



MILIK PERPUSTAKAAN  
UNIVERSITAS JEMBER

**DEVELOPING THE STUDENTS ABILITY IN READING COMPREHENSION THROUGH  
COOPERATIVE LEARNING OF THE FIRST YEAR STUDENTS AT SLTP  
NEGERI I LUMAJANG IN THE ACADEMIC YEAR OF 1999 / 2000**

**CLASSROOM ACTION RESEARCH REPORT**

**Presented as One of the Requirements to Get the Award of  
SI Degree at the English Education Program Language  
and Arts Department Faculty of Teacher Training  
and Education Jember University**

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Terima Tgl:	23 OCT 2000	
No. Induk :	10 270 69 / 2000	

By

*Anis Ariyudha Nuroih*  
NIM. 990210401469

**THE FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY  
2000**

**MOTTO**

Without difficulties in this life, someone will not feel happy  
( Earich Jr.)



DEDICATION.

This report is honorably dedicated to:

1. My beloved husband who always gives me spirit and suggestion.
2. My beloved daughter.
3. My beloved father and mother.
4. All of my friends.

## APPROVAL

This report writing is approved and received by the examination committee of the faculty of Teacher Training and Education, Jember University.

Examined on:

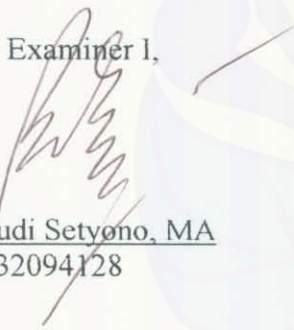
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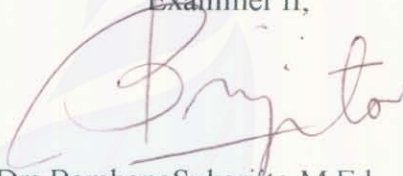
Place : Faculty of Teacher Training and Education , Jember University

The Committee,

Examiner I,


  
Drs. Budi Setyono, MA  
NIP. 132094128

Examiner II,

  
Drs. Bambang Suharjo, M.Ed  
NIP. 131832333

Under the Authority of the Dean,  
The First Vice Dean I



  
Drs. Djoko Suhud  
NIP. 130 355 407

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3. The chairperson of the English Program.
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5. All my friends, who always encourage me for everything.

Finally, the writer wishes that this research report will give advantages for the readers.

Jember, August, 2000

Anis Ariyudha Nursih



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## ABSTRACT

Anis Ariyudha Nursih, 2000, Developing The Students' ability in Reading Comprehension through Cooperative Learning of the First Students at SLTP Negeri I Lumajang in The academic Year of 1999/2000.

Research Report, English Education Program, Language and Art Department, Faculty of Teacher Training and Education, Jember University

Consultant : Drs. Budi Setyono, MA.

Key Words : Reading Comprehension, Cooperative Learning.

. The main goal of this classroom action research to know how cooperative learning as one of the instructional method can develop the students' ability in reading comprehension of the first year students at SLTP Negeri 1 Lumajang in the academic year 1999/2000. The data of the research were collected by using the open observation technique. The writer used note to get some data of this research. The data collected were analyzed by using descriptive qualitative method. It means that the data were described by using words to show the improvement quality. From this research, it can be concluded that cooperative learning can develop the students' comprehension and students' motivation in teaching learning process. There is an increase of the mean score 8.55. It is from 81.55 in cycle 1 and 90.00 in cycle 2.



## CHAPTER I INTRODUCTION

### 1.1 Background of the Research

Based on the course outline of the 1994 English curriculum the aim of teaching English at junior high school is to achieve skill in reading, listening, writing, and speaking, although the great emphasis is on reading. To develop the students' skill in English, the teaching materials are organized based on the themes and presented integrately. Through reading the students are expected to be able to comprehend the materials given. Therefore, Bruten (1977:7) says that reading is a tool of learning and teaching reading needs special attention for its development.

English curriculum for junior high school states that the aim of teaching reading comprehension skill involves finding the explicit as well as implicit main ideas supporting details (Depdikbud, 1995:5). Through the texts which are meaningful for students, these skills are practiced in the classroom through exercises which are designed to develop these skills.

In fact, from exercises and test given to the students, many students of the SLTP 1 Lumajang still find difficulties in understanding the text. They do not know what the text is all about, what the topic is, and the main ideas and details which support the information of the text. They often make mistakes to answer some questions which are directly stated in the text, especially the questions which use the probing questions, for example, the questions which use "how" and "why" questions. From the test of reading given, it is known that there were only 25% students who could answer the questions which used the probing questions. This means that more than 50% students have difficulties to answer the question which use "how" and "why" questions. It happened because many students lack of vocabulary. Another problem is that many students did not relax when they read the English text, because for many students English is the new subject for them.

The ways to solve the problem above is that the teacher should have good mastery in the technique of teaching reading. In this research cooperative learning is offered to help students comprehend reading materials easily, because in cooperative learning the students will be involved in discussion activities, and each student in

group has enough chance to speak, to listen, and to write what is discussed in the group to solve the difficulties of reading materials. It means that the student have enough chance to express their potential capabilities.

Having learned all of the explanation above, the writer is motivated and interested to do action research on developing the students' ability in reading comprehension through cooperative learning of the first year students at SLTP Negeri I Lumajang.

## **1.2 Problem of the Research**

According to the background above, the problem to be answered in this research is formulated as:

- a. Is cooperative learning able to improve the students' ability in reading comprehension of the first year students' at SLTP 1 Lumajang ?
- b. Is cooperative learning able to improve the students' motivation in teaching learning process of the first year students' at SLTP 1 Lumajang?

## **1.3 Scope of the Research**

Based on the problem above, the improvement is limited on the student' ability to take in ideas that are directly stated in the text or literal comprehension. The reading materials are limited on the theme 'game' and 'hobby' that are presented in cawu III starting from march 2000 until June 2000, the students who become the subjects of the research are the students of SLTP Negeri I Lumajang, especially the students in IB class, in academic year 1999/2000.

## **1.4 Purpose of the Research**

In line with the problem of the research, the purpose of this research is to improve the students' ability in reading comprehension of the first year student s' at SLTP Negeri I Lumajang.

## **1.5 Significance of the Research**

The results of the research will be useful for English teacher, students, MGMP, and the other researcher.

1. For the teacher.

They can apply cooperative learning method to improve their students' ability in reading comprehension.

## CHAPTER II THEORETICAL FRAMEWORK

### 2.1. Reading Comprehension

Reading is considered as an active process which constantly involves guessing, predicting, checking, and asking oneself. When readers read they are active to apply their skill in reading and translating in order to get the meaning. In order to get the meaning of what they are reading or to comprehend the reading text, the reader must understand words, phrases, sentence, paragraph and of course the relationships. In this case, Kustaryo (1988:12) says that, "Comprehension involves understanding vocabulary, seeing the relationship among word and concept, organizing ideas, recognizing the author' purpose, making judgment and evaluating."

Comprehension can be divided into several levels of comprehension. Burn et al (1984: 177) divide that there are four categories of comprehension; they are literal reading, interpretative reading, critical reading, and creative reading. In this research the scope is limited only on literal reading.

Literal reading involves acquiring information that is directly stated in reading text. It is an important skill because it is prerequisite ability for higher level of understanding. Burn et al (1984:177) underline that recognizing stated ideas, details, cause and effect and sequence are the basic of literal comprehension. Besides understanding vocabulary, sentence meaning and paragraph are also important.

The literal level is considered to be easier level of reading comprehension, because the reader is not required to go beyond what the author said and the fundamental to all reading skill.

### 2.2. Reading Techniques

There are some techniques that to be taught to the students about how to approach and consider the text in order to become independent and efficient readers. Students will never read efficiently unless they can adapt their reading speed and technique to their aim when reading. Skimming and scanning are specific reading techniques necessary for quick and efficient reading. The students usually use skimming and scanning together when reading a given text. They skim first just to know whether it is worth reading, then read it to scan the text in order to note down something, which they particularly want to remember.

## 2.2.1. Skimming

Nuttal (1982: 34) mentions that skimming is the ability of glancing rapidly through a text to determine its gist. In other words, when skimming we go through the reading material quickly in order to get the gist of it, to know how it is organized, or to get an idea of the tone or the intention of the writer. It means that the reader wants only an overview of the material. For example, to get the main idea or to say briefly what the text is about. Skimming to get an overview is an important skill for the students, because by skimming they will get the gist of the material, so the students are able to cover all of it.

## 2.2.2. Scanning

Nuttal (1982: 34) mentions that scanning is the ability of glancing rapidly through a text either to search for specific piece of information or to get an initial impression of whether the text is suitable for a given purpose. For example, readers have to find date or name. It means when scanning we only try to locate specific information and often we do not even follow the linearity of the passage to do so. We simply let our eyes wander over the text until we find what we are looking for.

## 2.3. Cooperative Learning

Slavin (1981) says that cooperative learning is one of all instructional methods in teaching and learning process with the emphasis on making group to work together in solving the problem. In cooperative learning the students are divided into several groups, the students will be involved in overlapping activity, helping each other among themselves to solve the problem that they face and get its benefit together after the problem is solved. The groups have high, average and low achievers, boy and girl. They feel free to talk in provisional and exploratory ways. They speak tentatively and try out their ideas each other. Slavin (1994: 2) says that there are three general cooperative learning methods adaptable to most subjects and grade levels. Students Teams-Achievement-Division (STAD), Team-Game-Tournament (TGT), And Jigsaw II.

In this research, the researcher used Students Teams Achievement Division (STAD) as a model in doing the action research, but there were differences in giving the quizzes of the material. After 5-6 periods of group discussion, the quizzes was given, students did the quizzes in group, so they were permitted to help one another during the quizzes

In STAD, Students are assigned to four- members learning teams that are mixed in performance level, sex, and ethnicity. The teacher present a lesson, and then students work within their teams to make sure that all team member have mastered the lesson. Finally, all students take individual quizzes on their materials, at which time they may not help one another.

Although in this method the students become more active than the teacher, the teacher still has important role in managing the class. The teacher must monitor students to do the assignments.

There are some principles of cooperative learning in teaching learning process. Nasution (1995 : 152) says that the learning group is good if:

1. Students see goal, plan and problem that have meaning for them.
2. All the member of the group gives their contribution.
3. Each individual gives responsible to the group.
4. Students participate effectively and cooperative each other.
5. Democracy is used in planning, finishing and making decision.
6. Leader can create condition in which every member wants to bring their best thinking and work cooperatively.
7. Evaluating is used on group progress in all sides; social, leadership, activity, etc.
8. Every member feels satisfied and safe in class.
9. Group work causes constructive change in individual behavior.

The principles above will make cooperative learning group run well and effectively. In order to have good work, students participate and cooperate actively.

## **2.4. Teaching Reading Comprehension through Cooperative Learning.**

Reading is an active process, which asks the students to apply their skill in order to get comprehension of the text. However each student may have different amount of knowledge to comprehend the content of the text. As a result the students' comprehension on ability is different form one another. In order to comprehend the text better, it is assumed that cooperative learning becomes a good technique because in cooperative learning the students are expected to work collaboratively. They will share information to discuss the problems found in reading text.

According to Slavin (1995: 52) cooperative learning method usually has a positive effect on the students' achievement, because each group member has opportunity to share information with other group members. So they can help each other to solve difficulties of reading materials.

Based on the principle of cooperative learning, the procedure in teaching reading through cooperative learning in the research is as follows:

1. Teacher divides the class into some groups of four or two members, then arranges their seat and give problem to the students.
2. Teacher asks the students to choose the leader together.
3. The students solve the problem in their group discussion.
4. The teacher points one group to answer the problem given, and other groups give contribution or their group's opinion.
5. The teacher concludes the discussion by giving some explanation if necessary.

## **2.5 Action Hypothesis**

Based on the theoretical framework, hypothesis formulated in this research is: If cooperative learning is applied in teaching comprehension, their achievement will improve.

## CHAPTER III RESEARCH METHOD

### 3.1. Research Setting

This classroom action research conducted in SLTP Negeri 1 Lumajang. This research is conducted in cawu 3, in the academic year 1999/2000, so this data were taken in one cawu. The researcher decided to choose SLTP Negeri 1 Lumajang as the location of this research, because of the consideration that the researcher is an English teacher at this school.

The students who become the subject of this research are the first students of SLTP Negeri 1 Lumajang especially the students of 1B class because from the exercises and test given to the students previously, most of students of this class have difficulties in comprehending the text, especially to answer the question which use their imagination to describe the context of the text. The number the students learning English in this classroom is forty four students which consist of eighteen male students and twenty six female students.

### 3.2. Research Procedure

#### 3.2.1. General Description of the Research

This classroom action research designed using a cycle model with four stages of activities test consisting of planning action, implementing action, observation and reflection. In order to achieve the results of this classroom action research, this research ended in two cycles. The procedure done in the first and the second cycles was similar, but the action implemented in the second cycle was slightly modified.

#### 3.2.2. Details of the Research Procedure.

##### a. Preparation

There are some important steps that should be done by the researcher before conducting the actions. They were:

1. Preparing the theme and sub theme to be taught in cawu 3.
2. Making lesson plan which is suitable with the method used.
3. Preparing the instrument of observation collaboratively.
4. Discussing how to score the students test

## b. Implementation

The implementation of this action planned was conducted during the teaching and learning process, according to the schedule of English subject. The researcher plan the actions through a collaboration with the other teacher. The action was taken to improve the students' ability in reading comprehension through cooperative learning.

Dillon (1995: 60) suggests that there are four successive moments or phases of discussion. They are preparing for discussion, presentation of the discussion question, the initial address to the question and the conclusion of discussion period.

According the Dillon' suggestion, the action plan of cycle one was described in the following steps:

1. Make a group of two or four consist of the students with mixed ability.
2. Give students reading text, and ask them to read silently.
3. Ask the students to discuss the difficult words from the text through dictionary.
4. Ask the students to do task which consist of surface and deep questions.
5. Ask each group to write the answer on the blackboard.
6. Check the answer together.
7. Give reading test with the same "theme".

The materials that are presented are chosen from English text book for the first year students "Let's Lear English 1, published by Balai Pustaka.

If the plan of the first cycle does not meet the criteria, a modified plan is needed. The modified plan is applied to the second for the purpose for accelerating the expected target.

## c. Monitoring and Evaluation

Monitoring is done in order to know whether there is a good change or not after doing implementation. The monitoring was done during the teaching and learning activities were going on. In this monitoring, the researcher collects the data of the students' activity by using open observation technique. In doing the activities the researcher used note to get some data about the students' activities. The monitoring was focused on the use of cooperative learning to improve the students' ability in reading comprehension.



Evaluating was carried out to know the students' ability in reading comprehension. The instrument of evaluation is reading test. The action is said to be successful if the average score of the students' test get the minimum score of 85.

#### d. Analysis and Reflection

Reflection is made by the researcher based on the observation and the evaluation. The data that have been collected will be analyzed by using the descriptive qualitative method. The data about the students' activity collected from observation sheet is analyzed using descriptive-qualitative method. It means that the data will be described by using words to show the improvement quality.

The data about the students' ability in reading is analyzed using descriptive statistic to know the mean score. If the mean score has achieved the average of 85, it means that the target of this research has been achieved. However, if the criterion of mean score is not achieved yet, the researcher would continue the next cycle.



## CHAPTER IV

### RESULTS AND DISCUSSION

#### 4.1. Description of Action Cycle 1

This chapter reports the implementation of cooperative learning as well as the score of reading test obtained by each group both in the first and second cycles

##### 4.1.1. Students' Attitude

In the first implementation, the students were active in doing the reading tasks cooperatively. The students were divided into some groups based on their seat rows. Each group consisted of two or four students with mixed ability. There were higher achievers, average achievers and low achievers. The teacher helped to choose the best students to be a group leader who could lead cooperative interaction among members. During the implementation action cycle 1 there were some students who did not do anything. They just listened to the cleverer students. It might happen because it was the first time they worked cooperatively in group. They were afraid and ashamed to explain their ideas. Besides the leader could not lead the member do cooperatively in group. Therefore, there were only the clever students who gave their ideas in group.

##### 4.1.2. Students' Score of Reading Test

In the first implementation, the writer gave the material with the theme "Game". The writer designed it suitable with the method that the writer used in teaching reading. This method is three phase technique. It is pre reading, whilst reading and post reading. In pre reading the writer gave some questions orally suitable with the theme that would be discussed. In whilst and post reading, the writer gave the problems and asked the students to do cooperatively in group. During the implementation of cycle1, the writer could identify the students' difficulties in doing the reading tasks. The main problem was that most of the students had difficulties in understanding vocabulary, such as: plough, competed, agreed, turned up, enjoyed, and grew.

On account of this they cannot comprehend the reading text, in particular to answer the questions that use the probing questions (“how” and “why” questions), such as :

- How should they boys work? Why?

In fact, several groups also failed to answer the easier questions. For example they failed to answer the questions:

- What fun was there on the field?
- What has becoming of the boy idea?
- What does the second paragraph tell us?

It can be proved from the score of reading test given in cycle 1.

Table 1. Students' Score of Reading Test in Cycle 1

Group	Score
I	92
II	82
III	78
IV	100
V	78
VI	84
VII	74
VIII	78
IX	74
X	82
XI	74
Total	3584
Mean	81.45

The data in table above show that there were six groups gaining the score below 80, they were group III, V, VII, VIII, IX and XI. It happened because the member of group who could not work well in group. However, the average score was good because it was close to the criteria determined, that is average score of

85. As it did not reach the average of 85, the writer tried to reach the optimum result by modifying the action in cycle 2.

## **4.2. Description of Cycle 2**

### **4.2.1 Students' Attitude.**

Based on the result of cycle 1, the writer reminded all groups in order to be more careful in doing the reading task. To make it easier for all the groups to understand the difficult vocabulary, the writer asked them to list the difficult words in their note book and to consult the meaning in the dictionary. The writer tried to approach every group in order to help them with the difficult words and gave advice and suggestion to the students by asking to the question not giving information directly.

In comparison with the first cycle, students had different attitude in doing the task. In action cycle 2, the students seemed enthusiastic and more active than the action cycle 1. It happened because they felt that doing the task cooperatively was more effective than doing the task individually. They discussed together and enjoyed themselves in group. Having finished their task, each group wrote the answers on the blackboard. Then the answers were checked together. If wrong answers were found, the writer asked the other groups to do some correction. Therefore they would vie one other to answer the questions. This situation indicates that the students were more active and courageous

### **4.2.2 Students' Score of Reading Test.**

In the second implementation, the material given was the theme "Hobby". The students also did the reading tasks as they did in the first implementation. Table 2 below shows the score of the reading test done by each group in cycle 2.

Table 2. The students' Score of Reading Test in Cycle 2

.Group	Score
I	100
II	97
III	90
IV	100
V	80
VI	90
VII	82
VIII	86
IX	80
X	95
XI	90
Total	3960
Mean	90.0

The data in table 2 show that an increase of students' achievement occurred. There were only two groups gaining the score below 80. The mean score increases 8.55 points in cycle 2. It is from 81.45 in cycle 1 and 90.00 in cycle 2. It means that the action implementation of cycle 2 was successful as it is above the criteria determined.

### 4.3. Discussion

Based on the test scores both in cycle 1 and cycle 2, it can be inferred that there is better improvement in the students' achievement in doing the reading tasks. In cycle 1, the mean score gained is 81.45, where as in cycle 2, the mean score gained is 90.00. Thus, there is an increase of 8.55 points at the end of cycle 2. The following table will show the increase of score gained in cycle 1 and cycle 2.

Table 3. The Students' Score of Reading Test both in Cycle 1 and Cycle 2

Group	Score	
	Cycle 1	Cycle 2
I	92	100
II	82	97
III	78	90
IV	100	100
V	78	80
VI	84	90
VII	74	82
VIII	78	84
IX	74	82
X	82	95
XI	74	90
Total	3584	3960
Mean	81.45	90.00

The increase of score indicates that the action implemented, that is "cooperative learning" is able to improve the students' reading comprehension and to improve the students motivation in teaching learning process. It supports Slavin's idea stating that cooperative learning method usually has a positive effect on the students' achievement.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1. CONCLUSION

Based on the results of analysis of data, it is concluded that cooperative learning is able to improve the students' ability in reading comprehension as well as encouraged them to express their ability in understand the reading material with their friends

#### 5.2. Suggestion

Referring to the result of the action in teaching reading comprehension of the first year students of SLTP Negeri 1 Lumajang in academic year 1999/2000, the following addressed to the English teacher and the students, and the other researcher.

1. For the English teacher,

it is suggested to apply cooperative learning in teaching reading,

2. For the students,

cooperative learning can develop their reading comprehension a chievement.

3. For the other researcher

As an input for the other researcher to conduct action research on the other model of cooperative learning.

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Appendix 1

**LESSON PLAN**

(Action Cycle 1)

Bidang study : Bahasa Inggris.

T e m a : Permainan. :

Sub Tema : Permainan Tradisional.

Kelas/Cawa : I/3

Waktu : 2x45'

**I. Tujuan Pembelajaran Umum.**

-Siswa dapat menemukan gambaran Umum tentang isi bacaan baik yang tersurat maupun tersirat..

**II. Tujuan Pembelajaran Khusus.**

1. Siswa dapat menemukan informasi tetentu yang berhubungan dengan permainan.
2. Siswa dapat mendapatkan gagambaran umum tentang isi bacaan “Permainan Tradisional”.
- 3.Siswa dapat menemukan informasi rinci yang tersurat

**III. Materi Pelajaran.** : (terlampir)

**IV. Kegiatan Belajar Mengajar.**

1. Metode/Tehnik :Three Phase Techniques

2. Langkah-Langkah :

1. Kegiatan Awal.
  - a. Salam tegursapa
  - b. Guru mengabsen siswa.
2. Kegiatan Inti.
  - a. Pre Reading.

-Siswa menjawab pertanyaan guru secara lisan

Do you know Madura?

There is famous tradisional competition from Madura.

What is it?

b. Whilst Reading.

- Siswa mengerjakan task A in group.
- Guru dan siswa mendiskusikan jawaban .

c. Post Reading.

- Siswa mengerjakan task B in group.
- Guru dan siswa mendiskusikan jawaban.

3. Kegiatan Akhir.

- a. Guru bersama siswa menyimpulkan materi yang telah dibahas.
- b. Guru memberi PR.

## V. Sumber atau Media

1. Sumber : Let`s learn English I
2. Media : Papan Tulis

## VI. Penilaian.

1. Prosedure :Penilaian proses yang dilaksanakan selama KBM
2. Alat :Tugas dan latihan yang diberikan selama KBM.  
berlangsung.

## MATERI

### LESSON PLAN

#### A. Pre Reading

Answer the question:

1. Do you know madura?
2. There is a famous tradisional competition from Madura. What is it?

Read the following text !

Long long ago, the boy in the villages in Madura used to help their fathers on the farms. They started to work very early in the morning. They helped to plough the soil with their cows or buffaloes. They usually worked fast. They could play after that .

Once they had an idea. They competed who work the fastest. They agreed and they had fun. They started from one side of the field to the other. And the plough turned up the soil. The fastest was the winner.

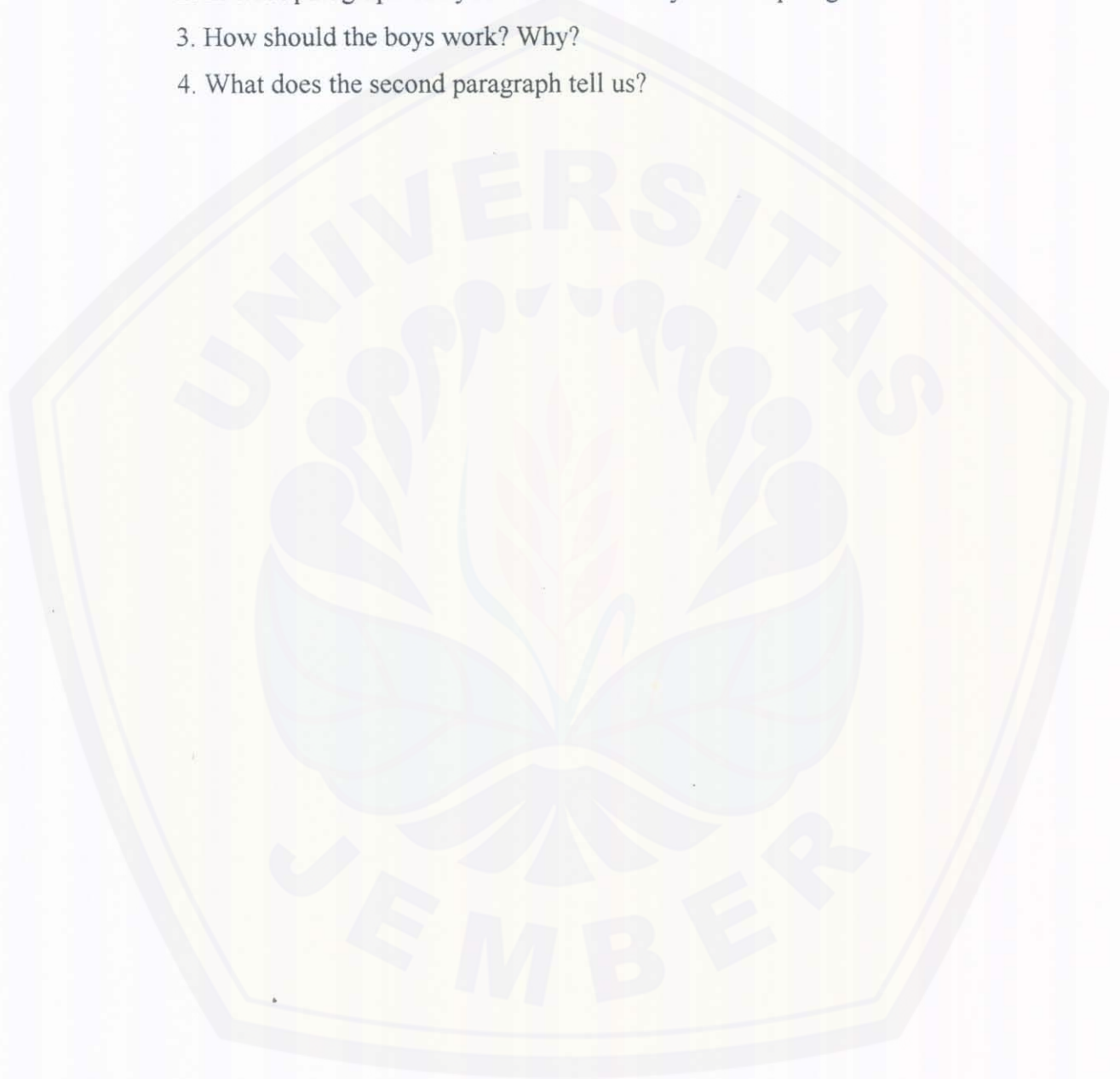
They enjoyed the game while working. This idea grew to be a real race. We call it "bull race" or Kerapan Sapi.

A. Now answer the questions. Do in group.

1. Who helped their fathers with his work?
2. What kind of help is it?
3. Who worked on the farm?
4. Are the fathers farmers?
5. What fun was there on the field?
6. Who became the winner
7. What has becoming of the boys idea?
8. Give the suitable title for the text?

## B. Answer the questions in group

1. What does the word "it" in " We call it "bull race" or Kerapan Sapi . " refer to?
2. In what paragraph can you find that the boys used a plough to work?
3. How should the boys work? Why?
4. What does the second paragraph tell us?



## Appendix 2

### LESSON PLAN

(Action Cycle 2)

Bidang Study	: Bahasa Inggris.
Tema	: Hobby
Sub Tema	: Reading.
Kelas/Cawu	: I/3
Waktu	: 2x45'

#### I. Tujuan Pembelajaran Umum.

Siswa dapat menemukan gambaran umum tentang isi bacaan baik yang tersurat maupun tersirat..

#### II. Tujuan Pembelajaran Khusus.

1. Siswa dapat menemukan informasi yang tersurat dengan cara menjawab pertanyaan bacaan.
2. Siswa dapat menemukan informasi yang tersirat dengan cara menjawab pertanyaan bacaan.
3. Siswa dapat menemukan gambaran umum tentang isi bacaan dengan menjawab pertanyaan.

#### III. Materi Pelajaran.: (terlampir)

#### IV. Kegiatan Belajar Mengajar.

1. Metode/Tehnik: Three Phase Tehnique
2. Langkah Langkah:

##### 1. Kegiatan Awal.

- a. Salam tegursapa.
- b. Guru mengabsen siswa.

##### 2. Kegiatan Inti.

- a. Pre Reading.

Siswa menjawab pertanyaan guru secara lisan.

-What is your hobby?

-Do you like reading?

-What kind of books do you read?

b. Whilst Reading.

-Siswa mengerjakan task A in group

-Guru dan siswa mendiskusikan jawaban.

c. Post Reading.

-Siswa mengerjakan task B in group.

-Guru dan siswa mendiskusikan jawaban.

3. Kegiatan Akhir.

a. Guru bersama siswa menyimpulkan materi yang telah dibahas.

b. Guru memberi PR.

V. Sumber atau media:

1. Sumber : Communicative and Meaningful English for SLTP.

2. Media : Papan Tulis.

VI. Penilaian.

1. Prosedur: Penilaian proses yang dilaksanakan selama KBM.

2. Alat: Tugas dan latihan yang diberikan selama KBM berlangsung.

## MATERI LESSON PLAN

A. Pre Reading

B. Answer these questions:

1. What is your hobby?
2. Do you like reading?
3. What kind of books do you read?

Read the following text!

My cousin Arlien likes reading. She reads a lot of books: novels, science books even books about cooking. She reads anywhere and anytime even at parties!

Once, she disappeared from a party room. Everyone was looking for her. My uncle and aunt were worried. "Where is she?" my aunt cried.

When my uncle was phoned the policeman, someone suggested to try the library room. And there she was!

"I am sorry, I am being in this room."

Oh, my dear cousin Arlien, she is mad about books.

Answer the questions!

1. Does Arlien like reading?
2. What kind of books does Arlien read?
3. Where does she usually read?
4. What happened to her at a party?
5. Where did the people find her?
6. What did she say?
7. Do you like Arlien? Or do you like "TO BE ONE LIKE ARLIEN?"
8. Do you think reading can support your study? Why?
9. Do you also enjoy reading stories?

-Do you like camping?

-What do you bring for camping?

b. Whilst Reading.

-Siswa mengerjakan task A in group

-Guru dan siswa mendiskusikan jawaban.

c. Post Reading.

-Siswa mengerjakan task B in group.

-Guru dan siswa mendiskusikan jawaban.

3. Kegiatan Akhir.

a. Guru bersama siswa menyimpulkan materi yang telah dibahas.

b. Guru memberi PR.

V. Sumber atau media:

1. Sumber : Communicative and Meaningful English for SLTP.

2. Media : Papan Tulis.

VI. Penilaian.

1. Prosedur: Penilaian proses yang dilaksanakan selama KBM.

2. Alat: Tugas dan latihan yang diberikan selama KBM berlangsung.



Appendix 3

The list of students in IB class.

No	Members	Group
1	Abdul Azis Arfi	I
2	Arief Satrya Budianto	
3	Mizadatun Nikmah	
4	Nimas Setya Yaniar	
5	Andi Firmasyah	II
6	Fara Eka Prihatiningtyas	
7	Indrasta Diansyah Tridakusuma	
8	Bagus Adi Saputera	
9	Ardini Pangastuti Sudiarni	III
10	Intan Wahyu Kartika	
11	Juritha Harum Kurnia Dewi	
12	Hari Marzaky	
13	Arie Kurniawan	IV
14	Atia Verninda Dwi Anjarsari	
15	Ninik Rahmawati	
16	Rilanto Yudha Siswoyo	
17	Qorisa Ifa Erlana	V
18	Ulea Hanani	
19	Yeni Wahyuningsih	
20	Yudhi Sulistyawan	

21	Lidya Agungningrum	VI
22	Muktar Ramadhan Bina Laksana	
23	Siti Istiqomah	
24	Yanuar Rizal Ardianto	
25	Dovid Ruliansyah Angga Putra	VII
26	Santi Maya Sari	
27	Tarisma Septi Wardahni	
28	Widha Nirwana Purta	
29	Efrizal Frizkha	VIII
30	Eric Cristanto	
31	Maharani Putri Adi Kurnia	
32	Novan Andiyanto	
33	Afifatul Husnah	IX
34	Rahahiya Agrippina	
35	Arif Setia Budi Hermawan	
36	Puput Ika Retnowati	
37	Fetty Irwan Pitono	X
38	Naofal Arrozi	
39	Pramitya Satyawan	
40	Nisita Nindya Asri	
41	Triwahyuni Nugrahani	XI
42	Grecia Rahmaningrum	
43	Intan Martasari	
44	Mirantri Kusumawardani	

## Appendix 4

### The Result of Observation

There were note that the writer found when the writer observed students working in group.

1. In the first Cycle.

a. Students' Attitude.

Students were active in discussion, but there were some students who did not do anything. They just listened the clever students. They were afraid and ashamed to explain their ideas. The writer advised them to be active participant and asked the leader to coordinate the members to do cooperatively.

b. Class Situation.

The class was noisy.

2. In the second cycle.

a. Students' Attitude.

Students were more active than in the first cycle including the passive students and they were more encouraging to explain their ideas.

b. Class Situation

The class was not so noisy

## Test of Reading Comprehension

Read the following text!

### CAMPING

Camping is a good way of spending a holiday away from home. Camping is a cheap and a lot of fun. You are free to go anywhere you like and it is a great time to be able to sleep under the star.

Next week is a holiday. The students of I A plan to go camping to Cibubur. Now, they are discussing their plan.

“Where can we get tents ?” Andi asked Alan, who had a lot of experiences in camping.

“We can rent them. But there are many kinds and sizes of tents. We should choose the tents that are big enough for us to sleep in comfortably.”

“What else do you think we need?” Fitri asked.

“Every one should bring their own bedding, clothes, and all of eating materials. The bedding should be light and warm and give enough protection against the damp ground.” Alan explained.

“Beside clothes, I believe you also need a sweater or jacket. It maybe cold at night.”

“How about food ?” Fadli asked.

“It’s fun to cook our food.”

“All right”, Tuti said. “We’ll be responsible for the food.”

Task A. Answer these questions based on the reading text!

1. What is the title of the text?
2. Is camping a good way of spending a holiday away from home?
3. Who plan to go camping to Cibubur?
4. Where do the students go camping?

5. Who has a lot of experiences in camping?
6. What should the students bring for camping?
7. What do they need at night?
8. When do the students go camping to Cibubur?
9. What kind of tents should they choose?
10. Do they cook their own food?

Task B. Answer these questions based on the reading text!

1. Why should the bedding be light and warm?
2. The word “they” in “Now they are discussing their plan” refer to?
3. Mention the important things that students should bring to go camping?

Key Answers

A

1. The title of the text is camping.
2. Yes, camping is a good way of spending a holiday away from home.
3. The students of IA plan to go to Cibubur
4. The students go camping to Cibubur.
5. Alan has a lot of experiences in camping.
6. They should bring their own bedding, clothes, and all of eating materials.
7. They need a sweater or jacket at night.
8. They go camping to Cibubur in a holiday
9. They should choose the tents that are big enough for us to sleep in comfortable
10. Yes, they cook their own food.

B

1. The bedding must be light and warm, because it give enough protection against the damp
2. It refer to the students of IA.
3. Their own bedding, stove, the eating material .

## Test of Reading Comprehension

Read the text carefully!

### Sport

Sport is very useful for us. There are a lot of sport, we can do for our health. The popular sports in our country are: badminton, football, boxing, volleyball, swimming, tennis, and other.

Sometimes we need money to do sport, but sometimes we do not need money to do them. Not all people have enough money to spend for sports. There were some cheap such as: jogging, running and walking. All people can do jogging, running or walking without spending money. These sports are very good for young and old people. All people can do them everywhere and everytime they like. If we do jogging, running or walking regularly we will be fresh and healthy all the time.

There are some sports we do in team, such as: football, volleyball, basketball etc, while swimming, high jump, long jump are done individually.

Answer the questions!

1. Is sport very useful for us?
2. What is the main idea of the second paragraph?
3. Mention the popular sports in our country!
4. Can sport give us pleasure?
5. Sometimes we need money to do sports, but sometimes we do not need money to do them. The word "Them" refer to?
6. Mention some sports we do in team, and some sports we do individually!
7. Are sport necessary for our body? Why?
8. Do sports always need money? Explain your answer!

## Key Answers

1. Yes, sport is very usefull for us.
2. Sports do not always need money
3. The popular sports in our country are badminton, football, folyball, boxing, and swimming.
4. Yes, sports can give us pleasure.
5. It refer to sports
6. Sports we do in team : football, voleyball, and basketball.  
Sports we do individually : swimming, high jump, and long jump.
7. Yes, sports are necessary for our body, because they can make us fresh and healthy.
8. NO, they do not  
There were some chewap sports that can we do.