THE USE OF GROUP INVESTIGATION (GI) METHOD TO IMPROVE STUDENTS’ READING ABILITY IN DESCRIPTIVE TEXT
( A Classroom Action Research of the Eighth Grade Students of MTs Aswaja Tengaran in the Academic Year 2016/2017 )

A GRADUATING PAPER

Submitted to the Board Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) of English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

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2017
DECLARATION

Hereby the writer declares that this graduating paper is written by the writer herself. This paper does not contain any materials which have been published by other people and other people's idea except the information from the references.

The writer is capable to account to her graduating paper if in the future it is proven of containing other's idea or in fact, the writer imitates the other's graduating paper.

Likewise, the declaration written by the writer to be understood.

Salatiga, March 15th 2017

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ATTENTIVE COUNSELOR’S NOTE
Case: Alfida Alfiiani Mahnuda’s graduating paper

Dear,

Dean of Teacher Training and
Education Faculty

Assalamu ‘alaikum Wr. Wb

After reading and correcting Alfida Alfiiani Mahnuda’s graduating paper entitled THE USE OF GROUP INVESTIGATION (GI) METHOD TO IMPROVE STUDENTS’ READING ABILITY IN DESCRIPTIVE TEXT” (A Classroom Action Research of the Eighth Grade Students of MTs Aswaja Tengaran in the Academic Year 2016/2017), I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu ‘alaikum Wr. Wb

Counselor

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A GRADUATING PAPER

THE USE OF GROUP INVESTIGATION (GI) METHOD TO IMPROVE STUDENTS' READING ABILITY IN DESCRIPTIVE TEXT

(A CLASSROOM ACTION RESEARCH OF THE EIGHTH GRADE STUDENTS OF MTs ASWAJA TENGARAN IN THE ACADEMIC YEAR 2016/2017)

WRITTEN BY:
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Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga on Wednesday, March 29th, 2017, and hereby considered to complete of the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education.

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Salatiga, March 29th, 2017
President, Teacher Training and Education Faculty of IAIN Salatiga
NIP. 19670121 199903 002
Recite in the name of your Lord who created

Created man from a clinging substance

Recite, and your Lord is the most generous

Who taught by the pen

Taught man that which he knew not

( Q.S Al- Alaq :1-5)
DEDICATION

This graduating paper is dedicated to:

- My beloved parents, who always love and support me. You are my inspiration and my everything.
- My beloved brother, sister and my big family.
- My big family that supported for my education and finishing this paper.
ACKNOWLEDGEMENT

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Salatiga, March 11, 2017
The writer

Alfida Alfinia Mahmuda
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ABSTRACT


Keyword: Group Investigation Method, Descriptive Text.

The objectives of this research are (1) to find whether the implementation Group Investigation method can improve the students’ reading ability in Descriptive Text of the eighth grade students of MTs AswajaTengaran and (2) to find out how far is the use Group Investigation method can improve students’ reading ability in descriptive text of the eighth grade students of MTs AswajaTengaran. The research method that is used in this research is classroom action research. This classroom action research was conducted at MTs AswajaTengaran. The subjects of this research were 24 students in second grade at MTs AswajaTengaran. The writer used two cycles. Each cycle consists of planning, action, observation, and reflection. The data were collected from observation, documentation, and test. The research findings showed: The mean of Pre-test 1 is 53.33, the mean of post-test 1 is 61.6, the mean of pre-test 2 is 68.33 and the mean of post-test 2 is 81.6. The uses of group investigation method significantly improve students’ reading ability in descriptive text. This was proved from the result of t-test and t-table in cycle 1 (5.59>2.069) and the result of t-test and t-table in cycle 2 (9.32>2.069). It shows that the score of t-test is higher than the score of t-table. Based on the finding of the data above, the writer concludes that using group investigation method increases students’ reading ability in descriptive text.
A. Background of the Study

Reading is one important part of language skills. There are four language skills that should be mastered by the students, they are listening, speaking, reading and writing. One of the skills above is reading, reading is simply one of the many ways in which human beings go about their basic business of “making sense of the world” (Eskey, 1986). Among these four skills, reading is difficult to master since it needs many competencies including the mastery of content, vocabulary, language and grammar. At secondary schools, the teaching of the four skills is taught interactively.

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning. It means of language acquisition, of communication, and of sharing information and ideas. In addition, reading is the process of constructing meaning from written text. It is a complex skill requiring the coordination of a number of interrelated sources of information (Anderson et al: 1985).

By reading people are able to find a lot of information from various sources. For example, when people read a newspaper, their purpose is just to find general information. They only want to look for recent news that is happening at that day. Therefore, reading is important for the students because the success of their study depend on their ability to read. If they have a good
ability in reading, they have a better chance to succeed in their study. In addition, reading is one of the ways to know how well the students master the written form.

Reading is a process in understanding the written texts which involve someone’s perception and thought (Pang et. al.: 2003). Moreover, by reading people can get the message from what they read. This is not a simple activity because the readers have to use their perception and thought to recognize the word and comprehend the texts themselves. Word recognition refers to the process of how written symbols relate their spoken language.

There are many methods to teach English in junior high school. The researcher chooses one of the methods in Cooperative learning; it is group investigation method. According to Olsen and Kagan as quoted by Richard (2001: 192), Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange information between learners in groups and in which each learner is held accountable for his or her own learning and it’s motivated to increase the learning of others. Group Investigation is one of cooperative learning method which focused on student’s participation and activity (Roy Killen: 99). Group investigation method requires the students to form small interest groups, plan and implement their investigation, synthesize the group members’ findings, and make a presentation to the entire class (Tan et al: 10).
Other problem is when students are getting difficulty in understanding the main idea of writing text. They read the whole chapters of book but they can’t catch the contain of the book. It makes their action unbeneﬁcial.

Based on the explanation above, it is necessary to change the method with new one that can involve both the teacher and the students to participate in the learning activities. The writer is interested to conducting a research entitled “THE USE OF GROUP INVESTIGATION (GI) METHOD TO IMPROVE STUDENTS’ READING ABILITY IN DESCRIPTIVE TEXT (A Classroom Action Research of the Eighth Grade Students of Mts Aswaja Tengaran in the Academic Year 2016/2017)”. This research changed motivation and interest of student in learning English language (English lesson), and increase students achievement on reading comprehension.

B. The Limitation of the Study

This study concerns the use of group investigation (GI) method to improve students’ reading ability in descriptive text. The population is the students of the 8th-grade students of MTs Aswaja Tengaran in the academic year 2016/2017.

The researcher tries to limit the indicators of reading, those are: a general idea, main idea, speciﬁc information, detailed information, implicit information, and reference, the meaning of word or phrase, and communicative purpose.
C. Statement of the Problems

Based on the phenomenon above, this research is aimed at giving answers on the following problems:

1. Does the implementation of Group Investigation method improve the students’ reading ability in Descriptive Text of eighth grade students of MTs Aswaja Tengaran in the academic year of 2016/2017?

2. How far is the use of Group Investigation (GI) method improve the students’ reading ability in Descriptive Text of the eighth-grade students of MTs Aswaja Tengaran in the Academic Year of 2016/2017?

D. Objectives of the Study

The purpose of the study are:

1. To find whether the implementation Group Investigation method can improve the students’ reading in Descriptive Text of the Eighth Grade Students of MTs Aswaja Tengaran in the academic year of 2016/2017

2. To find out how far is the use Group Investigation method can improve students’ reading ability in descriptive text of the Eighth Grade Students of MTs Aswaja Tengaran in the academic year of 2016/2017.
E. Benefits of the Study

The result of this research is expected to be able to give benefits such as, follow:

1. Theoretical benefit
   
   The result of research can be used as the reference for those who want to conduct research in English teaching to build students’ reading ability.

2. Practical benefit
   
   a. For another researcher:
      
      This research can contributes to another researcher to find out and determining the best method to improve students’ reading ability in descriptive text
   
   b. For students:
      
      1. It can improve the mastery of reading subject.
      
      2. The students will read better.
      
      3. Motivate the students to enhance their reading ability in descriptive text
   
   c. For the teachers:
      
      1. The teacher knows the level of student’s mastery in reading ability.
      
      2. The result at this research can become an input to determine the steps and strategy for teaching in reading using group investigation method.
d. For the school

The result of this research will contribute the institution to fulfill the demand of English curriculum.

e. For the writer

From this research, the writer can learn some ways to give motivation for the students to improve reading ability and study.

F. Definition of the Key terms

Avoiding some incorrect interpretations of this research title, it is important for writer to explain the key terms used. Therefore, the writer gives some description and explanation of the key terms to make the reader understand the study easier.

1. Cooperative learning

Cooperative Language Learning (CLL) is part of a more general instructional approach also known as Collaborative Learning (CL). Cooperative Learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom (2007:192)

2. Group investigation

Group Investigation (GI) students form interest groups within which to plan and implement an investigation, and synthesize the findings into a group presentation for the class (Daniel Zingaro, 2008).

Moreover, According to Robert E. Slavin (2005:24) Group Investigation (GI) is planning of common class setting where the students
work in small group using cooperative question, group discussion, planning, and project cooperative.

3. Student

Student is person who is studying at the college or university (Oxford Dictionary, 2003: 429)

Students is (undergraduate or postgraduate) person who is studying at college, polytechnic or university (Hornb, 1974: 859)

4. Improve

According to oxford university press (2003:216) improving is process of becoming or making to the better. While Webster (1994:487) state that words improving means to make better in quality or to make more productive to become better.

5. Reading

Reading is the skill or activity of getting information from books or the way in which you understand something (Cambridge advance learner’s dictionary: 2008)

6. Descriptive text

Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well (Linda Gerot and Peter Wignell :1994)
G. Graduating paper Outline

The first chapter is about introduction of background of the study, limitation of the study, statement of the problem, objectives of the study, benefit of study, definition of the key term, the review of previous research and graduating paper outline.

The second chapter concerns with the theoretical framework which consists of the general concept of reading, teaching reading. The definition of descriptive text and applying group investigation method.

The third chapter extends the methodology of research, it discusses approach and type of research, the setting of research, procedure of research, technique of collecting data and technique of analysis data. The general information of MTs Aswaja Tengaran.

The fourth chapter is the data analysis, it’s consist of field note of cycle I, II and III and discussion of cycle I, II and III.

The fifth chapter is closure which consist of conclusion and suggestion.

The last part is reference and appendix.
CHAPTER II
THEORETICAL FRAMEWORK

A. Review of Previous Researches

In this study, the writer takes five of previous research to emphasize and support her research.

The first research that is related to this research, the title is “The Implementation of Cooperative Learning in English Class of International Standardized School of SMP N 1 Purwodadi in the Academic Year of 2011/2012 (Eka Dwi Susanti/11306065)”. In her research, she concludes that in cooperative learning there is some object for goal and to create a situation where individual success is determined or influenced by the success of the group especially for the academic study. According to her, cooperative learning has some benefits. It can help students become a virtuous and having knowledge skill, independent personality and sense of civic responsibility.

The second review is written by Astri Rahmawati entitled “The Use of Group Investigation Strategy to Improve Reading Skill (A Classroom Action Research of X.2 Class of MAN TENGARAN, Semarang In the Academic Year 2013/2014)”. In her research, the writer used one of the methods of Cooperative Learning, it is Group Investigation. She concluded that the students’ reading skill can improve using GI Method (Rahmawati: 2014)
The third research is written by Leni Nurhayati entitled “A Study of the Effectiveness of Using Picture Media to the Students Reading Skill of the First Year Students of SLTP Pondok Modern Selamat Kendal in the Academic Year of 2003/2004”. It is done by Leni Nurhayati in 2004, students of Islamic Studies Institute (STAIN) Salatiga. She analyzed the effectiveness of Using Picture Media toward students’ reading skill. In this study, the writer found out that there is significant improvement in reading skill toward experimental group is taught using picture media in reading activity (Nurhayati: 2004).

The fourth is written by Purniati entitled “Improving Students’ Reading Comprehension In Recount Text Through Two Stay Two Stray Technique (A Classroom Action Research of the Eight Grade Students of SMP Muhammadiyah 05 Wonosegoro in the Academic Year of 2013/2014)”. She has analyzed that the use of two stay and two stray can improve the students reading comprehension (Purniati:2014)

The other research is Using Robin Brain Storming to Improve Students’ Ability in Reading Narrative Text (A classroom action research of the eight grade students of SMP Islam Sudirman Ambarawa in the academic year of 2014/2015)”. It was written by Siti Surati 2015, the students of Islamic studies institute (STAIN) Salatiga. She analyzed Using Robin Brain Storming to Improve Students’ Ability in Reading Narrative Text (Siti Surati: 2010)
B. Group Investigation (GI) Method

1. Definition of Group Investigation Method

Group Investigation Method is one of cooperative learning method which focused on student’s participation and activity (Killen, 1998: 99)

According to Herbert Thelen, Group Investigation Method is one teaching strategy to form and dynamics of the democratic process with the process of academic inquiry.

Group investigation which was developed by Shlomo Sharan and Yael Sharan (1992), is a general classroom organization plan in which students work in small groups using cooperative inquiry, group discussion and cooperative planning and projects.

Group Investigation is appropriate to be applied in solving the students’ problem because the students work on a task in group of two or more, that they are encouraged and motivated to help one another to learn (rather than being in competition with one another), that they are dependent upon the efforts of one another to achieve success, and that they are held accountable for that learning both as a group and as individuals (Killen, 1998:82)
2. The Procedures of Group Investigation Method

Sharen et al (Kiranawati:2007) describes the procedure of “Group Investigation (GI)” strategies as:

a. Selection of Topics

The students choose a variety of subtopics within an area of common problems that are usually described by the teacher first. The students the organized into groups that are oriented to the task (task-oriented groups) consisting of 2 to 6 people. The composition of heterogeneous groups in both genders, ethnicity and academic ability.

b. Cooperative Plan

Students and teachers plan a variety of specific learning procedures, tasks and common objectives that are consistent with a variety of topics and subtopics that have been selected from the first step above (1).

c. Implementation

The students carry out a plan that was formulated in the second step (2). The learning process should involve a variety of activities and a wide variety of skills and encourage students to use a variety of sources that are both inside and outside of school. Teachers continuously follow the progress of each group and provide assistance if needed.
d. Analysis and Synthesis

The students analyze and synthesize information obtained in the third step (3) and plan to be summarized in an interesting presentation to the class.

e. Presentation of the Final Result

All the group presents an interesting presentation of various topics that have been studied for all students in each class involved and achieve a broad perspective on the topic. Group presentations coordinated by the teacher.

f. Evaluation

Teacher and students to evaluate the contribution of each group to work as a whole class. The evaluation may include each student individually or in groups, or both.

3. Advantages and disadvantages of group investigation (GI) method.

Every method or strategy certainly has advantages and disadvantages, such as “group investigation” has several advantages and disadvantages. According to Slavin (2010:214-229) they are as follows:

a. Advantages “group investigation” method are:

1. It allows students to use inquiry skills that many educators believe will better prepare learners for the future than will more traditional teaching learning strategies.
2. It provides opportunities for more intensive investigation of a study or problem.

3. The strategy is conducive to developing student leadership in teaching the skill of discussion and group processes.

4. It enables the teacher to give more individual attention to teaching pupil’s learning needs.

5. It allows pupils to become more actively involved in their own learning and to participate more freely in this discussion. Students tend to participate more actively in small group situations.

6. The method can be used in schools employing a variety of the class arrangements, groupings, and schedules.

7. It provides opportunities to develop respect for other students whose work helps the group progress in reaching its goals.

b. Disadvantages of Group Investigation Method, they are:

1. Just some of the students are active in the class showing how it can’t attract all students to actively participate.

2. There are some clashes among students which are hard to deal with.

3. Students find it is hard to find new things because they are not accustomed doing so.

4. The reference is incomplete.
C. Reading Ability

1. Definition of reading ability

Reading is a process in understanding the written texts which involve someone’s perception and thought (Pang et. al.: 2003) Reading is a process of interpreting/understanding the text in terms of the questions that the reader formulates about the text (Smith,1982 ). Reading is a process of understanding written language (Rumelhart, 1985). According to Harmer (2007: 99), reading is useful for language acquisition. Smith (1978) in Fauziati (2005:139) defines reading more pragmatically as an understanding a message conveyed by the writer through visual and non-visual information.

Grellet (2004:7) reading is a constant process of guessing, and what one brings to the next is often more important than what one finds in it. In reading, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words.

Based on a modern psycholinguistic perspective reading is considered as “a psycholinguistic game” (Good, 1982). This activity involves an interaction between thought and language. The reading processes are cycles of sampling, predicting, testing, and confirming.

According to William (1984:486), reading can be the point as four step process. The four steps are interrelated to other, they are:

a. Word perception, the ability to recognize a point
b. Comprehension, the ability to infer ideas from words

c. The reaction, a step in which the reader interacts intellectually and emotionally.

d. Integration, absorbing the ideas in the context of one’s personal background.

Harris et al (1980:5) defines reading as a process of meaning elaboration or thinking in relation to written symbols. The recognition and comprehension. Written symbols are influenced by reader’s perception skill, experience, language background, mindsets and reasoning abilities as they anticipate meaning on the basis of what has read.

The term of ability according to Grabe and Stoller (2002) refers to what readers do while reading and processes to mental operations. Ability is defined as the capacity of the individuals to perform various tasks in a specific job. Another definition ability is the skill or power to do something in other words talent.

Reading ability is the skill of communication between the reader and the writer to get knowledge and information. The ability to attend the individual sounds within words (phonological and phonemic awareness) is also in an oral skill that is closely associated with reading ability. According to Brown (2001: 298) reading ability will be developed best in association with writing, listening, and speaking activities.
2. Aspects of Reading Ability

There are some aspects that be mastered by the English students in improving their ability in reading especially when understanding texts. Some important aspects of text as follow:

a. Reading Comprehension

Comprehension is a special kind of thinking process. The reader comprehends by actively constructing meaning internally from interacting with the material that is read (Anderson and Pearson in Alexander (1993:160). Smith and Dale (1980:7) state that reading comprehension means understanding, evaluating, utilizing of information and gaining through an interaction between reader and author. From the point of view given above, it can be concluded that reading is an active thinking process where the reader tries to gain information given by the author and understands what actually the purpose of the author.

b. Reading purpose

Reading is a form of communication between the reader and the writer through the text. Students learn to read by reading. Their reading will tend to be effective when they have a purpose and motivation to learn first. Grabe and Stoller (2002:13) said that the purposes for reading are as follow:

a) Reading to search for simple information.

b) Reading to skim quickly.
c) Reading to learn from texts.
d) Reading to integrate information.
e) Reading to write (or search for information needed for writing).
f) Reading to critique texts.
g) Reading for general comprehension

Each person has to own purpose in reading the text. Why reading is important when you are learning a new language. According to Harmer (1987), there are four reasons for reading, they are:

a. Reading in language learning

Reading is an exercise dominated by the eyes and the brain. The eyes receive the message and the brain then has to work out the significance of this message. The reading to confirm expectation technique is high motivation and successful since it interest students creates expected and gives them a purpose for reading.

b. Reading for language learning

In real life, people generally read something because they want to and they have a purpose, which is more fundamental than involved in some language learning tasks seem only to be asking about details at language. People read to language because they have a desire to do so and a purpose to achieve.
c. Reading for information

In most cases, reading for information is relevant to the current study of the reader they read to find out information, to reduce their uncertainties.

d. Reading for pleasure

Reading for pleasure is done without other people’s order but according to an individual reader’s wish, and taste.

D. Teaching of Reading

1. Definition of Teaching Reading

In the classroom, teaching reading is a way transferring knowledge from teacher to students by using a certain technique of strategy and a certain material in order to master reading itself. According to Harmer (2007: 23), teaching is not an easy job, but it is a necessary one and can be very rewarding when we see our student’s progress and know that we have helped to make it happen.

Reading is a form of communication between the reader and the writer through the text. Reading is also a process that involves a complex combination. Grabe (2009) states ten processes that involve in reading activity. They are a rapid process, efficient process, comprehending process, interactive process, strategic process, flexible process, purposeful process, evaluative process, learning the process, and linguistic process.
According to Suyanto (2007:43) activity of teaching reading ability particularly can be distinguished between reading aloud, silent reading, reading comprehension, and independent reading.

1) Reading Aloud

Reading aloud forms a foundation for the early literacy Framework. This activity refers to train the students to serve as an evaluative check on bottom-up processing skill, double as a pronunciation check, and serve to add some extra student participation if you want to highlight a certain short segment of a reading passage (Brown, 2001:312).

2) Silent Reading

Silent reading refers to read the text is not oral reading, but read the text by heart. Silent reading may be subcategorized into intensive and extensive reading. Intensive reading is usually a classroom oriented activity in which students focus on the linguistic or semantic details of passage. Whereas, Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essays, etc) Brown, (2001:312).

3) Reading Comprehension

Reading comprehension refers to reading with understanding. According to Grabe and Stoller (2002:29), reading
comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluent readers.

4) Independent reading

Independent reading is the reading we do of our own volition. It could be a romance novel, sports magazine, or local newspaper.

2. The Principles of Teaching Reading

Reading is the important skill in teaching English language. Harmer, (2001:70) explains six principles in teaching reading. They are:

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

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

3. Students should be encouraged to respond the content of a reading text, not just to the language.

4. Prediction is a major factor in reading. When we read texts in our own language, we frequently have a good idea of the context before we actually read.
5. Match the task to the topic. Match the task to the topic. Once a
decision has been taken about what reading text the students are going
to read, we need to choose good reading tasks, the right kind of
questions, engaging and useful puzzle

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

3. **The Indicators of Students’ Reading Ability**

There are some indicators the students reading ability, they are:

1) Students are able to enrich new vocabulary

2) Students are able to identify the generic structure of descriptive text

3) Students are able to explain the meaning of text.

E. **Descriptive Text**

1. **Definition of Descriptive Text**

Descriptive text is a kind of text from factual genres. Description in
writing is the process of creating visual images and sensory impression
through words. According to Woodson( p. 73), description is a part of
another piece of writing and is used to inform an audience about how
something or someone looked or to persuade an audience to see something
from the writer’s point of view. According to Oshima and Hogue
(1997:50), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds

Descriptive Text is a kind of text with a purpose to give information. The purpose of this text is to describe a particular person, place or thing. The generic structure of descriptive is identification and description (Gerot and Wignell, 1994).

According to Gerot in lilies (2015:172), language features in the descriptive text are:

a. Using simple past tense
b. Using action verb
c. Using adverb
d. Using technical terms.

2. Kinds of descriptive text

As we know that descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are:

a. Description of a people

People are different, and writing a description of people is different. You are probably already aware of some of the complications because you have often been asked, “What’s so-and-like?” In replying, you might resort to identification, an impression, or a character sketch, depending on the situation.
b. Description of places

The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. The arrangement of the details in your description depend on your subject and purpose.

The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. And the arrangement of the details in your description depend on your subject and purpose (Regina and Mary:69).

c. Description of things

To write a description about something, the writer must have a good imagination about the thing that will be described. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

1) Using Proper Noun

In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include a number of proper nouns, which, as we know, are the names of particular persons, places, and things. For example; Arizona, University of Tennessee. Including proper nouns that readers
recognize easily can make what we are describing more familiar to them.

2) Using Effective Verb

We know how important verbs are to the narration, but effective verbs can also add much to a piece of description. Writers use verbs to make descriptions more specific, accurate, and interesting. For instance, “the wind had chiseled deep grooves into the sides of the cliffs” is more specific than “the wind had made deep grooves.” The verb *chiseled* also gives the reader a more accurate picture of the wind’s action than *made* does (Buscemi, 2002: 267).

3. The Structure of Descriptive Text

a. The generic structures of a description are as follows:

1) Identification identifies the phenomenon to be described.

2) Description of features: describes features in order of importance.

   (a) Parts/things (physical appearance)

   (b) Qualities (degree of beauty, excellence, or worth/value)

   (c) Other characteristics (prominent aspects that are unique)

   (Anderson, 1998:26)
b. The generic features of description are:

1) Verb in the present tense

2) Adjective to describe the features of the subject

3) Topic sentences to begin paragraphs and organize the various aspects of the description (Wadirman, et al: 122).
CHAPTER III

METHOD OF RESEARCH

This chapter points out about place, time and methodology. This research is conducted in MTs Aswaja Tengaran. It discusses about setting of the research, the content of research method there are types of the research, population, sample data sources, technique of data collection and technique of data analyzes. Each point is discussed further in detail explanation.

A. The Setting of the Research

This research implemented in MTs Aswaja Tengaran. The further explanation about this school described as follows:

1. General Information of MTs Aswaja Tengaran

Junior High School Aswaja Tengaran is located at Masjid Besar street, No. 32, Tengaran. It was built on State-Own Area as wide 590 $m^2$ and building area as wide 470$m^2$. Actually, it was established in 1977. The research was applied for the students of the eight grade of MTs Aswaja. The detail of this school described as follows:

Name of school : MTs Aswaja Tengaran
Address : Jl.Masjid Besar no. 32, Tengaran
Accreditation : B
Email : mtsaswaja58@gmail.com
Phone Number : (0298)61005
Post Code : 50775
School Status : Private
Headmaster : Khabibah, S. Ag
Established : 1977

2. Vision and Mission

1) Vision

“positioned as the leading center of Islamic community achievers based on faith and taqwa”.

2) Mission

a) Conducts quality-oriented education, either academic nor morally and socially religious education

b) Creating an atmosphere of polite.

B. Subject of the Research

In this research, the writer chooses MTs Aswaja Tengaran as object of the study especially the eighth students. The students in grade eight consist of two groups, there are eight grade A and B, but the writer takes one class group A. The numbers of the participants are 24 students. They are 12 girls and 12 boys. Their native language is Indonesian language. The average age of the participants is 13 years old. They have been taught English since the first year of school. They have English lesson at least two meetings in a week which are each meeting along with two hours lesson, one hour lesson is 35 minutes.
### Table 3.1
List of Sample of MTs Aswaja Tengaran in Academic year of 2016/2017.

<table>
<thead>
<tr>
<th>NO</th>
<th>NISN</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>0023971200</td>
<td>Adinda Nur Fiani</td>
</tr>
<tr>
<td>2.</td>
<td>0023972271</td>
<td>Agung Priambudi</td>
</tr>
<tr>
<td>3.</td>
<td>0036523395</td>
<td>Aris</td>
</tr>
<tr>
<td>4.</td>
<td>0023972264</td>
<td>Fatimah Azzahra</td>
</tr>
<tr>
<td>5.</td>
<td>0028585203</td>
<td>Hanik Lutfi Afifah</td>
</tr>
<tr>
<td>6.</td>
<td>0028245456</td>
<td>Joko Trimanto</td>
</tr>
<tr>
<td>7.</td>
<td>0032771164</td>
<td>Kesia Putri Kusuma W</td>
</tr>
<tr>
<td>8.</td>
<td>0023973305</td>
<td>Laila Afifatul L.</td>
</tr>
<tr>
<td>9.</td>
<td>0036884725</td>
<td>M. Abdurrohman</td>
</tr>
<tr>
<td>10.</td>
<td>0023299390</td>
<td>M. Desvito Adrian</td>
</tr>
<tr>
<td>11.</td>
<td>0028847867</td>
<td>Muhammad Fatih</td>
</tr>
<tr>
<td>12.</td>
<td>0032066387</td>
<td>Sefiono</td>
</tr>
<tr>
<td>13.</td>
<td>0022969083</td>
<td>Noviyatun</td>
</tr>
<tr>
<td>14.</td>
<td>0029126299</td>
<td>Gefira Nanda Amalia Putri</td>
</tr>
<tr>
<td>15.</td>
<td>0026298885</td>
<td>Rizky Kurniawan</td>
</tr>
<tr>
<td>16.</td>
<td>0038802469</td>
<td>Sri Miati</td>
</tr>
<tr>
<td>17.</td>
<td>0020231862</td>
<td>Solikin</td>
</tr>
<tr>
<td>18.</td>
<td>0020231859</td>
<td>Tika Sofianita</td>
</tr>
</tbody>
</table>
C. Method of the Research

The type of this research is classroom action research (CAR). Action research is a kind of research that is conducted in the classroom by a teacher. Besides, action research has a goal to improve and enhance the quality of learning and to help empower the teachers in solve learning problems in the school. According to Arikunto (2014: 130), classroom action research is coming from three words they are:

a. Research is an activity to find out accuracy some subject using methodology which interest and important for the writer.

b. Action is some activities deliberately done by having several aims

c. Class is a group of students in the same time, have some lesson from teacher.

According to Mills as quoted by Hopkin (2008:48), Action research is any systematic inquiry conducted by teacher researchers to gather information about the ways that their particular school operates, how they teach, and how well their students learn. Action research is about working towards practical
outcomes, and also about creating new forms of understanding, since action without understanding is blind, just as theory without action is meaningless (Khosy, 2005:9). Besides, Elliot in Hopkin (2008: 48), state that “Action research is the study of a social situation with a view to improving the quality of action within it”.

According to Kemmis in Hopkin (2008: 48) stated that action research as follow;

“Action research is a form of self-reflective inquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of their own social or educational practices, their understanding of these practices, and the situations in which the practices are carried out”.

Based on many definitions above about action research, the researcher can conclude that classroom action research is a classroom action in a research, which can be done by teacher, researcher, and teacher with his or her colleague, etc with involves a group of students to improve teaching and learning process or to enhance the understanding of the students to the lesson. In this research, the writer using group investigation (GI) method to improve students’ reading ability in descriptive text.

D. Principles of Classroom Action Research

According to Arikunto (2014:134-135), there are some principles of classroom action research as follows:

1. The participatory action research (participatory action research) that the research activities carried out by emphasizing the involvement of the
community to feel involved and have programs and activities intended to participate actively in community-based problem-solving.

2. Critical action research (critical action research), the research done by stressing the existence of a high intention to act to solve problems and improve the situation.

3. Classroom action research (action research class), namely a study conducted by the teacher to the classroom or at school where he taught with an emphasis on perfecting or improving processes and practices of learning.

4. Action research institution (institutional action research), which is done by the manager of the school as an educational organization to improve activity, process, and productivities institutions.

E. Procedure of Research

Classroom Action Research consists of some cycles. The researcher will apply classroom action research in her study. It consists of two cycles, each cycle consists of 4 steps. According to Kemmis and Taggart (1990) in each cycle, the procedure are as follows.

1. Planning

The Activities in the planning which do by writer and collaborator are:

a. Making the schedule of the research

b. Preparing material and making a lesson plan

c. Designing the steps doing the action
d. Preparing list of the students’ name and scoring

e. Preparing sheets for classroom observation (to know the situation of the teaching-learning process when the method or technique or mode in applied).

2. Action

a. Introduction/ greeting

b. Check of the present of the students

c. Giving pre-test

d. Teaching the material

e. Team study

f. Giving occasion to the students to ask any problems.

g. Giving post-test.

3. Observation

Observation is the activity of observing the data collected in order to know what extent the action activities has reached the objectives of the study. In this step researcher observed teaching learning process. Then identified and analyzed the data collected during the learning process.

4. Reflection

Reflection is the activity of evaluating critically the progress or change of the students. In this step, the writer could observe whether the action activity resulted any improvement. To support the study, the researcher used test to gather the data. It is able to be used to revise the
steps in Cycle I in order to be better than before. Researcher as a teacher also does self-evaluation; it is expected to reform next cycle.

The procedures above are briefly illustrated in the following scheme.

**FIGURE 3.1**

**KEMMIS AND MC TAGGART’S MODEL (1988)**

![Diagram of KEMMIS AND MC TAGGART’S MODEL (1988)](image)

**F. Technique of Collecting Data**

A method of data collection is very important in the research because the data have been collected by the researcher will be prepared, analyzed, and interpreted to solve the problem. According to Glanz (1998: 133), data collection is the process of collecting information to answer one’s
research questions and/or confirm or reject a hypothesis. In this study, the writer used three kinds of instruments in gathering data. Those are observation, test, and documentation.

1. Observation

A method of data collection is very important in the research because the data have been collected by the researcher will be prepared, analyzed, and interpreted to solve the problem. According to Glanz (1998: 133), data collection is the process of collecting information to answer one’s research questions and/or confirm or reject a hypothesis. In this study, the writer used three kinds of instruments in gathering data. Those are observation, test, and documentation.

“Observation is effective ways to complete the research with observation form as an instrument. A form contains about a phenomenon will be described” (Arikunto, 2006: 229). According to Evertson and Green (2009:113), observation is defined as an approach to the study of the educational process.”

Dalen (in Wagito, 2003:31), states that “Observation is fundamental in research for it produces one of the basic elements of the science of facts. Besides that, Young (in Walgito, 2003: 31), also says that “Observation is a systematic and deliberate study through the eye of spontaneous occurrences as they occur”.
The purpose of observation is to perceive the nature and extent of significantly interrelated elements with complex social phenomena culture patterns or human conduct. So, observation can be said that the research method which can be conducted in a systematic manner and intentionally by using five senses especially eyes.

2. Test

The test is an instrument to collect data learning achievement of students, either through an oral, written, and deed (Mulyasa, 2011:69). In this research, the test is used to measure some skill, intelligent, knowledge or ability that is owned by individually or personality. The writer uses pre-test and post-test. A pre-test is given first time before the researcher takes an action. Then, post-test is implemented after classroom action research in the last session of teaching learning activity. Pre-test and post-test used to know the differences of students’ improvement.

3. Documentation

“Documentation is every written material that is not prepared because of the request of a researcher. According to Arikunto (2014: 274), “Documentation is conducting documentation method, the researcher investigates the written material such as book, magazine, documents, regulations, the note of the meeting, diary, etc. Guba and Lincoln (in Moleong, 2006: 216) also states that “Document is divided into the personal document and formal document”.

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In this method conducts by seeing a formal document or personal document. The researcher uses the documentation method to obtain the data. Besides through it, the researcher to know about the teacher, student, structure or organization, profile of the school, and the location of the school.

G. Technique of Data Analysis

The researcher would like to analyze the data by the action research. To analyzing data, there are two ways to analyze the data, they are:

1. Descriptive technique

A descriptive technique is used to know the student's behavior during the teaching and learning process. The writer will describe all activity that happened in the classroom. In the descriptive technique, the researcher analyzes the observation sheet which has been made by the collaborator.

2. Statistical technique

A statistical technique is used to calculate the result of the test. In scoring the test, the student's score is counted with the following formula:

a. Mean

\[ M = \frac{\sum X}{N} \]

Where,

M: Mean of students’ score

\( \sum X \): The sum score of students’ writing test
N: The total number of students

b. Standard Deviation  \[ SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

Where,

SD : Deviation Standard
D : Difference between pre-test post-test
N : Total number of students

c. Test

To be able to know whether there is a significant improvement or not between pre-test and post-test, researcher using t-test after calculate the SD. The formula is :

\[ t_o = \frac{\left( \frac{\sum D}{N} \right)}{\left( \frac{SD}{\sqrt{N - 1}} \right)} \]

Where,

\( t_o \) : T-test for the differences of pre-test and pos-test
SD : Deviation Standard for one sample t-test
D : Different between pre-test and post-test
N : Number of observation in sample.
CHAPTER IV

DATA ANALYSIS

This chapter focuses on analyzing the data collected. The researcher gives the detail findings. It shows the finding of the data collected since in the beginning until the ending of the research. The findings consist of the results of the cycle I and cycle II. There are two cycles that are treatments of the use of Group Investigation method to improve students' reading ability in the Descriptive text.

A. Implementation of Research

In this research, the researcher acted as a teacher. The teaching learning process was observed her collaborator, Hafidz Zaen S.Pd.I. The researcher arranged two cycles. Each cycle consists of planning, action, observation and reflection. The whole steps of this research are explained in the description below:

a. Cycle I

a. Planning

Before conducting the research, the researcher prepared the instruments of the research, they are:

a. Preparing the schedule of the research
b. Preparing the materials and making lesson plan
c. Designing the steps doing the action
d. Preparing list of the student's name and scoring
e. Preparing an observation sheet (to know the situation of teaching learning process when method is implemented)

f. Preparing test (to know whether students' reading ability improve or not when the method was applied). Pre-Test was given to the students before applying of Group Investigation while Post-Test was given to the students after applying method.

b. Implementation of the action

On Friday, 24th February 2017, the teacher (researcher) and the observer entered the English class. In this meeting, the teacher was doing teaching-learning process, as usual that is reading aloud. Many students did not pay attention to the teacher. They tended to make noisy in class. Some students still talked with other friends. The other students were not on their desks. They kept walking around. Right after the teacher greeted them, they started to go back to their own desks. The teacher greeted them by saying, "Good morning everyone". The students answered, " I am fine thank you and you?" The teacher opened the lesson by introducing herself. Then, she checked the students' attendance.

There were three steps which were done to built the students' knowledge. There were pre activities, main activities, and post activities. In pre activities, the teacher greeted the students' to pray, checked the students' attendance, and explained the activities that were
going to be done by students. In those pre activities, students gave attention to the teacher's explanation.

In this part, the teacher conveyed the learning objectives. Then, she did apperception of reading by giving students' question about their experience in reading. Some students dislike to read the story because it was difficult. Then, the teacher asked to them again why they had difficulty in reading story. Some students responded that the most difficulty was when they found a new word that made them did not understand the content of reading text.

Furthermore, the teacher gave a preliminary test with 10 multiple-choice items to got base score of reading comprehension ability. All of the questions were about descriptive text. It was followed by 24 students from 25 students as the participant of the study. Then, the teacher gave 20 minutes for the student to do Pre-Test. The aim of this test was to measure how far students' comprehension ability in reading the text and to know the base score of reading when it was taught by using conventional method. When the students were doing the test, the teacher walked around the class to check the students' task. After all, students finished the pre-test. She collected the students' result. Then, she began teaching learning process.
Furthermore, the teacher brought the students to a clear importance of comprehending the English texts. It was able to be facilitated through the group-work. The limitation of time made the teacher only did the first step in applying Group Investigation method. The teacher motivated the students that this method would be useful for them. The teacher also introduced the role and group investigation learning.

After the teacher explains the role of Group Investigation. The teacher divided the students into some groups. Each group consists of four to five people based on random system both in academically and gender. The students accepted the text one by one. Then, they read the text and identified the structure of text include the main idea, detail information, generic structure, and difficult words. Each group got the task to investigate one of the person in their environment. Each group wrote the name of the person who investigated and the paper name of person collected by the teacher. Then, the students in each group found out data about person who investigated. Next, they prepared a report in form of descriptive text. After finished, the students in each group presented their report in the class. During the presentation, the researcher observed the students cooperative in the group, the students' activeness in presenting the material, students' concerning toward other group presentation, the students' activeness in asking the question, and the students' activeness in answering questions in the
group. If the students faced the problem, the teacher was going to help the students. In the last, the students and the teacher evaluated each group's contribution in team work of the class. After all of the process had finished, the teacher evaluated the students by giving a test.

Finally, the teacher gave a summary to the students. The students felt more enjoy because of the situations more spirit than the previous meeting. Then, the teacher gave students 20 minutes to do post-test. After finishing the post-test, the teacher closed the meeting.

c. Observation

In the first cycle, the researcher obtained the field of note from her partner. By monitoring the students' activity in this action, the teacher and the observer saw that the students were not ready yet when the teacher (the researcher) arrived in the class. It was able to be seen for the students' attitude. The situation of the class was rather crowded. It was the first time for them in English class using Group Investigation method. This situation was monitored by an observer.

There were some students showed that they had difficulties in reading a text. Most of the students had lack of vocabulary and poor in pronunciation. In addition, most of them still had score under the standardized (KKM). Nevertheless, there were some other students got a good score and had good skill in reading.
Furthermore, the researcher is going to analyze the students' improvement in learning reading by looking the result of pre-test and post-test in cycle 1.

1. The score of test in cycle 1

**Table 4.1**

The score of students' Pre Test and Post Test in Cycle 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Pre-test 1(X)</th>
<th>Post-test 1(Y)</th>
<th>Post-Pre</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Adinda Nur Fiani</td>
<td>40</td>
<td>50</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>2.</td>
<td>Agung Priambudi</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>3.</td>
<td>Aris</td>
<td>50</td>
<td>50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4.</td>
<td>Noviyatun</td>
<td>40</td>
<td>60</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>5.</td>
<td>Dwi Celin Dian Nurul Jannah</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>6.</td>
<td>Fatimah Az-zahra</td>
<td>60</td>
<td>60</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7.</td>
<td>Firman Efendi</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>8.</td>
<td>Gefira Nanda Amalia Putri</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>9.</td>
<td>Hanik Lutfi Afifah</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>10.</td>
<td>Joko Trimanto</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>11.</td>
<td>Kesia Putri Kusuma Wardani</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>12.</td>
<td>Muhamad Abdurrohman</td>
<td>80</td>
<td>70</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>13.</td>
<td>Laila Afifatul Latifah</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>14.</td>
<td>Muhamad Lukman</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Name</td>
<td>Pre</td>
<td>Mid</td>
<td>Sum</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>Hakim</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Nurul khamidah</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>16. Randy Iriyansah</td>
<td>40</td>
<td>60</td>
<td>20</td>
<td>400</td>
<td></td>
</tr>
<tr>
<td>17. Rizky Kurniawan</td>
<td>70</td>
<td>70</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>18. Sefiono</td>
<td>60</td>
<td>60</td>
<td>0</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>19. Sri Miati</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>20. Solikin</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>21. Tika Sofianita</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>22. Yulia Nur Wulandari</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>23. Muhammad Desvito</td>
<td>40</td>
<td>60</td>
<td>20</td>
<td>400</td>
<td></td>
</tr>
<tr>
<td>24. Tegar Amar Ma'ruf</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td><strong>Jumlah</strong></td>
<td>1280</td>
<td>1480</td>
<td>200</td>
<td>2900</td>
<td></td>
</tr>
</tbody>
</table>

1) Calculating Mean of Pre Test

a. Mean of Pre-Test I

\[
M = \frac{\sum x}{N}
\]

\[
M = \frac{1280}{24}
\]

\[
M = 53,33
\]
b. Mean of Post-Test I
\[ M = \frac{\sum Y}{N} \]
\[ M = \frac{1480}{24} \]
M = 61,6

c. Mean of Pre-Test = 53,33

d. Mean of Post-Test = 61,6

e. Mean of Pre- Test \leq than Post-Test

f. There is an improvement of reading ability through the use of Group Investigation between Pre Test I (before the action) and the Post-Test I (after the action)

2) Calculating of Standard Deviation

From the data above, the researcher calculated SD of pre-test and post-test

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2} \]
\[ SD = \sqrt{\frac{2900}{24} - \left( \frac{200}{24} \right)^2} \]
\[ SD = \sqrt{120,8 - (8,33)^2} \]
\[ SD = \sqrt{120,8 - (69,38)} \]
\[ SD = \sqrt{51,4} \]
3) T-test Calculation

\[ t_o = \frac{\sum x}{\frac{SD}{\sqrt{N-1}}} \]

\[ t_o = \frac{200}{\frac{7.16}{\sqrt{24-1}}} \]

\[ t_o = \frac{(8.33)}{\frac{7.16}{\sqrt{23}}} \]

\[ t_o = \frac{(8.33)}{(1.72)} \]

\[ t_o = \frac{8.33}{1.49} \]

\[ t_o = 5.59 \]

Giving Interpretation \( t_o \)

a) Calculate of df

\[ df = n-1 \]

\[ df = 24-1 \]

\[ df = 23 \]

b) Consult with t-table value

With \( df = 23 \), the value of t-table with level of significant 5% is 2.069.
c) Comparing t-test with t-table

\[ T\text{-test} = 5.59 \text{ therefore } t\text{-test is higher than } t\text{-table with level of significance } 5\%. \]

If t-test similar or higher than t-table, so null hypothesis (H0) is rejected. H0 is no significant difference between pre-test and post-test. T-test table with n=23 is 2.069. The result of t-test is 5.59 > 2.069. So, t-test calculating is higher than t-table. Therefore, H0 is rejected, it means that there is a significant difference between pre-test and post-test.

From the calculation above, the researcher concludes that between pre-test and post-test had the different significance where the students' score of post-test is higher than pre-test. It shows that using group investigation in teaching reading is able to improve the reading ability in descriptive text.

The improvement also can calculated in percentage by calculating students' pre-test and post-test score. The calculation is able to be shown below:

\[
P = \frac{M_2 - M_1}{M_1 + M_2} \times 100\%
\]

\[
P = \frac{61.6 - 55.3}{55.3 + 61.6} \times 100\%
\]

\[
P = \frac{6.3}{114.9} \times 100\%
\]

\[
p = 7.22\%
\]
The calculation which shows the class percentages of students who pass the KKM (the minimum of passing criteria) is:

\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{7}{24} \times 100\% \]

\[ P = 29.1\% \]

It means there are 29.1% of students who pass the standardized score (the minimum of passing criteria). Only 7 students' who pass KKM. So the researcher wanted to take a second cycle to be able to improve the ability of students to pass the KKM.

4) Students' Observation Sheet

**Table 4.2**

**Result of the Observation sheet in cycle I**

<table>
<thead>
<tr>
<th>No</th>
<th>NISN</th>
<th>Name of Object</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0026298899</td>
<td>Adinda Nur Fiani</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>0033307915</td>
<td>Agung Priambudi</td>
<td>√</td>
<td></td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>0010253306</td>
<td>Aris</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Noviyatun</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>0026298437</td>
<td>Kesia Putri Kusuma Wardani</td>
<td>√</td>
<td></td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>0037989581</td>
<td>Fatimah Az-zahra</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>ID Number</td>
<td>Name</td>
<td>Pay attention</td>
<td>Activeness in asking question</td>
<td>Activeness in responding question</td>
<td>Enthusiasm in doing test</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>--------------------</td>
<td>-------------------------------------------------</td>
<td>---------------</td>
<td>--------------------------------</td>
<td>-----------------------------------</td>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>0003202464</td>
<td>Firman Efendi</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>0044681533</td>
<td>Gefira Nanda Amalia Putri</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>0035828385</td>
<td>Hanik Lutfi Afifah</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>0020231862</td>
<td>Joko Trimanto</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td>Dwi Cellin nurul jannah</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>0021033147</td>
<td>Muhamad Abdurrohman</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>0023651687</td>
<td>Laila Afifatul Latifah</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>0022069493</td>
<td>Muhamad Lukman Hakim</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>0026298885</td>
<td>Nurul khamidah</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td></td>
<td>Randy Iriyansah</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td></td>
<td>Rizky Kurniawan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>0026298849</td>
<td>Sefiono</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>0038802469</td>
<td>Sri Miati</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>0020231862</td>
<td>Solikin</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>0020231859</td>
<td>Tika Sofianita</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>0021033147</td>
<td>Yulia Nur Wulandari</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>0026298849</td>
<td>Muhammad Desvito Adrian</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td></td>
<td>Tegar Amar Ma'ruf</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Explanations:

A. Pay attention  
B. Activeness in asking question  
C. Activeness in responding question  
D. Enthusiasm in doing test
After analyzing the result of the action in cycle 1, the students' reading ability have improved (between pre-test 1 and pre-test 2). It can be known by Mean of post-test, which is higher than the mean of pre-test. However, the improvement was so low. The students who passed the KKM in post test were 29.1%. The writer expected that 85% students could pass the KKM. The result of cycle 1 was below than the writer's expectation, 29.1% < 85%. By analyze the result of cycle I, the writer would conduct cycle 2. From the definition above, the writer examined some weaknesses of the implementation of cycle 1.

Beside, there is the weakness that happened in the teaching-learning process in cycle 1. Some students still get the score under standardized test. It is about fewer than 50% the students do not achieve the standardized score. However, the standardized score of the students must be achieved in English. It is 70. It is caused by many of the students still did not focus on the not listen to teacher's explanation.

Based on the notes above, the teacher as researcher must be more creative. The teacher is reflecting and evaluating the learning activities in the first cycle. Then, she tried to get solution on the problem by planning some action such as below:

1) The researcher asked students to focus on study and not make noises
2) The researcher should motivate students to be more active in their group work.

3) The researcher should manage class well.

4) The researcher made class condition well to get students be more active.

5) The researcher needs to ask the students to bring dictionary to help their vocabulary difficulties

6) The researcher has to motivate the students to answer the teacher's questions using English

Furthermore, the researcher would use the same method to teach reading and continue to the next cycle.

b. Cycle II

In the first cycle, there are still 17 students that have score less than the standardized score 70. Based on the result of cycle I, it is better to the teacher to continue the next cycle.

a. Planning

Before conducting the research, the researcher prepared the instrument of research, in the following:

1) Preparing lesson plan

2) Preparing material
3) Preparing list of the students' name and scoring

4) Preparing an observation sheet (to know the situation of teaching learning process when method implemented)

5) Preparing a test to know whether students' reading comprehension ability is improve or not when the method is applied.

b. Implementation of the action

On Monday, February 27th 2017, the teacher (researcher) and the observer entered the English class. The researcher did some activities such as in the first cycle. Learning process was started by greeting, asked students to pray together, and checking students' attendance. Before starting the lesson, the teacher reviewed the previous lesson with asked the students to repeat previous lesson. Then, she asked them about anything around the school. The teacher gave brainstorming before started the material by asking the students. "Do you know this classroom and can you describe it?", teacher asked. "If you know, raise your hand!", she said. In this case, there were some students answer the question. They were Dwi Cellin, Firman Effendi, and Solikin. After reviewing the previous material, the teacher gave pre-test about descriptive text and gave 10 minutes as time to finish. When the students were doing the test, the teacher walked around the class. After they finished the pre-test, they collected the answer sheet to her and continued the lesson.
The teacher gave explanation clearly to the students. Furthermore, the teacher introduced the new topic about description place with the title "Borobudur Temple". Then, students were divided into 5 groups. The member of a group was same with the first cycle. The students accepted the text one by one. Then, they read the text. After that, they identified the structure of text include the main idea, detail information, generic structure, difficult words.

Next, the teacher prepared flashcards about places around school environment. Each group got the task to investigate one of place in their school environment. Students' representatives from every group came forward in class to choose one flashcard. Then, students in each group found out data about the place based on the flashcard. Next, they prepared a report in form of descriptive text. After they finished, the students in each group presented their report in the class.

During the presentation, the researcher observed the students cooperative in a group, the students' activeness in presenting the material, students' concern toward other group presentation, the students' activeness in asking a question, and the students' activeness in answering questions in a group. Then, if the students faced the problem, the teacher was going to help them. In the last, the students and the teacher evaluated each group's contribution in team work of the class. After all of the process had finished, the teacher evaluated
students by giving a test (post-test). The teacher gave 20 minutes to do a test.

Furthermore, the teacher gave suggestions to the students to study hard, increased their vocabulary, and learned grammar. Learning vocabulary and grammar have a role important in reading comprehension ability. Then, the teacher asked students to say hamdalah together then closed the meeting.

c. Observation

In cycle II, the researcher still used the same method like in the Cycle I. She used the different theme to teach reading. She used description of place. The Teaching Learning process in cycle II is more active than cycle I. The students had more easy to understand the text.

The researcher would like to analyze the students' improvement in reading comprehension by calculating the result of pretest and post-test. From the result of this cycle, it shows that there is an improvement compared with the previous cycle. It is shows that the students increase in their reading comprehension ability.
a) The score of test in cycle II

**Table 4.3**

The Result of Pre-Test and Post Test Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Post-Pre</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>II (X)</td>
<td>II(Y)</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Adinda Nur Fiani</td>
<td>80</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2.</td>
<td>Agung Priambudi</td>
<td>70</td>
<td>90</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>3.</td>
<td>Aris</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>4.</td>
<td>Dwi celin dian nurul jannah</td>
<td>70</td>
<td>90</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>5.</td>
<td>Fatimah Az-zahra</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>6.</td>
<td>Firman Efendi</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>7.</td>
<td>Gefira Nanda Amalia Putri</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>8.</td>
<td>Hanik Lutfi Afifah</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>9.</td>
<td>Joko Trimanto</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>10.</td>
<td>Kesia Putri Kusuma Wardani</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>11.</td>
<td>Muhamad Abdurrohman</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>12.</td>
<td>Muhamad Lukman Hakim</td>
<td>70</td>
<td>60</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>13.</td>
<td>Nurul khamidah</td>
<td>70</td>
<td>90</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>14.</td>
<td>Randy Iriyansah</td>
<td>60</td>
<td>90</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>15.</td>
<td>Rizky Kurniawan</td>
<td>70</td>
<td>90</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>16.</td>
<td>Sefiono</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>17.</td>
<td>Sri Miati</td>
<td>80</td>
<td>90</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>18.</td>
<td>Solikin</td>
<td>60</td>
<td>90</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>Score</td>
<td>Score</td>
<td>Score</td>
<td>Score</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>19</td>
<td>Tika Sofianita</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>20</td>
<td>Yulia Nur Wulandari</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>21</td>
<td>Muhammad Desvito Adrian</td>
<td>80</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>22</td>
<td>Laila Afifatul Latifah</td>
<td>80</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>23</td>
<td>Tegar Amar Ma'ruf</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>24</td>
<td>Noviyatun</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Jumlah</td>
<td>1640</td>
<td>1960</td>
<td>300</td>
<td>5400</td>
</tr>
</tbody>
</table>

1) Calculating mean of Pre Test

a) Mean of Pre Test II

\[
M = \frac{\sum X}{N}
\]

\[
M = \frac{1640}{24}
\]

\[M = 68.33\]

b) Mean of Post Test Cycle II

\[
M = \frac{\sum Y}{N}
\]

\[
M = \frac{1960}{24}
\]

\[M = 81.6\]

c) Mean of Pre Test = 68,33

d) Mean of Post Test = 81,6

e) Mean of Pre Test ≤ Mean of Post Test
f) There is an improvement of reading ability through the use of Group Investigation between Pre Test II (before the action) and the Post Test II (after the action).

2) Calculating of Standard Deviation

From the data above, the researcher calculated SD of Pre-Test and Post-Test

\[
SD = \sqrt{\frac{\Sigma D^2}{N} - \left( \frac{\Sigma D}{N} \right)^2}
\]

\[
SD = \sqrt{\frac{5400}{24} - \left( \frac{300}{24} \right)^2}
\]

\[
SD = \sqrt{225 - (12.5)^2}
\]

\[
SD = \sqrt{225 - 156.25}
\]

\[
SD = 68.75
\]

\[
SD = 8.29
\]

3) T-test Calculation

\[
t_o = \frac{\left( \frac{\Sigma D}{N} \right)}{\left( \frac{SD}{\sqrt{N-2}} \right)}
\]

\[
t_o = \frac{\left( \frac{100}{24} \right)}{8.29 \sqrt{24-2}}
\]

\[
t_o = \frac{12.5}{5.29}
\]

\[
t_o = \frac{12.5}{4.79}
\]
\[ t_o = \frac{12.5}{1.73} \]

\[ t_o = 7.22 \]

Giving Interpretation \( t_o \)

a) Calculate of df

\[ df = n-1 \]

\[ df = 24-1 \]

\[ df = 23 \]

b) Consult with t-table value

With df = 23, the value of t-table with level of significant 5% is 2.069.

c) Comparing t-test with t-table

\( T\)-test = 7.22 therefore \( T\)-test is higher than t-table with level of significance 5%.

If t-test similar or higher than t-table, so null hypothesis (H0) is rejected. H0 is no significant difference between post -test cycle 1 and post-test cycle 2. T-test table with n=23 is 2.069. The result of t-test is 7.22 > 2.069. So, t-test calculating is higher than t-table. Therefore, H0 is rejected, it means that there is a significant difference influence between pre-test and post-test.
From analysis above, the researcher concluded that score mean of pre-test and post-test was a significantly difference, by which post-test (81,6) was greater than pre-test (68,33). It shows that using Group Investigation gave improvement to the students' reading ability especially in descriptive text.

In addition, the improvement also able to be calculated in percentage by calculating students’ pre-test and post-test score. The calculation is able to be shown below:

\[
P = \frac{M_2 - M_1}{M_1 + M_2} \times 100\%
\]

\[
P = \frac{81.6 - 68.33}{68.33 + 81.6} \times 100\%
\]

\[
P = \frac{13.27}{149.93} \times 100\%
\]

\[
p = 8.85 \%
\]

The calculation which shows the class percentage of students who pass the KKM (the minimum of passing criteria) is:

\[
P = \frac{F}{N} \times 100\%
\]

\[
P = \frac{23}{24} \times 100\%
\]

\[
P = 95.8 \%
\]
It means that 95.8% students pass the KKM. There are 23 students who pass the KKM. Meanwhile, 1 student do not pass the KKM. It concludes that the improvement of students' reading ability in descriptive text is good.

a) Students' Observation Sheet

**Table 4.4**

*Result of the Observation sheet in cycle II*

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Post-Pre</th>
<th>$D^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>II (X)</td>
<td>II(Y)</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Adinda Nur Fiani</td>
<td>80</td>
<td>80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>Agung Priambudi</td>
<td>70</td>
<td>90</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>3</td>
<td>Aris</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>4</td>
<td>Dwi celin dian nurul jannah</td>
<td>70</td>
<td>90</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>5</td>
<td>Fatimah Az-zahra</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>6</td>
<td>Firman Efendi</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
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<tr>
<td>7</td>
<td>Gefira Nanda Amalia Putri</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
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<tr>
<td>8</td>
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<td>80</td>
<td>20</td>
<td>400</td>
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<tr>
<td>11</td>
<td>Muhamad Abdurrohman</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
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<tr>
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<td>70</td>
<td>60</td>
<td>-10</td>
<td>100</td>
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<td>13</td>
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<td>70</td>
<td>90</td>
<td>20</td>
<td>400</td>
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<tr>
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<td>Randy Iriyansah</td>
<td>60</td>
<td>90</td>
<td>20</td>
<td>400</td>
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</tbody>
</table>
15. Rizky Kurniawan  70  90  20  400
16. Sefiono  60  80  20  400
17. Sri Miati  80  90  10  100
18. Solikin  60  90  20  400
19. Tika Sofianita  70  80  10  100
20. Yulia Nur Wulandari  70  80  10  100
21. Muhammad Desvito Adrian  80  80  0  0
22. Laila Afifatul Latifah  80  80  0  0
23. Tegar Amar Ma'ruf  70  80  10  100
24. Noviyatun  70  80  10  100

Jumlah  1640  1960  300  5400

Explanations:

A. Pay attention
B. Activeness in asking question
C. Activeness in responding question
D. Enthusiasm in doing test

d. Reflection

After analyzing the result of the Cycle II, the researcher concludes that using Group Investigation method is able to improve students' reading ability. The students are more easy understand the material, so that most of them did the test well. The students presented the result of their discussion better than before. The researcher felt pleasant and satisfied with the students’ reading ability improvement. The result of pre - test and post-test in this cycle II are higher than the
cycle I. Most of the students get to score more than standardized score it is 70. Students who pass the KKM were 95.8%. The result of cycle 2 was above from the researcher expectation. Researcher expected that 85% students could pass the KKM. It meant that the result of cycle 2 higher 13.5% than researcher’s expectation. Eventhough, 1 students could not pass the KKM but the improvement was high. The result of cycle 2 showed that the implementation of GI method to improve students’ reading ability was successfull. In conclusion, the researcher did not need to conduct more cycle be cause the expectation of the researcher was achieved.

B. Analysis and Discussion

1. Analysis

From the result of analysis in cycle I and cycle II, there is significant improvement on the students' reading ability. That is going to be explained in the table below:

Table 4.5
Table of data analysis

<table>
<thead>
<tr>
<th>No</th>
<th>Analysis</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean of Pre Test</td>
<td>53.33</td>
<td>68.33</td>
</tr>
<tr>
<td></td>
<td>Mean of Post Test</td>
<td>61.6</td>
<td>81.6</td>
</tr>
<tr>
<td>2.</td>
<td>t- Table N=24</td>
<td>2.069</td>
<td>2.069</td>
</tr>
<tr>
<td>3.</td>
<td>t- Calculation</td>
<td>5.59</td>
<td>9.32</td>
</tr>
<tr>
<td>4.</td>
<td>t-test &gt; t-table</td>
<td>5.59 &gt; 2.069</td>
<td>9.32 &gt; 2.069</td>
</tr>
</tbody>
</table>
Null hypothesis (Ho) is rejected if the t-calculation is higher than t-table. The table shows that T- Calculation is higher than T- table, so Ho is rejected. It means that there is significant difference between mean pre-test and post-test. It is able to be concluded that Group Investigation can improve students' reading ability in descriptive text. Moreover, the result of each test increases for each cycle. It is shown by the result of t- calculation in cycle I is 5.59 and Cycle II is 9.32. It means that the application of Group Investigation is able to improve students' reading ability. From the finding research above, it is able to be shown that the using of Group Investigation is able to improve the students' reading ability because this method encourages the students to do the best for their group.

In addition, the mean of Pre Test and Post Test in each cycle increases significantly. The mean of the Pre-Test in cycle I is 53.33 and Post Test cycle I is 61.6. In cycle II, the mean of Pre Test and Post Test is 68.33 and 81.6.

The result shows that the finding in cycle I lower than the standardized score (Kriteria Ketuntasan Minimal) in score 70. In cycle II, the mean of Post Test is 81.6. It is successful to achieve the standardized score. In this case, the different result could happen because there are some problems occurred. In cycle I students are not familiar with the vocabulary in the text. In cycle II only one student
who gets sore less than standardized score, it is 70. However, the result of the test in cycle I and II improved.

From the explanation above, it is able to be seen that using "Group Investigation" method is able to improve students' reading ability. Therefore, the result of the test in cycle I and II always increase.

2. Discussion

Group Investigation is one of method which the students have to work in group. Each student in the group blends ideas and opinions. The students discuss and argue for understanding the staple of a subjects and breaking up the problems in their group. By doing GI method in group, teaching learning process is more fun. In addition, giving reward is able to motivate the students to increase their achievement in studying English. In Group Investigation, the teacher has to give reward for the group who gets most of word that had ever read by members of group and prove that the students do the best for their group.

Related to the writer's finding in the previous research, GI method helps students to achieve the team's goal and encourage students to help another. However, students take final test without teammate's help. The teacher gives score to the students based on their personal achievement (Slavin, 2005:191). Based on the explanation above, the researcher concludes that teaching using method is
appropriate used in Teaching Reading. By using this method, the students is able to achieve the major goal of reading.
CHAPTER V
CLOSURE

A. Conclusion

Based on the analysis of data in cycle I test and cycle II test, it is able to be concluded as follows:

1. Group Investigation Method is able to improve students' reading ability in descriptive text. It able to be seen from students' score that increased in each cycle. The score of post-test is greater than pre-test. The cycle I shows that of pre-test is 53,33 and score of post-test is 61,6. Then, score cycle II, the score of pre-test is 68,33 and the post-test is 81,6. It means that there is significant difference between pre-test and post-test. It indicates that group investigation method is able to be improving students' reading ability in descriptive text of eighth-grade students' of MTs Aswaja Tengaran.

2. The extent of the use of group investigation method is able to be proved by t-test calculation. The t-test is a formula to know the significant differences between pre-test and post-test. The t-test of this research in cycle I is 5,59 and t-test in cycle II is 9,32. It means that the use of group investigation method is able to improve students' reading ability in descriptive text.
B. Suggestion

At the end of this chapter, the writer would like to propose the suggestions, which hopefully would be useful for all subjects.

1. For the English Teacher
   a. The teacher is able to use group investigation (GI) as an alternative method in teaching reading skill. Reading is such kinds of activity that is often boring for the students, but it is a crucial thing for students to gain knowledge. So, the use of GI method is going to give the students new condition.
   b. The teachers are suggested to apply Group Investigation method in teaching learning process. They have to be more creative and avoid the traditional method.
   c. The teachers have to use appropriate teaching media to facilitate and stimulate their students.
   d. The English teacher should motivate the students and make them interested in reading. Therefore, the students are able to cooperate with other friends who have different background both in academically and gender.

2. For the Students
   a. The students should give more attention. They must keep their attitudes when the teacher gives explanation. So, when the teacher gives commands or questions, they are able to do exercise perfectly.
In addition, students have to study English harder to reduce difficulties in English learning.

b. The students should study and read the material before they enter the class.

c. Students have to develop their knowledge in reading process and in many exercises in order to get a better achievement.

d. The students should attend the reading class seriously. They should not be afraid to read a text and to give the opinion or to ask questions in the discussion.

3. To the other researcher

Based on the finding of research, the writer would like to suggest the other researcher. The result of the study is able to be used as additional reference to further research with different sample and skill. Hopefully, there is an improvement the next study.
REFERENCES


http://www.oe.k12.mi.us/balanced_literacy/reading_aloud.htm


Wardiman, A. 2008. *English in Focus for Grade VIII Junior High School (SMP/MTs)*. Semarang: PT Begawan Ilmu


CURRICULUM VITAE

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Name : Alfida Alfiani Mahmuda
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Place/Date of Birth : Grobogan, 28 September 1993
Gender : Female
Phone Number : 085713842703
Religion : moeslem

Educational Background

1. SD N 1 Manggarmas Graduated in 2006
2. SMP Islam Al- Ittihad Godong Graduated in 2009
3. SMAN 1 Godong Graduated in 2012

Organization Experience:

1. Staff of Nisa LDK Fathir Ar-Rosyid IAIN Salatiga (2013)
2. Secretary of Nisa’ LDK Fathir Ar- Rosyid IAIN Salatiga (2014-2015)
4. Secretary of Human Relation Departement KAMMI Komisariat Salatiga (2015-2016)
Appendices

Photos during the Research
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SMP/MTs : MTs Aswaja Tengaran
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII/1
Jenis Teks : Descriptive text
Aspek/ Skill : Membaca
Alokasi Waktu : 2 x 40 menit

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

B. KOMPETENSI DASAR
5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount

C. TUJUAN PEMBELAJARAN
Pada akhir pembelajaran, siswa dapat:

❖ Mengindentifikasi tujuan utama dari teks deskriptif
❖ Mengindentifikasi informasi detail dari teks yang berhubungan dengan tema
❖ Mengindentifikasi ciri-ciri dari teks deskriptif
D. MATERI PEMBELAJARAN

1. Definition of Descriptive text

*Descriptive text is a text which present information about something specifically.*

*The purpose of descriptive text is to describe a particular person or thing or place specifically.*

2. The generic structure of descriptive text :

- **Identification :** identifies phenomenon to be described
- **Description :** describing the phenomenon in parts, qualities, or/and characteristics

3. The Language Features of Descriptive Text :

- Focus on specific participant
- Using attribute verb and identifying process (is, are, work, has)
- Using simple present tense

Sumber: How to Write A short Essay In English Academic Writing

➢ Contoh teks deskriptif

Alimudin is 16 years old. He is a local footballer who plays for a small football club in Paramatta, Sydney. He works hard to be a professional footballer.

His day starts at 4. First, he says his prayer and then he goes jogging. He goes jogging for one hour. After jogging, he joins his club to do some practice. After that he takes a rest and takes a bath. His mother always prepares simple breakfast for him. After breakfast, he goes to school.
At 3 p.m. he goes to the football field. His football club practices playing football. He learns a lot from his coach. His football practice ends at about 5 p.m. He goes home and does his other daily activities.

Sumber: English on Sky SMP Book VIII (Mukarto et al)

E. METODE PEMBELAJARAN

Group Investigation merupakan salah satu bentuk model pembelajaran kooperatif yang menekankan pada partisipasi dan aktivitas siswa untuk mencari sendiri materi (informasi) pelajaran yang akan dipelajari melalui bahan-bahan yang tersedia, misalnya dari buku pelajaran atau siswa dapat mencari melalui internet.

F. LANGKAH-LANGKAH PEMBELAJARAN

1. Kegiatan awal (20 Menit)
   - Salam dan tegur sapa
   - Mengecek kehadiran siswa
   - Menyebutkan KD yang harus dikuasai siswa
   - Giving Pretest

2. Kegiatan inti (15 Menit)
   Explorasi
   - Guru memberikan penjelasan tentang descriptive text
   - Guru dan siswa menganalisis bersama contoh teks deskriptif

Elaborasi (20 Menit)
   - Guru menjelaskan langkah-langkah metode group investigation
   - Guru membagi siswa ke dalam kelompok kecil masing-masing kelompok terdiri dari 4-5 siswa
• Siswa memilih topik yang telah disediakan oleh guru sesuai dengan ketertarikan masing-masing
• Siswa bergabung dengan siswa yang mempunyai topik yang sama
• Guru membagi siswa ke dalam kelompok kecil masing-masing kelompok terdiri dari 4-5 siswa
• Siswa menerima teks dari guru tentang descriptive text
• Siswa membaca bagian yang mereka dapatkan
• Siswa mengidentifikasi struktur teks, gagasan utama, informasi detail, struktur generik, dari descriptive kemudian
• Setiap kelompok menulis nama orang disekitar mereka
• Masing-masing kelompok mengumpulkan kertas mereka
• Siswa menemukan data dari orang yang ditulis tersebut
• Siswa menyiapkan laporan dalam bentuk descriptive text
• Siswa mempresentasikan hasil laporannya
• Guru memberi kesempatan siswa untuk menanggapai atau bertanya ketika presentasi

Konfirmasi (15 Menit)
• Guru menanyakan kesulitan siswa selama permainan berlangsung
• Guru memberikan soal post test

3. Kegiatan Penutup (5 Menit)
• Guru menyimpulkan materi pembelajaran dan pengucap materi
• Guru mengingatkan siswa untuk selalu belajar
• Guru menutup pembelajaran dengan membaca hamdalah dan salam
G. SUMBER BAHAN PEMBELAJARAN

- Buku 100 % super lengkap gudang soal bahasa inggris SMP kelas VII, VIII, XI
- Buku English Assessment Test, Lilia D. Sumarno, Penerbit Erlangga, 2009
- English on Sky SMP Book VIII( Mukarto et al), Penerbit Erlangga, 2009

H. PENILAIAN

➢ Penilaian pre- test dan post-test

<table>
<thead>
<tr>
<th>No</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik</th>
<th>Bentuk</th>
<th>Contoh</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mengidentifikasi informasi detail dari teks yang berhubungan dengan tema</td>
<td>Tes Tulis</td>
<td>Multiple choice</td>
<td>Answer the following questions based on the text</td>
</tr>
</tbody>
</table>

➢ Pedoman penilaian : Jawaban benar : nilai 1
                      Jawaban salah : nilai 0
                      Nilai maksimal : 10 x 10 = 100

Salatiga, 24 Februari 2017

Mengetahui,
Kepala sekolah

Khabibah, S. Ag

Guru Bahasa Inggris

Hafidz Zaen A. S.Pd.I
A. Read the text and find out the identification and the description.

Alimudin, a Local Footballer

Alimudin is 16 years old. He is a local footballer who plays for a small football club in Paramatta, Sydney. He works hard to be professional footballer.

His day starts at 4. First, he says his prayer and then he goes jogging. He goes jogging for one hour. After jogging, he joins his club to do some practice. After that he takes a rest and takes a bath. His mother always prepares simple breakfast for him. After breakfast, he goes to school.

At 3 p.m. he goes to the football field. His football club practices playing football. He learns a lot from his coach. His football practice ends at about 5 p.m. He goes home and does his other daily activities.

B. Answer these questions.

1. What is the purpose of the text?
2. Who is the subject of the description?
3. Seeing of the generic structure of the text, which part is the identification?
4. which part is the description?
5. Underlined the verbs in simple form?

- Make a report descriptive text about one of your friends class offering his/ her origin. Address, hobbies, habbits, present activities. Then read aloud your description in front of class
Answer the following question by choosing a, b, c, or d based on the text.

Text for number 1-3

MUARA ANGKE

Muara Angke Conservation Area lies in the North of Jakarta. It is located in Kapuk Muara in Panjaringan district. The location is close to Pluit Mega mall.

Muara Angke is home to many kinds of animals. There is seen a variety of birds like Kuntul (Egretta Intermedia), Cangak Abu (Ardea Cinneria), Bubulus Ibis and Camar (Sea Gull). It is also seen Biawak (Monitor Lizard) and monyet Ancol (Tail Monkey).

Besides animals, Muara Angke is also as houses of many kinds of plants, such as, Bidera, Jangkar, Api-api, and Mangrove. In addition, Muara Angke is famous for its Mangrove reservation.

Taken from *Gudang Soal Bahasa Inggris*, 2014

1. What is the topic of the text?
   a. Muara Angke
   b. Pluit mega Mall
   c. Mangrove reservation
   d. Panjaringan district
2. Where is Muara Angke?
   a. In the south of Jakarta
   b. In the north of Jakarta
   c. Near Waduk Pliut
   d. Near mangrove reservation

3. What is the main idea of paragraph 2?
   a. There are a large number of animals in Muara Angke
   b. Many kinds of animals are only kept in Muara Angke
   c. Muara Angke is only an animals conservation
   d. Muara Angke is the best place for reservation

Text for number 4-6

Jellyfish are not really fish. They are invertebrate animals. This means that unlike fish or people, they have no backbones. In fact, they have no bones at all.

Jellyfish have stomachs and mouths, but no heads. They have nervous systems for sensing the world around them, but no brains. They are made almost entirely of water, which is why you can look through them.

Some jellyfish can glow in darkness by making their own light. The light is made by a chemical reaction inside the jellyfish. Scientists believe jellyfish glow for several reasons. For example, they may glow to scare away predators or to attract animals they like to eat.

Most jellyfish live in salt water, apart from a few types that live in
fresh water. Jellyfish are found in oceans and seas all over the world. They live in warm, tropical seas and in icy waters near the North and South poles.

Taken from *Ujian Nasional Bahasa Inggris, 2012*

4. Which one creates Jellyfish’s light?
   a. White blood
   b. Nervous system.
   c. Chemical reaction
   d. Salt water

5. Which one is TRUE the jellyfish based on the text?
   a. They belong to invertebrate animals.
   b. They have heads like other animals.
   c. Their brain helps them find the food.
   d. They cannot live in freshwater

6. What is the text about?
   a. Jellyfish.
   b. Kinds of all fish.
   c. All invertebrate animal.
   d. Some kinds of sea animals

Text for number 7-8

   Hi friends! This is my friend. Miranda. She comes from Sulawesi. She was born in Makasar on June 12, 1980. Her hobbies are singing and swimming. She also likes planting flowers very much. She lives at 12 Jalan
Jaya. She lives together with her parents and two sisters. They are Mr. and Mrs. Yudhatama, Sherina and Tiara.

Miranda studies at SMP 7. Her older sister is in the first year of SMA, and Tiara is still in SD. They all love one another.

Taken from *Ujian Nasiona Bahasa Inggris*, 2004

7. What are Miranda's hobbies?
   a. Swimming and singing
   b. Swimming and planting flowers
   c. Singing, swimming and planting flowers
   d. Singing and planting flowers with her friends

8. Who is the second child of the family?
   a. Yudhatama
   b. Sherina
   c. Miranda
   d. Tiara
Text for number 9-10

My family and I live in a new house in Surabaya on Jl. Kartini. It is a very nice house and I like it. The house has four bedroom, one living room, and one kitchen. There are two bathrooms, and one of them is next to my room. My house also has a garage. Beside the garage, there is small swimming pool. There is also a large garden in front of the house. We love the house.

 Taken from *Gudang Soal Bahasa Inggris*, 2014

9. How many bedrooms does the house have?
   a. Two
   b. Three
   c. Four
   d. Five

10. What is the writer’s room?
   a. Kitchen
   b. Living room
   c. Bathroom
   d. Garage
POST – TEST 1

Name : …………….
Class : …………….

Answer the following question by choosing a, b, c, or d based on the text.

Text for number 11-13

Bali kembang is a small village on the southern coast east Java, seventy kilometers from malang, two hour drive from the south, it is well-known for its long beautiful white sandy beach as well as as the similarity of its temole to the one at Tanah Lot in Bali.

In Bale kembang, there are small rocky islands namely Ismaya, Wisanggeni, Anoman. Their names were taken from “Wayang” figures (Java traditional puppet). These islands are surrounded by Indian Ocean which huge waves frighten most overseas cruisers.

Taken from Gudang Soal Bahasa Inggris, 2014

1. What is the text about?
   a. Anoman
   b. Ismaya
   c. Bale Kembang
   d. Wisanggeni

2. What makes Bale Kembang is so special?
   a. The name of Wayang
   b. The Indian beach
   c. The beautiful beach
   d. The sandy beach
3. What is the purpose of the text?

a. To describe about Bale Kembang
b. To explain how to go to Bale Kembang
c. To give information about Bale Kembang
d. To persuade the reader to come Bale Kembang

Text for number 4 - 7

Peter is youngest in our family. He is twelve years old and four years old than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home but he usually does what he is asked to do.

Peter is interested in sport very much, and at school he plays football and tennis. He is the best badminton player in our family.

Taken from *Gudang Soal Bahasa Inggris*, 2014

4. From the text we know that peter is....

a. The writer's youngest brother
b. A naughty boy
c. A friendly boy
d. The writer's brother
5. The writer is... years old
   a. Fourteen
   b. Sixteen
   c. Eighteen
   d. Nineteen

6. Which of the following statement is not true about Peter?
   a. He has long and straight hair
   b. He has bright eyes
   c. He is interested in sports
   d. He plays football and tennis

7. Peter is interested in sports very much, and at school he plays football and tennis “. The underlines phrase can be replace by....
   a. Dislike sport
   b. Really likes sport
   c. Hates very sport
   d. Find sport not really entertaining
A theatre is a place where people entertain the audience. The people who perform, called actors and actresses, act in plays on a stage. A stage can be raised platform, or it can be part of the floor in a room. Either in the centre of the room or against the well. The audience is very important part of a theatre because it is for the audience that actors and actresses act, and playwright writes. Without an audience, they are only rehearsing or practicing.

A theatre can be anywhere, in homes, school auditorium, park and a hall. Theater means action. In this text, theatre is used in connection with performance on stage by live actors and actresses. It is living theatre.

Theatre in east differs greatly from the west. The Asian theatre is for the most part, nonrealistic or symbolic. Western theatre on the other hand, tends to be realistic.

Taken from *Ujian Nasional Bahasa Inggris, 2005*

8. What is an actor?
   a. A person who plays on stage
   b. A person who is playing at the theatre
   c. A person who performs and acts in plays
   d. A man who acts in plays on stage.

9. What is the main idea of paragraph 2?
   a. School auditorium is only theatre
   b. What a theatre is
   c. The performance of actors is theatre
   d. Theatre means action of actors
10. “A theatre is a place where people *entertain* the audience”

The synonym italic word is....

a. Amuse

b. Influence

c. Watch

d. Present
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SMP/MTs : MTs Aswaja Tengaran
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII/1
Jenis Teks : Descriptive text
Aspek/ Skill : Membaca
Alokasi Waktu : 2 x 40 menit

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

B. KOMPETENSI DASAR
5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount

C. TUJUAN PEMBELAJARAN
Pada akhir pembelajaran, siswa dapat:

- Mengindentifikasi tujuan utama dari teks deskriptif
- Mengidentifikasi informasi detail dari teks yang berhubungan dengan tema
- Mengidentifikasi ciri-ciri dari teks deskriptif
D. MATERI PEMBELAJARAN

4. Definition of Descriptive text

*Descriptive text is a text which present information about something specifically.*

*The purpose of descriptive text is to describe a particular person or thing or place specifically.*

5. **The generic structure of descriptive text :**

   - Identification : identifies phenomenon to be described
   - Description : describing the phenomenon in parts, qualities, or/and characteristics

6. **The Language Features of Descriptive Text :**

   - Focus on specific participant
   - Using attribute verb and identifying process (is, are, work, has)
   - Using simple present tense

Sumber : *How to Write A short Essay In English Academic Writing*

➢ **Contoh teks deskriptif**

**Borobudur Temple**

![Borobudur Temple Image](image_url)

Borobudur temple is a very famous Budist temple. It is is one of the greatest Buddhist monuments in the world. Built in the 8th and 9th centuries by Syailendra Dynasty, the temple is consist of teen floors. It symbolize the teen floors of Bodhisattvas (teen level to achieve perfection).
Borobudur Temple also can be divided into three levels. Those are Kamadatu, Rupadatu, and Arupadatu. Kamadatu symbolize the lowest level of human. Here people still tied to the law of karma. Here we can see Karma Wibangga Reliefs.

The second level is Rupadatu Level or the level of face. It symbolize people that starting to search for illumination. At this level, we can see Lalitavistara, the relief about Budha. There are also other reliefs and story at this level.

The last one is Arupadatu level or the level without face. It symbolize the perfection. It is the circle floors at the temple where we can see the many stupas.

E. METODE PEMBELAJARAN

Group Investigation merupakan salah satu bentuk model pembelajaran kooperatif yang menekankan pada partisipasi dan aktivitas siswa untuk mencari sendiri materi (informasi) pelajaran yang akan dipelajari melalui bahan-bahan yang tersedia, misalnya dari buku pelajaran atau siswa dapat mencari melalui internet.

F. LANGKAH-LANGKAH PEMBELAJARAN

1. Kegiatan awal (20 Menit)
   a. Salam dan tegur sapa
   b. Mengecek kehadiran siswa
   c. Menyebutkan KD yang harus dikuasai siswa
   d. Giving Pretest

2. Kegiatan inti (15 Menit)
   Explorasi
   e. Guru memberikan penjelasan tentang descriptive text
   f. Guru dan siswa menganalisis bersama contoh teks deskriptif
Elaborasi (20 Menit)

- Guru menjelaskan tentang flashcard (nama tempat) yang ditunjukkan ke siswa
- Guru menjelaskan langkah-langkah metode group investigation
- Guru membagi siswa ke dalam kelompok kecil masing-masing kelompok terdiri dari 4-5 siswa secara random
- Guru membagikan bagian kartu ke siswa
- Siswa membaca bagian yang mereka dapatkan
- Siswa mengidentifikasi struktur teks, gagasan utama, informasi detail, struktur generik, dan kata-kata sulit dalam text
- Guru mempersiapkan flashcards tentang tempat-tempat di sekitar lingkungan sekolah.
- Setiap kelompok mendapat tugas untuk menyelidiki salah satu tempat di lingkungan sekolah mereka.
- Masing-masing kelompok ada perwakilan maju ke depan untuk memilih salah satu flashcard (nama tempat)
- Siswa menemukan data tempat tentang berdasarkan flashcard
- Siswa menyiapkan laporan dalam bentuk descriptive text
- Siswa mempresentasikan hasil laporannya
- Guru memberi kesempatan siswa untuk menanggapi atau bertanya ketika presentasi

Konfirmasi (15 Menit)

- Guru menanyakan kesulitan siswa
- Guru memberikan soal post test

b. Kegiatan Penutup (5 Menit)

a. Guru menyimpulkan materi pembelajaran dan pengutip materi
b. Guru mengingatkan siswa untuk selalu belajar
c. Guru menutup pembelajaran dengan membaca hamdalah dan salam
G. SUMBER BAHAN PEMBELAJARAN

- Buku 100 % super lengkap gudang soal bahasa inggris SMP kelas VII, VIII, XI
- Buku English Assessment Test, Lilia D. Sumarno, Penerbit Erlangga, 2009
- English on Sky SMP Book VIII (Mukarto et al), Penerbit Erlangga, 2009

H. PENILAIAN

- Penilaian pre- test dan post-test

<table>
<thead>
<tr>
<th>No</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik</th>
<th>Bentuk</th>
<th>Contoh</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mengidentifikasi informasi detail dari teks yang berhubungan dengan tema</td>
<td>Tes Tulis</td>
<td>Multiple choice</td>
<td>Answer the following questions based on the text</td>
</tr>
</tbody>
</table>

- Pedoman penilaian
  : Jawaban benar : nilai 1
  : Jawaban salah : nilai 0
  : Nilai maksimal : 10 x 10 = 100

Salatiga, 27 Februari 2017

Mengenaltahui,
Kepala Sekolah

Guru Bahasa Inggris

Hafidz Zaen AS.Pd.I

Khabibah, S. Ag
A. Read the text and find out the identification and the description

Borobudur Temple

Borobudur temple is a very famous Buddhist temple. It is one of the greatest Buddhist monuments in the world. Built in the 8th and 9th centuries by Syailendra Dynasty, the temple is consist of ten floors. It symbolize the ten floors of Bodhisattvas (ten level to achieve perfection).

Borobudur Temple also can be divided into three levels. Those are Kamadatu, Rupadatu, and Arupadatu. Kamadatu symbolize the lowest level of human. Here people still tied to the law of karma. Here we can see Karma Wibangga Reliefs.

The second level is Rupadatu Level or the level of face. It symbolize people that starting to search for illumination. At this level, we can see Lalitavistara, the relief about Budha. There are also other reliefs and story at this level.

The last one is Arupadatu level or the level without face. It symbolize the perfection. It is the circle floors at the temple where we can see the many stupas.

B. Answer these questions.

1. What is the purpose of the text above?

2. What is the main idea of the text?

3. What is the generic structure of the text? mention it!
4. Do you find language features in the text? If there is language features, write done here.

5. is there a tourism in your place? describe it!

- Make a report descriptive text, get out your classroom and find out data about place based on flashcard. Then, read aloud your description in front of class
SOAL PRE – TEST 2

Name : ..............
Class : ..............

Answer the following question by choosing a, b, c, or d based on the text.

Text for number 1-2

Hello, my name is Magic Sloanne. I live with my cousins, Donny and Bryan, at 60 Hyde Park Street. It is near Lakeland Street. This is my new neighbour. His name is Vicky Martinez. He lives on the same street as I live. I like have a friend like him because he is very clever and kind.

Taken from *Ujian Nasional Bahasa Inggris, 2003*

1. Where does Vicky live?
   a. Near Hyde Park Street
   b. On Lakeland Street
   c. On Hyde Park Street
   d. Near Lakeland Street

2. Who is Magic sloanne?
   a. Donny's brother
   b. Bryan's nephew
   c. Vicky's cousin
   d. Bryan's cousin
I have a friend, his name is Doni, he was born Bandung on November 04 1985. He is very kind to me, he always help me when I have problem, especially the lesson, and he is very clever and diligent. He has the same hobby as I do, that is foot ball. We always play foot ball when play with other team. He is a striker and he is good and smart in dribbling the ball, he has a very good speed and good acceleration.

I always visit his house, because he is my neighbor. I know his family well. He is the only son in the family but he has two elder sister, Rani and Rina. They are identical twins, they study in the first year of senior high school.

Taken from *Prediksi Ujian Sekolah Bahasa Inggris*, 2006

3. What is Doni’s hobby?
   a. Play badminton
   b. Play tennis
   c. Play foot ball
   d. Sing

4. Who is the last child in the family?
   a. Rina
   b. Doni
   c. Rani
   d. Ratna
Text for number 5-6

This is SLTP Putra Pertiwi. It is a good junior secondary school in West Jakarta. The students of this school come here everyday. They do a lot of activities.

They learn different kinds of subject, such as mathematics, Indonesian language, Biology and English. Everyday they wear the school uniform, white and white for every Monday, white and blue for every Tuesday to Thursday, Batik and blue for every Friday and scout uniform and the PMR uniform for every Saturday.

Taken from *Ujian Nasional Bahasa Inggris, 2001*

5. What days do students wear the white and blue uniform?
   a. Tuesday, Monday and Wednesday
   b. Tuesday, Wednesday and Thursday
   c. Tuesday, Thursday and Friday
   d. Monday, Thursday and Saturday

6. The learn different kinds of *subjects*. The underlined word means....
   a. Lesson
   b. Studies
   c. Topics
   d. Problem
This is Mr. Haryono's house. It is big, clean and comfortable. There is a garden in front of the house. There are same plants and flowers in the garden.

There is a living room, a dining room, two bathrooms, a kitchen, three bedrooms and a garage. Mr. Haryono has some pets, a dog, a cat, and a parrot. Mr. Haryono takes care of the pets very carefully.

Taken from *Ujian Nasional Bahasa Inggris, 2002*

7. “There is a living room, dining room, and garage”. The underline word means....
   a. A place for thing
   b. A room for a car
   c. A place for vehicle
   d. A room for guests

8. Mr. Haryono take care of the pets very carefully. The underlined phrase has the same meaning as....
   a. Look after
   b. Keep up
   c. Protects
   d. Saves
Joseph Jason is Michael Jackson’s father. He is an example of a head of poor family who lead his children to be famous rich star by using their talent and ability. Though the way he taught his children was known as very severe, as severe as life of the city of Gary, Indiana, USA (and sometimes even involved hitting acts that will never be forgotten by his children), he finally succeeds in making his children rich stars. His family is no longer poor now.

Taken from *Gudang Soal Bahasa Inggris*, 2014

9. Where was Michael Jackson born?
   a. Gary
   b. USA
   c. Indiana
   d. Hollywood

10. What is purpose of the text?
   a. To entertain the reader
   b. To amuse the reader
   c. To describe a certain family
   d. To tell Jackson’s experience
POST – TEST 2

Name : ...............  
Class : ............... 

Answer the following question by choosing a, b, c, or d based on the text.

Text for number 1-5

 Rio is a nice boy. He does not have brother or sister. He is the only child. He keeps a cat as a pet to accompany him.

 Rio’s pet is a clever white cat. Rio call it Pussy. It plays with accompanies him. He loves it very much. He takes care of it well.

 Taken from Gudang Soal Bahasa Inggris, 2014

2. The most suitable title for the text above is....

 a. Animal  
 b. Rio’s pet  
 c. Rio’s hobby  
 d. Rio’s class

3. Rio’s pet is a clever white cat. The antonym of the underlined word is....

 a. Smart  
 b. Diligent  
 c. Stupid  
 d. Careful
4. Which one of these statements is true according to the text?
   a. Rio is bored with the cat
   b. Rio really cares about the cat
   c. Río doesn’t like the cat
   d. Rio loves so much the dog

5. Does Rio have a brother?
   a. No, he is not
   b. Yes, he is
   c. No, he does not
   d. Yes he does

6. What animal does Río keep as a pet?
   a. Cat
   b. Bird
   c. Dog
   d. Fish
Text for number 6-8

My grandma is tidy women. She is now 80 years old. Her hair is long and tidy. She combs it everyday. Her clothes are always clean and neat. She lives alone. So she makes up her own bed. She cleans up the house. She also cooks her own meal everyday.

Taken from *Gudang Soal Bahasa Inggris, 2014*

7. The text is about....
   a. Describing a certain thing
   b. Describing a certain person
   c. Telling someone
   d. Informing someone

8. How many people are there in grandmother’s house?
   a. One
   b. Two
   c. Three
   d. Four

9. What can be concluded from the text?
   a. Grandma is older than your grandma
   b. Grandma is an independent women
   c. Grandma is a dependent woman
   d. Grandma lives with her family and her grand children
Rino and Dini study at smp 1. Their school has a nice library. The library is not so big, but it has a lot of books, newspaper, and magazines. The books are arranged according to a system.

The students like coming to the library. The room is air-conditioned and always full of visitors. They go there to read, or borrow some books they like. They are served by Mrs. Melly and Mr. Jack. These librarians have been working there for twenty years.

Taken from *Ujian Nasional Bahasa Inggris, 2005*

9. How will visitors feel when they are in library?
   a. They'll feel cool
   b. They will feel hot
   c. They will feel very cold
   d. They won't feel comfortable

10. What does the word ' they ' refers to?
   a. Mr. Jack and Mrs. Melly
   b. Visitors
   c. Riko and Riska
   d. Librarian
# Answer Key of Test

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<thead>
<tr>
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<th>Post Test 1</th>
<th>Pre Test 2</th>
<th>Post Test 2</th>
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<tr>
<td>5. A</td>
<td>5. C</td>
<td>5. B</td>
<td>e. A</td>
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</table>
LEMBAGA PENDIDIKAN MA'ARIF
MADRASAH TSANAWIYAH (MTs) “ASWAJA”
TENGARAN
Alamat : Jl. Masjid Besar No. 32 Tengaran Kab. Semarang Telp. (0298) 3405484
e-mail : mtaswaja28@gmail.com

SURAT KETERANGAN

Nomor : 182 /MTs-AS/5K /1W/2017

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Aswaja Tengaran menerangkan dengan sesungguhnya, bahwa mahasiswa :
Nama : Alfida Alfiyani Mahmuda
Nim : 113 12 167
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
PT : Institut Agama Islam Negri (IAIN) Salatiga

Telah melaksanakan penelitian di MTs Aswaja Tengaran pada tanggal 20 Februari s.d 27 Februari 2017, dalam rangka penyusunan skripsi (tugas akhir perkuliahan) dengan judul “THE USE OF GROUP INVESTIGATION (GI) METHOD TO IMPROVE STUDENTS’ READING ABILITY IN DESCRIPTIVE TEXT (A classroom action research of the Eight Grade Students of MTs Aswaja Tengaran in the academic year 2016/2017)”

Dengan surat keterangan ini dibuat, untuk dipergunakan sebaik-baiknya dan sebagaimana semestinya.

Tengaran, 14 Maret 2017

Kepala MTs Aswaja Tengaran

HABIBAH, S. Ag.
**LEMBAR KONSULTASI SKRIPSI**

**NAMA MAHASISWA** : Alida Alfinani Mahmuda  
**NIM** : 113-12-167  
**PEMBIMBING** : Maslihatul Umami, S.Pd, M.A  
**JUDUL** : The Use of Group Investigation (GI) Method to Improve Students' Reading Ability in Descriptive Text (A Classroom Action Research of The Eighth Grade at MTs Aswaja Tangerang in the Academic year 2016/2017)

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**CATATAN**

**PEMBIMBING**

[Signature]

Maslihatul Umami, S.Pd, M.A  
NIP. 19800513 200312 2003
LEMBAR KONSULTASI SKRIPSI

NAMA MAHASISWA : Alfida Alfiani Mahmuda
NIM : 113-12-167
PEMBIMBING : Maslihatul Umami, S.Pd, M. A
JUDUL : The Use of Group Investigation (GI) Method to Improve Students’ Reading Ability in Descriptive Text (A Classroom Action Research of The Eighth Grade at MTs Aswaja Tengaran in the Academic year 2016/2017)

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CATATAN:

SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA

PEMBIMBING

Maslihatul Umami, S.Pd, M.A

NIP. 19800513 200312 2003
DAFTAR NILAI SKK

Nama : Alfida Alfiani Mahmuda  
Jurusan/Progdi : FTIK/TBI  
NIM : 113 12 167  
Pembimbing Akademik: Rr. Dewi Wahyu M, S.S., M. Pd.

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<td>36</td>
<td>Dauroh Kehumasan Kesatuan Aksi Mahasiwa Muslim Indonesia (KAMMI) Daerah Semarang</td>
</tr>
<tr>
<td>37</td>
<td>Seminar NASIONAL LDK Fathir Ar- Rasyid IAIN Salatiga</td>
</tr>
<tr>
<td>38</td>
<td>Charity Seminar di IAIN Salatiga</td>
</tr>
<tr>
<td>39</td>
<td>Seminar Pengembangan Kepelaporan Pemuda oleh Lembaga Pendidikan Insan Madani Salatiga</td>
</tr>
</tbody>
</table>

Jumlah 126

Salatiga, 18 Maret 2017

Mengetahui,

Wakil Dekan Bidang Kemahasiswaan dan Kerjasama

[NIP: 197005101998031003]
<table>
<thead>
<tr>
<th>No</th>
<th>Date and Time</th>
<th>Activities</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>February 21(^{st}) 2017</td>
<td>Observation</td>
<td>MTs Aswaja Tengaran</td>
</tr>
<tr>
<td>2.</td>
<td>February 22(^{th}) 2017</td>
<td>Consultation of the research schedule</td>
<td>MTs Aswaja Tengaran</td>
</tr>
<tr>
<td>3.</td>
<td>February 23(^{th}) 2017</td>
<td>Consultation of the research instruments</td>
<td>MTs Aswaja Tengaran</td>
</tr>
<tr>
<td>4.</td>
<td>February 24(^{th}) 2017</td>
<td>Cycle 1: Giving pre–test and Material Descriptive Text about Person - Giving post-test</td>
<td>MTs Aswaja Tengaran</td>
</tr>
<tr>
<td>5.</td>
<td>March 27(^{th}) 2017</td>
<td>Cycle 2 : Giving pre-test and material descriptive text about place -Giving post-test</td>
<td>MTs Aswaja Tengaran</td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>Education</td>
<td>Subject</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------</td>
<td>-----------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>1.</td>
<td>Khabibah, S. Ag</td>
<td>S1</td>
<td>Arabic Language</td>
</tr>
<tr>
<td>2.</td>
<td>Dra. Yasiroh</td>
<td>S1</td>
<td>Indonesian Language</td>
</tr>
<tr>
<td>3.</td>
<td>Dimyati, S. Pd</td>
<td>S1</td>
<td>Historical Islam</td>
</tr>
<tr>
<td>4.</td>
<td>Mahmud Yuhdi, S. H, M.Pd.I</td>
<td>S2</td>
<td>Civic Education</td>
</tr>
<tr>
<td>5.</td>
<td>Hafidz Zaen Ahmad, S.Pd.I</td>
<td>S1</td>
<td>English</td>
</tr>
<tr>
<td>6.</td>
<td>Muhlisin</td>
<td></td>
<td>Ke NU an</td>
</tr>
<tr>
<td>7.</td>
<td>Nur Ma’rifah, S. Pd.I</td>
<td>S1</td>
<td>Aqidah Akhlaq</td>
</tr>
<tr>
<td>8.</td>
<td>Evi Lailia Fauziani, A.Md.I</td>
<td>S1</td>
<td>Javanese</td>
</tr>
<tr>
<td>9.</td>
<td>Sugeng Widodo, S. Ag</td>
<td>S1</td>
<td>Mathematic</td>
</tr>
<tr>
<td>10.</td>
<td>Rif’at Setyarini, S.Si</td>
<td>S1</td>
<td>Science</td>
</tr>
<tr>
<td>11.</td>
<td>Witriyani, A.Md</td>
<td>S1</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Zulva Ade Ermawan, S. Pd</td>
<td>S1</td>
<td>Penjaskes( sport)</td>
</tr>
<tr>
<td>13.</td>
<td>Siti Zahroul Batul, S. Pd</td>
<td>S1</td>
<td>Science</td>
</tr>
<tr>
<td>14.</td>
<td>Endang Sukeni, S. Pd</td>
<td>S1</td>
<td>Counseling</td>
</tr>
<tr>
<td>15.</td>
<td>Sugito, S.Pd, M. Pd</td>
<td>S2</td>
<td>Social</td>
</tr>
</tbody>
</table>

*Source: Islamic Junior High School Aswaja Tengaran 2017*
### Tabel 3.4
The Student’s Activity of Islamic Junior High School Tengaran in the Academic Year 2016/2017

<table>
<thead>
<tr>
<th>No.</th>
<th>Action and Devotion Activities</th>
<th>Extracurricular Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Reciting the holy Qur’an before the teaching and learning process</td>
<td>Reciting the Islamic teaching</td>
</tr>
<tr>
<td>2.</td>
<td>Praying jam’aah dhuha</td>
<td>Scouting</td>
</tr>
<tr>
<td>3.</td>
<td>Praying jam’ah dhuhur</td>
<td>Islamic band extra</td>
</tr>
<tr>
<td>4.</td>
<td>Reciting the holy Qur’an</td>
<td>Speech</td>
</tr>
<tr>
<td>5.</td>
<td>Calligraphy</td>
<td>Red croos teen</td>
</tr>
</tbody>
</table>

*Source: Islamic Junior High School Aswaja Tengaran 2017*
### Table 3.5

The Facilities and Tools of Islamic Junior High School Aswaja Tengaran in the Academic Year 2016/2017

<table>
<thead>
<tr>
<th>No.</th>
<th>Construction</th>
<th>Permanent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Status</td>
<td>Right the Ownership</td>
</tr>
<tr>
<td>2.</td>
<td>Headmaster Office</td>
<td>1 Room</td>
</tr>
<tr>
<td>3.</td>
<td>Structure of Exertion Room</td>
<td>1 Room</td>
</tr>
<tr>
<td>4.</td>
<td>Teacher’s Room</td>
<td>1 Room</td>
</tr>
<tr>
<td>5.</td>
<td>Classrooms</td>
<td>1 Room</td>
</tr>
<tr>
<td>6.</td>
<td>Library</td>
<td>1 Room</td>
</tr>
<tr>
<td>7.</td>
<td>Computer and Skill Room</td>
<td>1 Room</td>
</tr>
<tr>
<td>8.</td>
<td>Intra Student Organization (OSIS) and Scout Room</td>
<td>1 Room</td>
</tr>
<tr>
<td>9.</td>
<td>Unit of Healthy School Room</td>
<td>1 Room</td>
</tr>
<tr>
<td>10.</td>
<td>Mosque</td>
<td>1 Room</td>
</tr>
<tr>
<td>11.</td>
<td>Bathroom/WC</td>
<td>1 Room</td>
</tr>
<tr>
<td>12.</td>
<td>Storehouse</td>
<td>1 Room</td>
</tr>
<tr>
<td>13.</td>
<td>Parking Lot</td>
<td>1 Room</td>
</tr>
</tbody>
</table>

*Source: Islamic Junior High School Aswaja Tengaran 2017*
Table 3.6
The Office Equipment of Islamic Junior High School Aswaja
Tengaran in the Academic Year 2016/2017

<table>
<thead>
<tr>
<th>No.</th>
<th>Room/Equipment</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Computers-printers</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>Telephone-internet</td>
<td>1</td>
</tr>
<tr>
<td>3.</td>
<td>TV</td>
<td>2</td>
</tr>
<tr>
<td>4.</td>
<td>Typewriter Machine</td>
<td>2</td>
</tr>
<tr>
<td>5.</td>
<td>Strongbox</td>
<td>2</td>
</tr>
<tr>
<td>6.</td>
<td>Tape Recorder</td>
<td>1</td>
</tr>
<tr>
<td>7.</td>
<td>Dispenser</td>
<td>2</td>
</tr>
</tbody>
</table>

*Source: Islamic Junior High School Aswaja Tengaran 2017*
Table 3.7

The Organization Structure of MTs Aswaja Tengaran 2016/2017

Source: Islamic Junior High School Aswaja Tengaran 2017