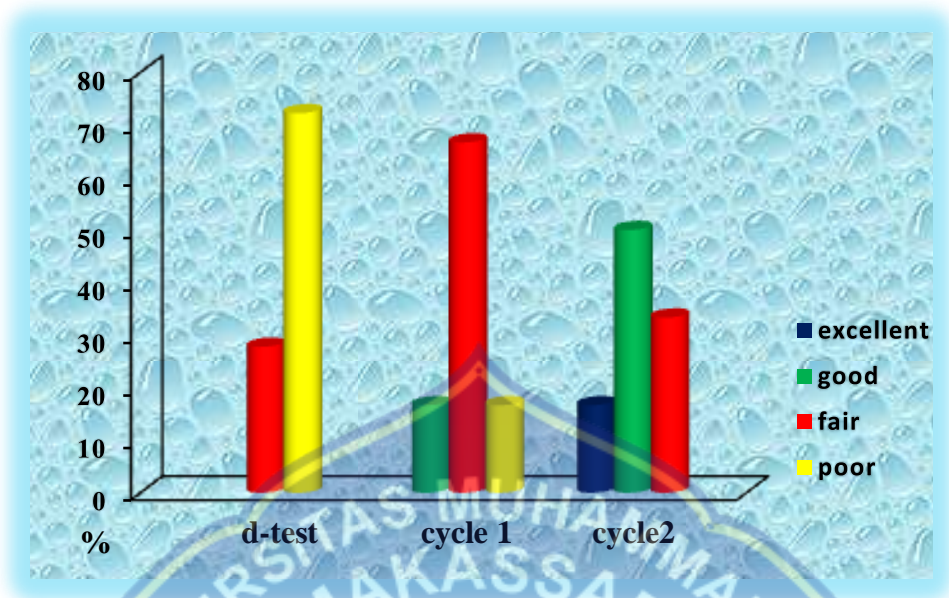
The table above indicates that there was the improvement of the students' to identify main idea from d-test to cycle I and also cycle II ($4.55 < 6 < 7.66$), in which d-test the students' score achievement in main idea was 4.55. After evaluation in cycle I the students' to identify main idea became 6, and cycle 2 became 7.66.

The percentage of d-test until cycle 2 also improved. D-test to cycle 1 improved 31.87%, cycle 1 to cycle 2 became 27.66% and d-test to cycle 2 became 68.35%.

Table 2.2: The Percentage of the Students' Main Idea

No	Classification	Range	Non LS		The Application of LS			
			D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	96-100	0	0	0	0	3	16.66
2	Very good	86 – 95	0	0	0	0	0	0
3	Good	76 – 85	0	0	3	16.66	9	50
4	Fairly good	66 – 75	0	0	0	0	0	0
5	Fair	56 – 65	5	27.77	12	66.66	6	33.33
6	Poor	36 – 55	13	72.22	3	16.66	0	0
7	Very poor	0 – 35	0	0	0	0	0	0
Total			18	100	18	100	18	100

Figure 2.1: The Percentage of the Students' Main Idea



The table and figure above show the percentage of the students' to identify main idea d-test indicates that 5 students (27.77%) got fair, 13 students (72.22%) got poor and none of students for the other classification.

After taking an action in cycle I by using Discovery Learning Method, the percentage of the students' main idea were 3 students (16.66%) got good, 12 students (66.66%) got fair and 3 students (16.66%) get poor and none of the students for the other classification.

In cycle II, the percentage of the students' in to identify main idea was 3 students (16.66%) got excellent, 9 students (50%) got good and 6 students (33.33%) got fair and none of the students for the other classification. The result above also proved that Look Say method was able to improve the students' to identify main idea where result of Cycle II is higher than cycle I and Diagnostic test.

3. The Improvement of the Students' Interpretative Comprehension

The improvement of the students' interpretative comprehension, which focused on conclusion as indicator at the Eleventh Grade students of SMK Muhammadiyah 4 Tallo as result of the students' assessment of d-test, cycle I and cycle II, can be seen clearly in the following table:

Table 3.1: The Improvement of the Students' Interpretative Comprehension

NO	Indicators	The Student's Mean Score			Improvement		
		D-Test	Cycle I	Cycle II	DT to CI %	CI to CII %	DT to CII %
1	Conclusion	4.77	6.11	7.55	28.1	23.57	58.28
	$\sum X$	4.77	6.11	7.55	28.1	23.57	58.28
	\bar{X}	4.77	6.11	7.55	28.1	23.57	58.28

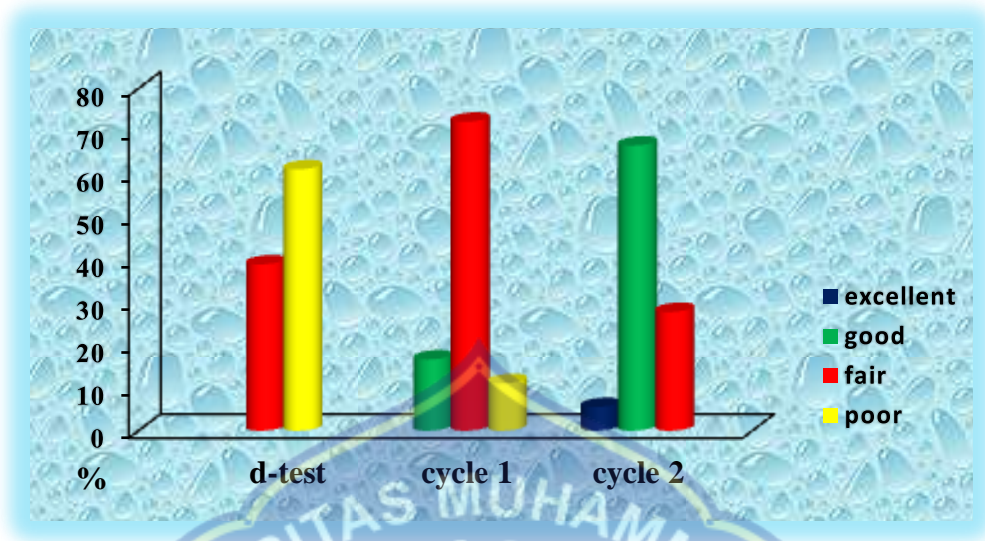
The table above indicated that there was the improvement of the students' to identify conclusion from d-test to cycle I and cycle II ($4.77 < 6.11 < 7.55$), in which d-test the students' score achievement in conclusion was 4.77. After evaluation in cycle I the students' to identify conclusion became 6.11, and cycle 2 became 7.55.

The percentage of d-test until cycle 2 also improved. D-test to cycle 1 improved 28.1%, cycle 1 to cycle 2 became 23.57% and d-test to cycle 2 became 58.28%.

Table 3.2: The Percentage of the Students' to Identify Conclusion

No	Classification	Range	Non LS		The Application of LS			
			D-Test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Excellent	96-100	0	0	0	0	1	5.55
2	Very good	86 – 95	0	0	0	0	0	0
3	Good	76 – 85	0	0	3	16.66	12	66.66
4	Fairly good	66 – 75	0	0	0	0	0	0
5	Fair	56 – 65	7	38.88	13	72.22	5	27.77
6	Poor	36 – 55	11	61.11	2	11.11	0	0
7	Very poor	0 – 35	0	0	0	0	0	0
Total			18	100	18	100	18	100

Figure 3.1: The Percentage of the Students' Conclusion



The table and figure above show the percentage of the students' to identify conclusion in d-test indicates that 7 students (38.88%) got fair, 11 students (61.11%) got poor and none of students for the other classification.

After taking an action in cycle I by using Discovery Learning Method, the percentage of the students' conclusion were 3 students (16.66%) got good, 13 students (72.22%) got fair and 2 students (11.11%) got poor and none of the students for the other classification.

In cycle II, the percentage of the students' to identify conclusion was 1 student (5.55%) got excellent, 12 students (66.66%) got good, and 5 students (27.77%) got fairly good and none of the students for the other classification. The result above also proved that Discovery Learning Method was able to improve the students' to identify conclusion where result of Cycle II is higher than cycle I and d-test.

4. The Result of the Student Activeness in Learning Process

The result of observation of the students' activeness in teaching and learning process toward the application the use Discovery Learning Method in improving the students' reading comprehension at the Eleventh Grade students of SMK Muhammadiyah 4 Tallo which is conducted in 2 cycles during 8 meetings was taken by the observer through observation sheet. It could be seen clearly through the following table:

Table 4.1: The Observation Result of the Students' Activeness in Learning Process.

Cycle	Meetings				Average Score	Improvement
	I	II	III	IV		
I	58.33	63.88	72.22	77.77	68.1%	9.67%
II	69.44	79.16	79.16	83.33	77.77%	

Figure 4.1: The Observation Result of the Students' Activeness in Learning Process.



The result above was formulated based on the technique of data analysis and the students' scores that were collected through observation sheet. From the table above showed that in cycle I the students' activeness in each meeting improved significantly. It could be seen clearly in table that the students' activeness in the fourth meeting was higher than the first, the second and the third meeting, where the first meeting in cycle I the students' activeness was 58.33% and it improved to 63.33% in the second meeting, and then students' activeness in the third meeting is 72.22% improved to 77.77% in the fourth meeting, So the average of the students' activeness in cycle I is 68.1%.

In cycle II the improvement of the students' activeness was up and down. Where in the first meeting in cycle II the students' activeness was 69.44% increased to 79.16% in the second meeting. In the third meeting in cycle II the students' activeness normally to 79.16%, and then in the fourth meeting the students' activeness improved to 83.33%. This was caused by the teaching

material was really interesting for the students and the teacher gave them game when open the class. So the average of the students' activeness in cycle II was 77.77%. Later, the result was presented in the chart below that shows the average of student' activeness in the first cycle and the second cycle. So the improvement of the activeness of the student from cycle1 to cycle 2 was 9.67%

B. DISCUSSION

In this part, the discussion dealing with the interpretation of findings derived from the result of findings about the observation result of the students' reading comprehension in terms of the result of the student activeness in teaching and learning process, literal comprehension dealing with the main idea and interpretive reading comprehension dealing with conclusion.

The improvement of the students' to identify main idea from d-test to cycle I and cycle II ($4.55 < 6 < 7.66$), in which d-test the students' score achievement in main idea was 4.55. After evaluation in cycle I the students' to identify main idea became 6, and cycle 2 became 7.66.

The percentage of d-test until cycle 2 also improved. D-test to cycle 1 improves 31.87%, cycle 1 to cycle 2 became 27.66% and d-test to cycle 2 became 68.35%.

The percentage of the students' to identify main idea d-test indicated that 5 students (27.77%) got fair, 13 students (72.22%) got poor, and none of students for the other classification.

After taking an action in cycle I by using Discovery Learning Method, the percentage of the students' main idea were 3 students (16.66%) got good, 12 students (66.66%) got fair, and 3 students (16.66%) got poor and none of the students for the other classification.

In cycle II, the percentage of the students' in to identify main idea were 3 students (16.66%) got excellent, 9 students (50%) got good and 6 students (33.33%) got fair and none of the students for the other classification. The result above also proved that Discovery Learning Method was able to improve the students' to identify main idea of cycle II was higher than cycle I and d-test.

The improvement of the students' to identify conclusion from d-test to cycle I and cycle II ($4.77 < 6.11 < 7.55$), in which d-test the students' score achievement in conclusion was 4.77. After evaluation in cycle I the students' to identify conclusion became 6.11, and cycle 2 became 7.55.

The percentage of d-test until cycle 2 also improved. D-test to cycle 1 improved 28.1%, cycle 1 to cycle 2 became 23.57% and d-test to cycle 2 became 58.28%.

The percentage of the students' to identify conclusion in diagnostic test indicated that 7 students (38.88%) got fair, 11 students (61.11%) got poor, and none of students for the other classification.

After taking an action in cycle I by using Discovery Learning Method, the percentage of the students' conclusion were 3 students (16.66%) got good, 13 students (72.22%) got fair and 2 students (11.11%) got poor and none of the students for the other classification.

In cycle II, the percentage of the students' theme in to identify conclusion were 1 student (5.55%) got excellent, 12 students (66.66%) got good, and 5 students (27.77%) got fairly good and none of the students for the other classification. The result above also proved that Discovery Learning Method was able to improve the students' to identify conclusion where result of cycle II was higher than cycle I and diagnostic test.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

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

1. The use of Discovery Learning Method was able to improve the students' reading comprehension at the Eleventh Grade students of SMK Muhammadiyah 4 Tallo. The mean score of d-test to cycle I, cycle 1 to cycle II and d-test to cycle II was ($4.66 > 6.05 > 7.61$) and in percentage ($29.98\% < 25.61\% > 63.31\%$).
2. The use of Discovery Learning Method was able to improve the students' literal comprehension which focused on main idea at the Eleventh Grade students of SMK Muhammadiyah 4 Tallo. The mean score of d-test to cycle I, cycle 1 to cycle II and d-test to cycle II was ($4.55 > 6 > 7.66$) and in percentage was ($31.87\% < 27.66\% > 68.35\%$).
3. The use of Discovery Learning Method was able to improve the students' interpretative comprehension which focused on conclusion at the Eleventh Grade students of SMK Muhammadiyah 4 Tallo. The mean score of d-test to cycle I, cycle 1 to cycle II and d-test to cycle II was ($4.77 > 6.11 > 7.55$) and in percentage was ($28.1\% < 23.57\% > 58.28\%$).

B. Suggestions

Based on the conclusion above, the researcher addresses the following suggestion and recommendation.

1. It is suggested that the teachers, especially those who teach English of the senior high school they use Discovery Learning Method as one alternative among other teaching methods that can be used in teaching reading comprehension.
2. It is suggested that the English teachers to use Discovery Learning Method in presenting the reading comprehension materials, because it is effective to improve the students' achievement.
3. For the teachers, they can attempt to call up the entire ability to increase the learning process by doing or using Classroom Action Research in other classes.
4. For next researcher, they used Discovery Learning Method in doing researching in the other variables, such as Summarize, critical reading etc.

BIBLIOGRAPHY

- Arikunto, Suharsimi. 2006. *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara
- Basri D. Muhammad. 2007. *Fundamental of Research Methodology*. Makassar
- Clark, Donalk. 2011. <http://www.nwlink.com/hrd/history/discovery.html>.
Accessed on July 8
- Dark and Silberstain. 2011. <http://www.lexxtutor.ca/cv/webthesis/Thesis8.html>.
Accessed on July 20
- Dewey. 2011. http://en.wikipedia.org/wiki/Inquiry-based_learning. Accessed on July 15
- Halvonson. 2011. <http://philpapers.org/rec/HALWST>. Accessed on August 7
- Harris and Sipay in Longman. 1980. *How to Increase Reading Ability*.
- Jeromi, Bruner. 2011. Accessed on July 11 at <http://www.lifecirclesinc.com/Learningtheories/constructivism/bruner.html>
- Lutfiah, 2008. *Improving Reading Comprehension by Using Authentic Material*. Makassar: Thesis. FKIP Unismuh
- Mayer. 2011. Accessed on July 06 at [http://en.wikipedia.org/wiki/Constructivism %28learning theory%29#Criticism of discovery-based teaching techniques](http://en.wikipedia.org/wiki/Constructivism_%28learning_theory%29#Criticism_of_discovery-based_teaching_techniques)
- Mc Carty. 2011. <http://iteslj.org/Articles/McCarthy-Reading.html>
- Nuttal, Christine. 1982. *Teaching skill in Foreign Language*. London: Heinemann Educational Books.
- Priyana, Joko. 2008. *Interlanguage English for Senior High School students' science and social study program*. Jakarta: Departemen Pendidikan Nasional
- Richard. 2011. <http://www.education.com/reference/article/constructivism/>.
Accessed on July 12
- Richard, J. C and Rodgers, S.T. 1986. *Approach and method in Language Teaching. A Descriptive and Analysis*. New York: Cambridge University Press.
- Simanjuntak in Harimin Yasin. M. 2010. *Improving the Students' Reading Comprehension through REDWD Strategy*. Thesis: Makassar. Unismuh Makassar.

Smith and Robinson. 1980. *Reading in a Foreign Language*. London. Longman pp 181-198.

Smith, N.B 1980. *Reading Instruction for Today's Children*. Boston; Practice-Hall, inc.

Suherman. 2001. *Common Text Book Contemporary Mathematics Learning Strategies*. London: Department of Mathematics Education UPI Bandung.

Teacher Vision. 2011. <http://WWW.teachervision.fen.com/skill-buider/reading-comprentsiion/48611.html>. Accessed on August 10



APPENDICES



APPENDIX A TEACHING MATERIAL

Cycle 1

First Meeting

Being a Dwarf

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

One day, I asked my mother why I was different. She told me about Achondroplasia or dwarfism. It affects about one in 25.000 people. And I have it.

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

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

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

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

Answer the following question based on the text:

1. When did she realize that she was short?
2. What did her mother tell her about?
3. When did her parents know about her condition?
4. What is the meaning of "they" in paragraph three?
5. Did she ignore people?
6. What is the positive suggest of the text?
7. What is the negative suggest of the text?
8. What is the character of the main character of the text?
9. Explain with your own words the text above!
10. What the type of the text?

Second Meeting

Meeting a Star

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

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

Answer the following question based on the text:

1. Where was the writer?
2. What did the man ask the writer?
3. What did the buy by writer?
4. Did the writer help the man?
5. What did he find in his wallet? Explain!
6. What is the positive suggest of the text?
7. What is the negative suggest of the text?
8. What is the character of the main character of the text?
9. Explain with your own words the text above!
10. What the type of the text?

Third Meeting

Maya Gazali

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

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

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

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

Questions:

1. Where was Maya born?
2. Why did she didn't go to high school?
3. How old was she when her family moved to Java?
4. Where did she work?
5. What is she studying now? Why?
6. What is the positive suggest of the text?
7. What is the negative suggest of the text?
8. What is the character of the main character of the text?
9. Explain with your own words the text above!
10. What the type of the text?

Forth Meeting

WHAT IS AN ICEBERG?

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

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

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

Questions:

1. What is an iceberg?
2. What is 'berg'?
3. What is 'glaciers'?
4. Where is most part of an iceberg?
5. How does the writer describe the North and South Poles?
6. What is the positive suggest of the text?
7. What is the negative suggest of the text?
8. Compare the text above with geographic condition in Indonesia!
9. Describe of your own word according to the text!
10. What the type of the text?

Cycle 2

First Meeting

SINGAPORE

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

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

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

Comprehension questions:

1. What is Singapore like?
2. How big is the population of Singapore?
3. Where do most people live?
4. Is the business district an old place?
5. What can we find in Chinatown?
6. What is the positive suggest of the text?
7. What is the negative suggest of the text?
8. Compare geographic condition between Indonesia and Singapore!
9. Describe with your own words according to the text!
10. What the type of the text?

Second Meeting

Babu and the Lion

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

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

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

Comprehension Questions:

1. What was the slave's name?
2. Was the slave a man or a woman?
3. Where did the slave run away?
4. Where did she/he sleep?
5. What animal did she/he see next morning?
6. What is the positive suggest of the text?
7. What is the negative suggest of the text?
8. What is the character of the main character of the text?
9. Describe with your own words according to the text!
10. What the type of the text?

Third Meeting

Elephants: The Amazing Animals

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

Comprehension questions:

1. What kind of animal is reported in the text?
2. What is its brain like?
3. Mention its parts of the body as described in the text.
4. Which of the following descriptions is not correct?
 - a. Elephants can't take flowers.
 - b. They can communicate well with their babies.
 - c. They are cooperative among others.
5. How do they sweep paths?
6. What is the positive suggest of the text?
7. What is the negative suggest of the text?
8. What is the character of the main character of the text?
9. Describe with your own words according to the text!
10. What the type of the text?

Forth Meeting

The Chipmunk That Ran Away

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

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

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

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

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

Questions:

1. What did the little Chipmunk hear one day?
2. What did the little Chipmunk think the noise was?
3. What did she do then? Did she meet the older brother Chipmunk?
4. What did the little Chipmunk say?
5. Did the old brother Chipmunk believe her? How do you know?
6. What is the positive suggest of the text?
7. What is the negative suggest of the text?
8. What is the character of the main character of the text?
9. Describe with your own words according to the text!
10. What the type of the text?

APPENDIX B

INSTRUMENT

1. The Students' Diagnostic Test

Why Si Kabayan Never Became Rich

Si Kabayan and his wife go to Mount Gede to pray for good things. They went become rich. One day, while they were playing. The God comes to them. The God say, I will give you two wishes with your wife.”

Si Kabayan and his wife talk about the two wishes. Si Kabayan hopes to be rich but his wife thinks that a lot of rich would be more useful. They disagree and finally Si Kabayan be so annoyed that he said, “I wish the God would change you into a monkey.”

He wish be granted and he see his wife become a monkey. Si Kabayan knows he had made mistake. He wishes to have his wife back again.

Si Kabayan’s two wishes are gone and so he and his wife remain poor all their life.

Questions:

1. Si Kabayan and his wife came to Mount Gede to?
2. How many wishes that God have them?
3. Why they were are going?
4. What was the first wish of Kabayan?
5. Why their two wishes were gone while they did not get rich?
6. What is the positive suggest of the text?
7. What is the negative suggest of the text?
8. What is the character of the main character of the text?
9. Describe with your own words according to the text!
10. What the type of the text?

2. Test of Cycle 1

The Legend of Lake Toba

Once, a man named Batara Guru Sahala lived Batak Land. One day, he caught a fish. To his surprise, he found that the fish could talk! It begged Sahala to set it free. Sahala did accordingly.

As soon as, the fish was free. It changed into a woman. She was so beautiful that the man feel in love with her behaved. He asked her to marry him. The woman agrees, however, she told him that he must never let out the secret that she was once a fish. Sahala promised her that he would not tell anyone about it.

They were happily married and had daughters. Every morning Sahala went out fishing. His daughters would bring him his launch. One day, when Sahala learnt what they had done with his meal, he got very angry. He shouted at them, saying “you at once exactly like the daughter of a fish.”

The girls did not know what their father meant. They went home and ask their mother about it. When they told her what he had said, she was very annoyed.

Although Sahala apologized to her later, she would not forgive him breaking his promise.

Then, the earth begun to tremble, and volcanoes started to erupt. The earth cracked to form a big hole. People said that this hole become Lake Toba.

Questions:

1. What is the story talk about?
2. Why did he surprise?
3. Did they become husband and wife?
4. What is the secret of Sahala’s wife?
5. Who brought meal when Sahala was fishing?
6. What is the positive suggest of the text?
7. What is the negative suggest of the text?
8. What is the character of the main character of the text?
9. Describe with your own words according to the text!
10. What the type of the text?

3. Test of Cycle 2

Mr Dungu Sells His Water Buffalo

“Dungu” means stupid. Mr. Dungu was a hard worker and a honest man, but he was stupid. One day, his wife told him to sell their water buffalo (kerbau). “Sell it for two hundred and fifty rupiahs, not one rupiah less! She said. Mr. Dungu was stupid, but he knew he must always agree with his wife, she was a strong woman.

While Mr. and Mrs. Dungu were talking, the village bad man, Mr. Baruk was listening. He made a plan to get the water buffalo. A way he went to get two other bed men, Mr. Cokel and Mr. Colek help him with his plan.

The next day, Mr. Dungu took the water buffalo to the market. On the road he met Mr. Baruk. Mr. Baruk looked at the water buffalo and said, I’ll give 50 rupiahs for you goat”.

Mr. Dungu was angry. “Do you think I’m stupid” he said. “That’s ot a goat. That a water buffalo!” Next, Mr. Dungu met Mr. Cokel, They greeted each other.

Mr. Cokel asked how much Mr. Dungu wanted for his animals,” Two hundred and fifty rupiahs” said Mr. Dungu, Mr. Colel said” two hundred and fifty rupiahs? That’s too much for a goat I’ll give you fifty rupiahs”.

“It must be a goat, Mr. Dungu said to himself. “Okay”, he said to Mr. Colek. I’ll sell you my goat for fifty rupiahs”.

Mr. Dungu was surprised to see herhusband come early. When she heard the story, she was extremely angry.

”I want tell you“, she said. Sometimes she very bad things about her husband, when she finished insulting he, she said, “get the two hundred and fifty rupiahs or I’ll kill you with this bamboo pole” I told you she was very annoyed.

Questions:

1. Who is Mr. Dungu?
2. What he told to his wife?
3. Who is Mr. Baruk?
4. What Mr. Baruk told to Mr. Dungu?
5. Did he annoy to Mr. Baruk?
6. What is the positive suggest of the text?
7. What is the negative suggest of the text?
8. What is the character of the main character of the text?

9. Describe with your own words according to the text!

10. What the type of the text?

APPENDIX C

Cycle 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/2

Pertemuan Ke : 1

Alokasi Waktu : 2 X 45'

1. Standar Kompetensi

1.1. Membaca

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

2. Kompetensi Dasar

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

3. Tujuan Pembelajaran

Siswa diharapkan mampu:

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

4. Materi Pokok

Being a Dwarf

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

One day, I asked my mother why I was different. She told me about Achondroplasia or dwarfism. It affects about one in 25.000 people. And I have it.

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

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

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

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

5. Metode Pembelajaran

Look-say

6. Langkah-langkah Pembelajaran

a. Kegiatan Awal

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

b. Kegiatan Inti.

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

c. Kegiatan Akhir.

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

7. Sumber Belajar

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

8. Evaluasi

Answer the following question based on the text

1. When did she realize that she was short?
2. What did her mother tell her about?
3. When did her parents know about her condition?
4. What is the meaning of “they” in paragraph three?

5. Did she ignore people?
6. What is the positive suggest of the text?
7. What is the negative suggest of the text?
8. What is the character of the main character of the text?
9. Explain with your own words the text above!
10. What the type of the text?

9. Penilaian

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

10. Rubrik Penilaian

Essay Test

$$\text{Scoring} = \frac{\text{Correct answer score}}{\text{Maximum score}} \times 10$$

Mengetahui

Guru Pembimbing

Mahasiwa Peneliti

Drs. Abd Rahman

Kasman

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/2
Pertemuan Ke : 2
Alokasi Waktu : 2 X 45'

1. Standar Kompetensi

1.1. Membaca

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

2. Kompetensi Dasar

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

3. Tujuan Pembelajaran

Siswa diharapkan mampu:

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

4. Materi Pokok

Meeting a Star

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

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

5. Metode Pembelajaran

Look-say

6. Langkah-langkah Pembelajaran

Kegiatan Awal

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

Kegiatan Inti.

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

Kegiatan Akhir.

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

7. Sumber Belajar

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

8. Evaluasi

Answer the following question based on the text

1. Where was the writer?
2. What did the man ask the writer?

3. What did the buy by writer?
4. Did the writer help the man?
5. What did he find in his wallet? Explain!
6. What is the positive suggest of the text?
7. What is the negative suggest of the text?
8. What is the character of the main character of the text?
9. Explain with your own words the text above!
10. What the type of the text?

9. Penilaian

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

10. Rubrik Penilaian

Essay Test

$$Scoring = \frac{Correct\ answer\ score}{Maximum\ score} \times 10$$

Mengetahui

Guru Pembimbing

Mahasiwa Peneliti

Drs. Abd Rahman

Ahmad Ridwan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/2

Pertemuan Ke : 3

Alokasi Waktu : 2 X 45'

1. Standar Kompetensi

1.1. Membaca

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

2. Kompetensi Dasar

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

3. Tujuan Pembelajaran

Siswa diharapkan mampu:

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

4. Materi Pokok

Maya Gazali

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

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

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

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

5. Metode Pembelajaran

Look-say

6. Langkah-langkah Pembelajaran

Kegiatan Awal

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

Kegiatan Inti.

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

Kegiatan Akhir.

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

7. Sumber Belajar

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

8. Evaluasi

Answer the following question based on the task:

1. Where was Maya born?
2. Why did she didn't go to high school?

3. How old was she when her family moved to Java?
4. Where did she work?
5. What is she studying now? Why?
6. What is the positive suggest of the text?
7. What is the negative suggest of the text?
8. What is the character of the main character of the text?
9. Explain with your own words the text above!
10. What the type of the text?

9. Penilaian

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

10. Rubrik Penilaian

Essay Test

$$\text{Scoring} = \frac{\text{Correct answer score}}{\text{Maximum score}} \times 10$$

Mengetahui

Guru Pembimbing

Mahasiwa Peneliti

Drs. Abd Rahman

Ahmad Ridwan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/2
Pertemuan Ke : 4
Alokasi Waktu : 2 X 45'

1. Standar Kompetensi

1.1. Membaca

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

2. Kompetensi Dasar

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

3. Tujuan Pembelajaran

Siswa diharapkan mampu:

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

4. Materi Pokok

WHAT IS AN ICEBERG?

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

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

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

5. Metode Pembelajaran

Look-say

6. Langkah-langkah Pembelajaran

Kegiatan Awal

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

Kegiatan Inti.

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

Kegiatan Akhir.

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

7. Sumber Belajar

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

8. Evaluasi

Comprehension questions:

1. What is an iceberg?
2. What is 'berg'?
3. What is 'glaciers'?
4. Where is most part of an iceberg?
5. How does the writer describe the North and South Poles?
6. What is the positive suggest of the text?
7. What is the negative suggest of the text?
8. Compare the text above with geographic condition in Indonesia!
9. Describe of your own word according to the text!
10. What the type of the text?

9. Penilaian

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

10. Rubrik Penilaian
Essay Test

$$\text{Scoring} = \frac{\text{Correct answer score}}{\text{Maximum score}} \times 10$$

Mengetahui

Guru Pembimbing

Mahasiwa Peneliti

Drs. Abd Rahman

Ahmad Ridwan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/2

Pertemuan Ke : 5

Alokasi Waktu : 2 X 45'

1. Standar Kompetensi

1.1. Membaca

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

2. Kompetensi Dasar

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

3. Tujuan Pembelajaran

Siswa diharapkan mampu:

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

4. Materi Pokok

SINGAPORE

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

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

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

5. Metode Pembelajaran

Look-say

6. Langkah-langkah Pembelajaran

Kegiatan Awal

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

Kegiatan Inti.

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

Kegiatan Akhir.

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

7. Sumber Belajar

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

8. Evaluasi

Comprehension Questions

1. What is Singapore like?
2. How big is the population of Singapore?
3. Where do most people live?

4. Is the business district an old place?
5. What can we find in Chinatown?
6. What is the positive suggest of the text?
7. What is the negative suggest of the text?
8. Compare geographic condition between Indonesia and Singapore!
9. Describe with your own words according to the text!
10. What the type of the text?

9. Penilaian

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

10. Rubrik Penilaian

Essay Test

$$\text{Scoring} = \frac{\text{Correct answer score}}{\text{Maximum score}} \times 10$$

Mengetahui

Guru Pembimbing

Mahasiwa Peneliti

Drs Abd Rahman

Ahmad Ridwa

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/2

Pertemuan Ke : 6

Alokasi Waktu : 2 X 45'

1. Standar Kompetensi

1.1. Membaca

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

2. Kompetensi Dasar

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

3. Tujuan Pembelajaran

Siswa diharapkan mampu:

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

4. Materi Pokok

Babu and the Lion

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

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

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

5. Metode Pembelajaran

Look-say

6. Langkah-langkah Pembelajaran

Kegiatan Awal

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

Kegiatan Inti.

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

Kegiatan Akhir.

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

7. Sumber Belajar

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

8. Evaluasi

Comprehension questions:

1. What was the slave's name?
2. Was the slave a man or a woman?
3. Where did the slave run away?

4. Where did she/he sleep?
5. What animal did she/he see next morning?
6. What is the positive suggest of the text?
7. What is the negative suggest of the text?
8. What is the character of the main character of the text?
9. Describe with your own words according to the text!
10. What the type of the text?

9. Penilaian

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

10. Rubrik Penilaian Essay Test

$$Scoring = \frac{\text{Correct answer score}}{\text{Maximum score}} \times 10$$

Mengetahui

Guru Pembimbing

Mahasiwa Peneliti

Drs. Abd Rahman

Ahmad Ridwan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI/2

Pertemuan Ke : 7

Alokasi Waktu : 2 X 45'

1. Standar Kompetensi

1.1 Membaca

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

2. Kompetensi Dasar

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

3. Tujuan Pembelajaran

Siswa diharapkan mampu:

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

4. Materi Pokok

Elephants: The Amazing Animals

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

5. Metode Pembelajaran

Look-say

6. Langkah-langkah Pembelajaran

Kegiatan Awal

- Salam
- Menertibkan siswa
- Mengecek kehadiran Siswa

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

Kegiatan Inti.

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

Kegiatan Akhir.

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

7. Sumber Belajar

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

8. Evaluasi

Comprehension questions:

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

6. What is the positive suggest of the text?
7. What is the negative suggest of the text?
8. What is the character of the main character of the text?
9. Describe with your own words according to the text!
10. What the type of the text?

9. Penilaian

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

10. Rubrik Penilaian Essay Test

$$\text{Scoring} = \frac{\text{Correct answer score}}{\text{Maximum score}} \times 10$$

Mengetahui

Guru Pembimbing

Mahasiwa Peneliti

Drs. Abd Rahman

Ahmad Ridwan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/2
Pertemuan Ke : 8
Alokasi Waktu : 2 X 45'

1. Standar Kompetensi

1.1. Membaca

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

2. Kompetensi Dasar

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

3. Tujuan Pembelajaran

Siswa diharapkan mampu:

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

4. Materi Pokok

The Chipmunk That Ran Away

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

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

Soon she met an old brother Chipmunk, who asked, "Where are you running to, little Chipmunk?" And the little Chipmunk answered, "The sky is falling in, and I am running away." "The sky is falling in?" said the old brother Chipmunk. And he told the story to his brother chipmunk, until at last there were a hundred brother Chipmunks shouting, "The sky is falling in." Soon the larger animals heard what the Chipmunks were saying. The Deer, 127 *Unit 8 - Long, Long Time Ago, There Was ...* the Sheep, the Pig, the Camel, the Tiger, and the Elephant began to say, "The sky is falling in."

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

the sky was falling in?” And the little Chipmunk said, “I saw it there near the tree.” “Well,” said the Lion, “Come with me and I will show you how something”. “Now get on my back.” The Lion took her on his back, and asked the animals to stay where they were until they returned. Then he showed the little Chipmunk that the apple had fallen to the ground. This made the noise that had made her afraid. The little Chipmunk said, “Oh, I see. The sky is not falling in.”

The Lion said, “Let’s go back and tell the other animals.” So they went back. At last all the animals knew that the sky was not falling in.

5. Metode Pembelajaran

Look-say

6. Langkah-langkah Pembelajaran

a. Kegiatan Awal

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

b. Kegiatan Inti

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

c. Kegiatan Akhir

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

7. Sumber Belajar

- Interner Source of www.google.co.id)

- Benda disekita

8. Evaluasi

Answer the following question based on the text:

1. What did the little Chipmunk hear one day?
2. What did the little Chipmunk think the noise was?
3. What did she do then? Did she meet the older brother Chipmunk?
4. What did the little Chipmunk say?
5. Did the old brother Chipmunk believe her? How do you know?
6. What is the positive impact of the text?
7. What is the negative impact of the text?
8. What is the character of the main character of the text?
9. Describe of your own word according to the text!
10. What the type of the text?

9. Penilaian

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

10. Rubrik Penilaian Essay Test

$$\text{Scoring} = \frac{\text{Correct answer score}}{\text{Maximum score}} \times 10$$

Mengetahui

Guru Pembimbing

Mahasiwa Peneliti

Drs. Abd Rahman

Ahmad Ridwan

APPENDIX D

DATA ANALYSIS

Table 1
THE RESULT OF THE STUDENTS' READING DIAGNOSTIC-TEST OF
SMK MUHAMMADIYAH 4 TALLO

Sample	Literal Reading Comprehension (Main Idea)	Interpretative Reading Comprehension (Conclusion)	Mean Score
A-1	4	4	4
A-2	4	4	4
A-3	6	6	6
A-4	4	6	5
A-5	6	4	5
A-6	4	4	4
A-7	4	6	5
A-8	4	6	5
A-9	6	4	5
A-10	4	4	4
A-11	4	4	4
A-12	4	4	4
A-13	6	6	6
A-14	6	4	5
A-15	4	4	4
A-16	4	4	4
A-17	4	6	5
A-18	4	6	5
Total	82	86	84
Mean score	4.55	4.77	4.66

Table 2**THE RESULT OF THE STUDENTS' READING TEST IN CYCLE I OF
SMA MUHAMMADIYAH WILAYAH MAKASSAR**

Sample	Literal Reading Comprehension (Main Idea)	Interpretative Reading Comprehension (Conclusion)	Mean Score
A-1	6	6	6
A-2	8	6	7
A-3	6	8	7
A-4	6	6	6
A-5	6	4	5
A-6	6	6	6
A-7	8	6	7
A-8	6	6	6
A-9	6	6	6
A-10	6	4	5
A-11	4	6	5
A-12	4	6	5
A-13	8	6	7
A-14	6	6	6
A-15	6	6	6
A-16	4	6	5
A-17	6	8	7
A-18	6	8	7
Total	108	110	109
Mean score	6	6.11	6.05

Table 3**THE RESULT OF THE STUDENTS' READING TEST IN CYCLE II OF
SMA MUHAMMADIYAH WILAYAH MAKASSAR**

Sample	Literal Reading Comprehension (Main Idea)	Interpretative Reading Comprehension (Conclusion)	Mean Score
A-1	8	8	8
A-2	10	8	9
A-3	8	10	9
A-4	6	8	7
A-5	6	8	7
A-6	8	6	7
A-7	8	8	8
A-8	8	8	8
A-9	8	8	8
A-10	6	6	6
A-11	8	8	8
A-12	8	6	7
A-13	6	8	7
A-14	8	8	8
A-15	6	6	6
A-16	6	6	6
A-17	10	8	9
A-18	10	8	9
Total	138	136	137
Mean score	7.66	7.55	7.61

THE MEAN SCORE FOR STUDENTS'

D-TEST

1. Literal Reading Comprehension

➤ Main Idea

$$X = \frac{\sum x}{N} = \frac{82}{18} = 4.55$$

2. Interpretive Reading Comprehension

➤ Conclusion

$$X = \frac{\sum x}{N} = \frac{86}{18} = 4.77$$

NOTE: X = Mean Score

$\sum X$ = The sum of all score

N = the total number of sample

THE MEAN SCORE FOR STUDENTS' TEST IN CYCLE I

1. Literal Reading Comprehension

➤ Main Idea

$$X = \frac{\sum x}{N} = \frac{108}{18} = 6$$

2. Interpretive Reading Comprehension

➤ Conclusion

$$X = \frac{\sum x}{N} = \frac{110}{18} = 6.11$$

NOTE: X = Mean Score

$\sum X$ = The sum of all score

N = the total number of sample

**THE MAEN SCORE FOR STUDENTS' TEST
IN CYCLE II**

1. Literal Reading Comprehension

- Main Idea

$$X = \frac{\sum x}{N} = \frac{138}{18} = 7.66$$

2. Interpretive Reading Comprehension

- Conclusion

$$X = \frac{\sum x}{N} = \frac{136}{18} = 7.55$$

NOTE:

X = Mean Score

$\sum X$ = The sum of all score

N = the total number of sample

**THE SCORE FOR THE STUDENT'S
READING ACHIEVEMENT**

1. The Mean Score for Students' Diagnostic-Test

- Literal Reading Comprehension.

$$X = \frac{\sum x}{N} = \frac{82}{18} = 4.55$$

- Interpretative Reading Comprehension.

$$X = \frac{\sum x}{N} = \frac{86}{18} = 4.77$$

- Reading Achievement

$$X = \frac{\sum x}{N} = \frac{84}{18} = 4.66$$

2. The Mean Score for Students' Test in Cycle I

- Literal Reading Comprehension.

$$X = \frac{\sum x}{N} = \frac{108}{18} = 6$$

- Interpretive Reading Comprehension.

$$X = \frac{\sum x}{N} = \frac{110}{18} = 6.11$$

- Reading Achievement

$$X = \frac{\sum x}{N} = \frac{109}{18} = 6.05$$

3. The Mean Score for Students' Test in Cycle II

- Literal Reading Comprehension.

$$X = \frac{\sum x}{N} = \frac{138}{18} = 7.66$$

- Interpretive Reading Comprehension.

$$X = \frac{\sum x}{N} = \frac{136}{18} = 7.55$$

- Reading Achievement

$$X = \frac{\sum x}{N} = \frac{137}{18} = 7.61$$



PERCENTAGE OF THE OBSERVATION RESULT

1. Cycle 1

a. The First Meeting

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

$$= 58.33$$

c. The Third Meeting

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

$$= 72.22$$

b. The Second Meeting

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

$$= 63.88$$

d. The Forth Meeting

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

$$= 77.77$$

2. Cycle 2

a. The First Meeting

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

$$= 69.44$$

c. The Third Meeting

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

$$= 79.16$$

b. The Second Meeting

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

$$= 79.16$$

d. The Forth Meeting

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

$$= 83.33$$

APPENDIX E

THE STUDENTS OF LIST ATTENDANCE

NO	L/P	NISS	NAME
1	P	1403003	Annisa Putri Qadri
2	P	1403004	Fajeriah
3	P	1403005	Harniati
4	P	1403006	Jumariah
5	L	1403007	Jusman
6	L	1403008	Maulana
7	L	14030010	Muh. Arya Fiqram. T
8	P	14030012	Nurul Mutiah
9	P	14030015	Rahmayanti
10	P	14030018	St. Humaerah
11	P	14030019	Sufitri
12	L	14030020	Supriadi
13	P	14030021	Suci Amelia
14	P	14030022	Rahmawati
15	P	14030023	Rismawati
16	L	14030026	Ihsan
17	L	14030027	M. Nasrullah Asa
18	P	14030028	Nur Ika Pareskawati

APPENDIX F

TEACHING AND LEARNING PROCESS



CURRICULUM VITAE

The writer, **Ahmad Ridwan**, was born on April 13th, 1987 in Selayar. He is the seventh son of 3 brothers and 4 sisters from the marriage of his parents, Alm. Dg Parigi and Bau Tikno. He graduated his study at elementary school at SDN Tonjo in 2000. He had finished Junior High School at SMP Neg. 3 Bontomatene in 2003. Then, he continued his study at senior high school SMA TRI BHAKTI Makassar and finished in 2006. In the same year, he was accepted in English Education Department Faculty of Teacher Training and Education of Makassar Muhammadiyah University.

