THE USE OF MIT (MEDIATED INSTRUCTION OF TEXT) STRATEGY AND PRINTED MATERIAL TO IMPROVE READING SKILL TO THE EIGHT GRADE STUDENTS OF SMP N 2 BANDUNGAN SATU ATAP KAB. SEMARANG IN ACADEMIC YEAR OF 2015/2016

GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I)
In the English Education Department of Teacher Training and Education Faculty

BY:
DEWI ROHMAWATI
113 11 017

ENGLISH EDUCATION DEPARTMENT OF TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA
2015
DECLARATION

In the name of Allah, The most gracious and most merciful.

Hereby the researcher declares that this graduating paper is made by the researcher and it is not containing materials written or has been published by other people except the information from references.

The researcher is capable of accounting for this graduating paper if in future this is can be proved of containing other’s ideas, or in fact, the researcher imitates the others’ graduating paper.

In addition, the researcher really hopes that this declaration can be understood for all human being.

Salatiga, August 25th 2015

The Researcher

Dewi Rohmawati

NIM.11311017
Salatiga, August 22\textsuperscript{th} 2015

Dr. Sa’adi, M.Ag.
The Lecturer of English Education Department
State Institute for Islamic Studies (IAIN) Salatiga

ATTENTIVE COUNSELOR’S NOTE

Case: Dewi Rohmawati’s Graduating Paper

Dear,
Dean of Teacher Training and Education Faculty

\textit{Assalamu’alaikum Wr. Wb.}

After reading and correcting Dewi Rohmawati’s graduating paper entitled “\textsc{The Use of Mit (Mediated Instruction of Text) Strategy and Printed Material to Improve Reading Skill to the Eight Grade Students of SMP N 2 Bandungan Satu Atap Kab. Semarang in Academic Year of 2015/2016}”. I have decided and would like to propose that if it could be accepted by the Teacher Training and Education Faculty, I hope it would be examined as soon as possible.

\textit{Wassalamu’alaikum Wr. Wb.}

\begin{center}
Counselor
\end{center}

\begin{center}
\textit{Dr. Sa’adi, M.Ag.}
NIP. 19633042199203100
\end{center}
GRADUATING PAPER

THE USE OF MIT (MEDIATED INSTRUCTION OF TEXT) STRATEGY AND PRINTED MATERIAL TO IMPROVE READING SKILL TO THE EIGHT GRADE STUDENTS OF SMP N 2 BANDUNGAN SATU ATAP KAB. SEMARANG IN ACADEMIC YEAR OF 2015/2016.

WRITTEN BY:

DEWI ROHMAWATI

NIM: 113 11 017

has been brought to the board of examiners of English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on August 29th 2015, and hereby considered to complete the requirements for the degree of Sarjana pendidikan Islam (S.Pd.I) in English and Education.
MOTTO

Life is not about you are regret

But

It is about you are still trying even in pain

(The researcher)
DEDICATION

This graduating paper is whole intended dedicated for:

1. Allah Subhanallahu Wata’alaa the Almighty.
2. My beloved parents (Ngatiyam and Sarwanto), thanks for all support, trust, finance, encouragement, and all of your prayers for me. You are the best parents in this world. I love you so much.
3. My beloved father who now in peaceful place (Bejo). I can done this graduating paper because of your pray and your love is made me strong. I strongly love you.
4. My dearest brothers (Agung, Gilang, and Dimas) thanks for all support. I love you so much.
5. My beloved motivator. Thanks for you never stop support me.
ACKNOWLEDGEMENT

Alhamdulillahirrabib’ alamin, praise and thanks to Allah very much, who has give us some mercies and blessing. With the permission of Allah, this writing can be finished. Peace and griting remains the our last prophet Muhammad SAW, the messenger of Allah that can be assistance in hereafter. The researcher could complete this graduating paper as one of the requirements for getting the Degree of Educational Islamic Studies (S.Pd.I) in English Department of State Institute for Islamic Studies (IAIN) of Salatiga in 2015. By doing everything, all complicated things easier to do.

The researcher realizes that this graduating paper will not be able to finished without supports, guidance advice, and help from individual’s institution. Therefore, I would like to express the deep appreciation to:

1. Mr. Dr. Rahmat Hariyadi, M.Pd. the Rector of State Institute for Islamic Studies (IAIN) of Salatiga.
2. Mr. Suwardi, M.Pd. the Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) of Salatiga.
3. Mrs. Noor Malihah, Ph.D. the Head of English Education Department of State Institute for Islamic Studies (IAIN) of Salatiga.
4. Mr. Dr. Sa’adi, M.Ag., the consultant of this graduating paper. Who gives great attention, suggestion, and guidance for this graduating paper from beginning until the end.
5. All lecturers of English education department, the researcher deeply thanks for advices, knowledge, motivation, attention, insight, values etc.
6. All lecturers and staff of State Institute of Islamic Studies IAIN Salatiga.
7. My parents who always support and advice me.

8. My friends Nurul Kusuma, Dyah, Fadhilah, Niken, Dewi N, and Ambar thank for the togetherness, help, and all of you never stop support me.


10. The teacher and students of SMP N 2 Bandungan Satu Atap, especially the second year students.

11. Mrs. Esti Sulistiyowati, S.Pd., thank for your guidance and help.

12. All of TBI 2011. Those cannot mentioned one by one.

    Thanks for your motivations, supports, help, learn, love and care, thank you so much. Finally, the researcher hopes that this graduating paper to be able to provide useful information to the readers.

    Salatiga, August 25th 2015
    The Researcher

    [Signature]

    Dewi Rohmawati
    NIM. 113 11 017
TABLE OF CONTENTS

TITLE........................................................................................................................................ i

DECLARATION ......................................................................................................................... ii

ATTENTIVE COUNSELOR’S NOTE ....................................................................................... iii

STATEMENT OF CERTIFICATION ......................................................................................... iv

MOTTO...................................................................................................................................... v

DEDICATION ........................................................................................................................... vi

ACKNOWLEDGEMENT ........................................................................................................... vii

TABLE OF CONTENTS ........................................................................................................... ix

LIST OF TABLES AND FIGURE ............................................................................................. xii

ABSTRACT .............................................................................................................................. xiii

CHAPTER 1: INTRODUCTION .................................................................................................1

A. Background of the Study ................................................................................................. 1
B. Statements of the problem .............................................................................................. 5
C. Objectives of the study .................................................................................................... 5
D. Definition of key term .................................................................................................... 6
E. Benefit of the study ......................................................................................................... 8
F. Limitation of the problem .............................................................................................. 9
G. Graduating Paper Organization .................................................................................. 10
CHAPTER II: THEORETICAL FRAMEWORK .........................11

A. Mediated Instruction of Text Strategy ................................11
   1. Definition of MIT strategy ..............................................11
   2. Purpose of MIT strategy ..............................................13
   3. Procedures of MIT strategy ..........................................13

B. Printed Material ..........................................................17
   1. Definition of printed material ........................................17
   2. Advantages of printed material .....................................17
   3. Disadvantages of printed material ..................................18

C. Reading Skill .....................................................................19
   1. Definition of reading .....................................................19
   2. Definition of skill ..........................................................20
   3. Definition of reading skill ..............................................21
   4. Types of reading skill .....................................................23
   5. Principles of reading skill ...............................................24
   6. Purposes of reading ........................................................25
   7. Aspects of Reading ........................................................26
   8. Factors which influence students’ reading skill ...............28

CHAPTER III: METHOD OF THE RESEARCH ..........................30

A. Research Setting .............................................................30
   1. General situation of SMP N 2 Bandungan Satu Atap ........30
   2. Qualification of teachers ................................................31
   3. Qualification of students ...............................................33
4. Educational facilities and tools ..........................................................33
5. Object of the study .............................................................................34
6. Schedule of research .........................................................................36

B. Types of Research ..............................................................................36
   1. Definition of CAR ........................................................................36
   2. Characteristics of CAR .................................................................37
   3. Principles of CAR .........................................................................38
   4. Procedures of CAR ........................................................................39

C. Method of Analysis ..............................................................................42
   1. Technique of collecting data .........................................................42
   2. Technique of analysis data .............................................................43

CHAPTER IV: TEACHING IMPLEMENTATION AND
DATA ANALYSIS ..................................................................................45

A. Implementation of Cycle 1 .................................................................45
B. Implementation of Cycle 2 .................................................................59
C. Score Verbal of Cycle 1 .....................................................................76
D. Score Verbal of Cycle 2 .....................................................................82
E. Analysis and Discussion ...................................................................87

CHAPTER V: CLOSURE ..........................................................................89

A. Conclusion ..........................................................................................89
B. Suggestions .........................................................................................90

REFERENCES

APPENDICES
LIST OF TABLES

Table (2.1) The MIT Paradigm
Table (2.2) List of Teacher and Staff of SMP N 2 Bandungan Satu Atap
Table (3.1) The Situation of The Student
Table (3.2) The situation of The Student
Table (3.3) Description Facilities and Building
Table (3.4) Object of The Study VIII B
Table (3.5) The Time Schedule of Research
Table (4.1) The Result of Pre-test and Post-Test Cycle 1
Table (4.2) The Result of Difference Score (Pre-test & Post-test cycle 1)
Table (4.3) The Result of Pre-test and Post-Test Cycle 2
Table (4.4) The Result of Difference Score (Pre-test & Post-test cycle 2)
Table (4.5) The Mean of Students’ Score

LIST OF FIGURE

Figure (3.1) Procedure of Research Cycle
ABSTRACT


Keywords: MIT (Mediated Instruction of Text) Strategy, Printed Material, and Reading Skill.

This research is aimed to improve students’ reading skill through MIT (Mediated Instruction of Text) strategy and printed material. This research will answer these main questions (1) How is the profile of reading skill of eight grade students of SMP N 2 Bandungan Satu Atap in the academic year 2015/2016?. (2) How is the effect treatment with MIT (Mediated Instruction of Text) strategy and printed material of students’ gender on the reading skill achievement of the eight grade students of SMP N 2 Bandungan Satu Atap in academic year 2015/2016?. (3) How is the significant influence of MIT strategy and printed material in improving students’ reading skill of the eight grade students of SMP N 2 Bandungan Satu Atap in academic year of 2015/2016?. Twenty seven students of the eight grade students of SMP N 2 Bandungan Satu Atap 2015 were instructed through MIT strategy and printed material to improve their reading skill. The methodology of this research used classroom action research (CAR). It is conducted in two cycles. Each cycle consists of planning, action, observation and reflection. From the result, the researcher found several findings on it. Before MIT strategy and printed material applied, the profile of reading skill of the eight grade students was low, it showed from the test record that only 33,33% students pass the standarized score (KKM) and 66,66% still were under average. While the target all of students pass the standarized score (70). After students got treatment the score increased in each cycle it can be seen from the result of pre-test, in cycle 1 the mean of post-test higher than pre-test: 70,00>61,48 and in cycle 2: 80,37>70,37. The T-calculation results also shows that T-calculation of cycle 1 is 5,76 higher than t-table 2,77 and cycle 2 is 7,09. In cycle 2 all students between boy and girl students could pass the standarized score. It means that the use of MIT strategy and printed material is able to improve the students’ reading skill.
A. Background of The Study

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English is considered as the first foreign language and taught formally from elementary school up to the university level.

In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. The reading skill became very important in the educational field, students need to be exercised and trained in order to have a good reading skill. According to Greenal & Pye (1991: 73) reading is important skill for everyone to get messages from written text or other printed text. Through reading skill we can transfer and develop science, technology and culture. Reading is an active process that depend on both an author’s ability to convey meaning using words and your ability to create meaning from them. .... Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulties in making progress. On the other hand, if they
have a good ability in reading, they will have better chance to succeed in their study (Daiek and Anter, 2004: 5).

Considering the importance of reading for the students, teacher’s creativity is needed to select the appropriate technique or strategy in teaching reading comprehension. It is the teacher’s role to create enjoyable classroom environment and build up students’ interest and motivation. In learning reading, the most important point is students’ comprehension toward the text in order to get the author’s messages (Lewin, 2003: 23). In order to comprehend a text, should be there an appropriate technique or strategy to teach reading. So that, an English teacher should be creative in selecting the strategy to teach reading. One of the alternative techniques used to teach reading is mediated instruction of text strategy.

According to Al-Ithawi (2011: Vol 22 (4); 906 ) mediated instruction text strategy is critical and effective in helping ESL students make use of the language skills they have, with their prior knowledge and expectations to gain a clear and successful comprehension of a specific text. By giving MIT strategy it can illustrates how students active their prior knowledge, predict content and connect ideas in a gradual way minimizing critical problems in comprehending any passage by following significant learning strategies along the process of reading. All this will be integrated with the basic needs of learning like questioning, brainstorming, creating complex thoughts, surveying ideas, building word meaning.
responding to propose questions and summarizing (Al-Ithawi, 2011: Vol 22 (4); 907 ).

In reading to comprehend the text, the readers should be able to manage every part of the text, because it is easy to gain the comprehension in reading when the readers are able to organize the text. In reading, students need to comprehend meanings in order to identify words, and that they need to identify words in order to identify letters. To gain the reading skill students need some process, while teacher is the center of the learning who can leads their students to have good in reading skill. It has meaning that teacher has a role, instruct their students in comprehend the text by slowly and sistematically. Reading is not invariant skill, that there are different types of reading skill which correspond to the many different purpose we have for reading (Nunan, 1989:33).

In the process of learning, teacher should have a preparation all of the material who they need. One of the important material is printed material, its material more effectively for helping students to comprehend the text than they get material just see in the screen. Printed material is necessary for the teacher to teach their students. If there is available printed material for each students get in the process of learning, it can make an easy way to students can understand what are they likely to read and they can catch the messages from the passage of the text. printed material can be shown in a kind of reading text start from the begginer text or depend on the grade of students who their teacher have. Printed material
play an important role as learning aids training. The reference material can be used for reading by the trainess, before, during, and after the training programme, it can contains texts, graphs, tables and picture (Naik, 2007: 227).

The writer would like to know the students’ reading skill in SMP N 2 Bandungan Satu Atap by using MIT (Mediated Instruction of Text) strategy. The researcher chooses this topic because of the following consideration. First, in MIT strategy for helping their students, the teachers actively guide students in their instructions with text. Hence, Content teachers in diverse fields require a paradigm that provides instructional options according to the needs of their subject matter and their pupils and that specifies the teachers’ responsibilities at each phase of guiding students’ reading. Second, Mediated Instruction of text is much broader in scope than most current approaches to teaching content area reading. (Neal & Langer, 1992: 230).

In MIT strategy teacher acts as mediators who instruct their student in text before reading, during reading and after reading. So the students can follow the instruction from their teacher and continuously they can reading a text effectively, because the learning is the process of transferring somethings step by step. By the teacher give some instruction, surely students can save of what they get in their mind.

Based on the explanation above, the researcher wants to hold scientific research about “THE USE OF MIT (MEDIATED
INSTRUCTION OF TEXT) STRATEGY AND PRINTED MATERIAL TO IMPROVE READING SKILL TO THE EIGHT GRADE STUDENTS OF SMP N 2 BANDUNGAN SATU ATAP KAB. SEMARANG IN ACADEMIC YEAR OF 2015/2016”.

B. Statements of The Problem

In this research, the writer would like to focus on the following problems:

1. How is the profile of reading skill of the eight grade students of SMP N 2 Bandungan Satu Atap in the academic year of 2015/2016?.

2. How is the effect treatment with MIT (Mediated Instruction of Text) strategy of students’ gender on the reading skill achievement of the eight grade students of SMP N 2 Bandungan Satu Atap in academic year of 2015/2016?.

3. How is the significant influence of MIT (Mediated Instruction of Text) strategy and printed material in improving students’ reading skill of the eight grade students of SMP N 2 Bandungan Satu Atap in academic year of 2015/2016?.

C. Objectives of The Study

Based on the statement of the problems above, the purposes of the research are as follow:
1. To find out the profile of reading skill of The Eight Grade Students of SMP N 2 Bandungan Satu Atap in the academic year 2015/2016.

2. To find out the effect of treatment with MIT (Mediated instruction of Text) strategy and printed material of the students’ gender on the reading skill of the eight grade students of SMP N 2 Bandungan Satu Atap in academic year 2015/2016.

3. To find out the result of students’ reading skill after using MIT (Mediated Instruction of Text) strategy and printed material.

D. Definition of Key Terms

To avoid some incorrect interpretation on this research title, the writer wants to clarify and explain the term used.

1. Mediated

The term of mediated is came from medium that have meaning a method or way of expressing something (Cambridge Dictionary Online, is accessed on Wednesday, Mey, 13th 2015 at 02.00 p.m).

2. Instruction

Instruction is advice and information about how to do or use something (Cambridge Dictionary Online, is accessed on Wednesday, Mey, 13th 2015 at 01.00 p.m).
3. Text

Text is main printed part of a book, magazine, article or any form of written material (Oxford Dictionary, 2008: 459).

4. Strategy

Strategy is a plan that is intended to achieve a particular purpose (Oxford Dictionary, 2008: 439).

5. Printed

Printed is information in the form of books, newspaper, or magazine (Cambridge Dictionary Online, is accessed on Wednesday, May 13th 2015 at 02.10 p.m).

6. Material

Material is all about information and also ideas for a book or the substance of which something is made or composed (Oxford Dictionary, 2008: 272).

7. Improve

Improve is become or make something better, make good use of something. It is explain that improve is the raising of students’ reading skill be better and increased (Oxford Dictionary, 2008: 222).

8. Student

Student is person who is studying at university, secondary school, and college or any person who interested in a particular subject (Oxford Dictionary, 2008: 441).
9. Reading

Reading is form of communication using written language or symbols and two way communication between an author and reader (Anter & Daiek, 2004: 5).

10. Skill

Skill is an ability to do an activity or job well (Cambridge Dictionary Online, is accessed on Wednesday, May 13th, 2015 at 01:30 p.m).

E. Benefit of The Study

This research is expected to be useful on both of the theoretically and practically.

1. Practically

a. For the researcher

This research will give contribution to the researcher to find out the best strategy in teaching English specially in reading to improve the students’ reading skill.

b. For the students

This research will help students to comprehend the text effectively and they can manage every part of the text to improve their reading skill.

c. For the English teacher

This research will give an additional contribution to English teacher in developing language teaching strategy or methods.
theoretically and practically, and this strategy can make teacher in
English class be able to applied for all students can improve their
reading skill.

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

2. Theoretically
This research will enrich the English teaching literature dealing
with teaching methodologies and the English methodologies
especially MIT (Mediated Instruction of Text) strategy for other
researcher to conduct further researches.

F. Limitation of The Problem

In this study, the writer only focuses in the profile of reading skill
and the effect of treatment with MIT (Mediated Instruction of Text)
strategy and printed material of the student’s gender on the students’
reading skill. It is conducted only for the eight grade students of SMP N 2
Bandungan Satu Atap in academic year 2015/2016. Thus, the result of this
study only generalize or apply to the target of population, specifically to
the Eight Grade Students of SMP N 2 Bandungan Satu Atap Kab. Semarang.
G. Graduating Paper Organization

This research is divided into five chapters, namely: the first chapter covers the background of the study, statement of the problem, objectives of the study, definition of key terms, benefit of the study, limitation of the problem and graduating paper organization. The second chapter includes the theoretical framework, which contains the theories that related and support the research. The third chapter tells about method of the research, general situation of research, qualification of teacher, qualification of students, educational facilities and tools, and object of the study. The fourth chapter, the researcher explains about implementation of the study and analysis of the data. The fifth chapter is closure, which includes conclusion of the research’s finding and suggestion.
CHAPTER II

THEORITICAL FRAMEWORK

A. Mediated Instruction of Text Strategy

1. Definition of Mediated Instruction of Text Strategy

   Strategy is a plan that is intended to achieve a particular purpose (Oxford Dictionary, 2008: 439). While strategy is also can be define as the certain action that someone uses in order to get certain purpose. Strategy has the important role in the process of creating something in teaching learning process. Without the strategy, learner will not know what they have to do during the learning process.

   Learning strategy is specific action taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferrable to new situation (Litle and Holec, 1997: 42). While Rebecca (2003: 1) define that learning strategies is the main factors that help teacher to determine how well students learn a second or foreign language specially for content reading. In learning there is several learning strategies that help teacher make students learn effectively during the learning process for reading skill. One of the strategies is mediated instruction of text.

   Mediated instruction of text strategy developed by Neal & Langer (1992: 230) it is the one of strategies that make the teacher lead...
students to a successful in increase their reading skill. According to Patterson & Risko (1989: 116) mediated instruction can help students organized sets of knowledge and skill for comprehending texts and the ability to apply this information strategically.

Mediated instruction refers to the teacher’s role in making decisions during comprehension lesson which are intended to guide the students through an assignment which respect to the reading tasks. Patterson and Risko (1989: 116) state that the teacher role in learning is critical to the success of mediated learning in the classroom. Teachers as mediators do not simply convey their wisdom but also provide structure to the experiences of the students and appropriate feedback to children for making sense of these experiences. Teacher facilitate with the instruction for helping students separate relevant from irrelevant information by prompting anticipation of events, just as they help students connect various part of what students thinking about with the text of what they read. Instructional mediation may involve matching students’ background to the content and organization of the text, guiding them to understand the texts’ detail, and provide opportunities to use the new information in a variety of ways (Neal & Langer, 1992: 226).

These forms mediation could be used in combination before, during and after reading a text. The mediated instruction “philosophy assumes that instructors are responsible for promoting interaction
between the students and textbook information and for enabling the students’ comprehension processes that define successful reading for expository material (Al-Ithawi, 2011: Vol 22 (4); 910). In the content areas reading instruction mediation requires two conditions. First, flexibility for planning is necessary because the instruction occurs in diverse subject matter fields. A second condition is clear view of how teachers help students learn from text.

According Neal and Langer (1992: 227) there is a several purposes of using mediated instruction of text strategy, there are:

a. Mediated instruction of text is used to guide students through an assignment.

b. Mediated instruction of text strategy helps students in understanding the text’s meaning and provides students with opportunities to use new information in a variety of ways.

c. This strategy provides teacher with a way of planning reading related assignments in a variety of subject areas.

d. Mediated instruction can be used in any subject and encompasses a large number of strategy choices.

2. Procedures of Mediated Instruction of Text Strategy

Mediated instruction have generalized paradigm for planning text-based lessons in subject area classroom (Neal & Langer, 1992: 36). The following are its major components:

a) Instructional goals for each reading phase.
b) Basic comprehension processes that ensure each goal is met.

c) Instructional strategies that promote reading comprehension.

d) Instructor responsibilities for each reading phase.

**Tabel 2.1 The MIT Paradigm**

<table>
<thead>
<tr>
<th>Reading Phase</th>
<th>Reading Goal</th>
<th>Comprehension Process/ Students' Role</th>
<th>Learning Strategies</th>
<th>Teacher Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Demonstration or Experiment</td>
<td></td>
<td>Initiate Probes</td>
<td></td>
</tr>
<tr>
<td>Before Reading</td>
<td>Predict Content</td>
<td>Building word meaning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Construct</td>
<td>Responding to Purpose Questioning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding</td>
<td></td>
<td></td>
<td>Provide Guidance</td>
<td></td>
</tr>
<tr>
<td>During Reading</td>
<td></td>
<td>Verifying Predictions</td>
<td>Prescribe Structure to promote</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Completing Study Guide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After Reading</td>
<td>Retention</td>
<td>Monitor Understanding</td>
<td>Note Taking</td>
<td>Relation of Ideas</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Process Ideas</td>
<td>Summarizing</td>
<td>Graphic Organizers</td>
<td></td>
</tr>
</tbody>
</table>

(Al-Ithawi, 2011: Vol 22 (4); 911)
According to Al-Ithawi (2011: Vol 22 (4); 911-914) said that mediated instruction of text strategy has paradigm or framework to improve reading skill through three processes:

1. Before reading

   In this process teacher prepare the stage of what they will instruct the students before reading, through:

   a. Actived prior students’ knowledge by:

      1) Questioning

         Teacher ask about the students’ knowledgement related with the reading text who they get whether they already know before.

      2) Brainstroming

         Teacher gives some questions to build students’ responding, so students will interest with the material who they get.

      3) Surveying ideas

         Teacher talks about a similar things and asks students whether they ever heard about the material who they get.

      4) Demonstration or experiment

         The teacher tries to start a series of question that build discussed gradually.
b. Predict content

Teacher instruct students to see the text whether there is available picture or not and asks them to surveying the title of the text. It will make students can analyze and predict content of the text that will be discuss.

c. Construct meaning

Teacher lead studens to read the title, and they will begin construct the meaning of the word to know what the text will be discuss.

d. Teacher provide guidence for students by making a some instructional during reading process.

2. During reading

During reading process, the teacher ask students to do what the teacher instruct related with guidance who they make and ask students to verifying predictions of what they predict before reading process.

3. After reading

In this process there is a reading goal that are retention and processing ideas. In retention and processing ideas teacher will:

a. Summarize important information that indicated the basic line of the story.

b. Monitoring students’ understanding of the text by encourage students to retelling the story use their own words because
remembering their word are always easier than remembering the words of the book.

c. Instruct students to catch the meaning by analyze the picture where there is available to describe what happened in the story.

B. Printed Material

Many variables are known to influence learning. Therefore, it is important for teachers to know their students’ characteristics and characteristics of media to choose media that are suitable for the needs and abilities of various students (Bastable, Garmet, Jacobs & Deborah, 2011: 466). One of the best media in learning for content reading is printed material.

Printed materials have been described as “frozen language” (Redman, 2007: 34). It means that the material is written in the text and it’s not spoken. Leaflets, magazine, book, brochure are the kinds of printed material that we can find easily. Printed material is more effective for the students than they just get the material from soft file for content reading.

According to Bastable, Garmet, Jacobs & Deborah (2010: 468) printed material refers to written material, students will choose a wide range material of print because of the following advantage:

1. They are available to the learner as a reference for reinforcement of information when the teacher is not immediately present to answer questions or clarify information.
2. They are used at all levels of society, so this type of media is acceptable and familiar to the public.

3. They are easily obtainable through commercial sources, usually at relatively low cost and on a wide variety of subjects, for distribution by educators.

4. They are provided in convenient forms, such as pamphlets, which are portable, reusable, and do not require software or hardware.

5. They are suitable to a large number of learners who prefer reading as opposed to receiving messages in other formats.

6. They are flexible in that the information is absorbed at a speed controlled by the reader.

Besides printed material have several advantage, this media also have disadvantages as follow:

1. Written words are the most abstract form in which to convey information.

2. Immediate feedback on the information presented may be limited.

3. A large percentage of materials are written at too high a level for reading and comprehension by the majority of clients.

4. They are inappropriate for persons with visual or cognitive impairment.

According to Bastable, Garmet, Jacobs & Deborah (2010: 466). A wide variety of media- printed, demonstration and audiovisual is available to enhance methods of instruction for the achievement of objectives. Printed materials are the most common form through which the
information and non print media include a full range of audio visual possibilities. Because no single media is most effective, the teacher should be flexible in considering a multimedia approach to complement methods of instruction students’ Reading Skill.

C. Reading Skill

1. Definition of Reading

Reading is one of the language skills that must be mastered by the students in learning a language. By having reading ability, people can transfer and develop science, technology, culture, and they can get a lot of information of what they need.

There are many definitions of reading presented by the experts. However, there must not be the worthiest sense. One of the definitions is implied by William Grabe, (quoted in Uruquhart & Weir, 1998: 22)

“Reading is the process of receiving and interpreting information encoded in language from via the medium of print”.

On the other expert argue, define reading related with the theory, reading is an interactive process between what a reader already knows about a given topic or subject and what the writer writes (Nunan, 1989: 33).

According to Nuttall (1996: 3), the view of reading is essentially conerned with meaning, specifically with the transfer of meaning from mind to mind, it means the transfer of a message from writer to reader. The definition of reading is not quite as simple as that, people shall explore how they get meaning by reading process intensively.
Moreover, Heilman, Blair & Rupley (1981: 2) argue that the reading can be defined as a thinking process and it can be a communicative skill.

Based on the definition above, the writer comes to the summary of the definition of reading:

a) Reading is the process of receiving any information encoded in language through the printed text medium.

b) Reading is an interactive process which both the reader and the writer depend on one another.

c) Reading is defined as a process of transferring meaning from mind to mind and also as a process of transferring message from writer to reader.

However, basically the nature of reading is difficult to be defined as in the process of reading exactly. This can be pointed out in many views.

2. Reading Skill

According to Hudson (quoted in Harris & Hodges, 1981: 298) define skill as ‘an acquired ability to perform well; proficiency’. Thus, the term can be used to denote a reading behavior such as making appropriate phoneme-grapheme correspondence, or it can be used to indicate a relative level of reading ability as in the concept of a skilful reader. Skill is also defined as goal-directed, well organized behavior that is acquired through practice and performed with economy of
effort. There is so many kinds of skills in learning, one of the skills are reading skills.

Reading skill is the ability to relate the textual material to one’s own knowledge by comprehending the text (Fauziati, 2008: 133). In reading skills the process of learning focused on letter–sound correspondence.

According to Hudson (2007: 79-80) generally, reading skill are represented in categories as follow:

a) Word attack skill (Decoding skill)

Word attack skill represent the skill necessary to convert orthographic symbol into language. This set of skill requires that the reader recognize that the script represents units of language, such as phoneme, syllables, and words. Some of the subskill of this skill type would be recognizing syllable patterns, converting strings to sound on occasions, recognizing upper-and lower-case letters and recognizing word boundaries.

b) Comprehension skill

Comprehension skills represent the ability to use context and knowledge to derive meaning from what is read. In comprehension skill of the reader can used context to gain meaning, recognizing text structure, and predicting what will come next in a text.
c) Fluency skill

Fluency skills are directed at allowing the reader to see larger sentences and phrases as wholes, a process which assists reading more quickly. Fluency skills would involve such abilities as sight word recognition and recognizing high-frequency letters clusters, rapid reading, and possessing an extensive vocabulary.

d) Critical reading skill

Critical reading skills provide the reader with the skills to analyze, synthesize, and evaluate what is read. This process involves such activities as seeing the cause-effect or comparison relationship in the text, or adopting a critical stance toward the text.

While, Rosenshine (1980) said that in general, reading involves seven subskills across the three general reading skills that are: recognizing sequence, recognizing words in context, identifying the main idea, decoding detail, drawing inferences, recognizing cause and effect, and comparing and contrasting (Hudson, 2007: 80).

According to Hudson (2007: 81) state that there are two level that frequently discuss in reading skill, as follow:

a) Lower-level skills

The lower-level skills to be related to word attack skills. The notion of lower-level skills may in part be a historical product of
the way reading has been taught to children in first language contexts.

b) Higher-level skills

The higher-level skills tend to be linked to reading comprehension skills. In developing and increased reading skill they rely more heavily on visual processing in comprehension.

D. Types of reading skills

Reading skill can be divided into four types, there are:

a. Skimming reading

Skimming is a process carried out at very high speed with high words per minute (Grabe, 2009:8). Skimming is also used to determine what a text is about and whether or not reader want to spend more time to reading.

b. Scanning reading

Scanning is reading technique that use rapid eye movement and keywords to move quickly through text for slightly different purposes and in order to find specific facts (Risdianto, 2012: 1).

c. Intensive reading

The definition of intensive reading is implied by Faizal Risdianto (quoted in Palmer 1921: 53) notes that intensive reading means that the readers take a text, study it line by line, and refer at very moment to the dictionary about the grammar of the text itself.
d. Extensive reading

Extensive reading is reading longer text, usually for one’s own pleasure. This is fluent activity, mainly involving global understanding (Grellet, 1992: 17).

E. Principles of reading

According to Jeremy Harmer (2001: 70) states that principles of teaching reading are:

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

b. Students need to be engaged with what they are reading.

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

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

e. Good teacher exploit reading texts to the full. They intergrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and letter activation.
F. Purposes of Reading

William Grabe (2009: 9) state that purposes of reading are:

a. Reading to learn

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

b. Reading to search information (skimming and scanning).

Skimming and scanning reading are used to search information which can be practiced by training in high speed reading.

c. Reading to integrate information.

Reading to integrate information requires that the reader synthesize and learn information from multiple texts or bring together information from different part of a long text, such as a long and complex chapter in a text book. The effort to build a strong organizing frame in reading to learn in increased significantly when there are multiple texts that refer to related information, the reader must decide how to create his or her own organizing frame for the information because none is provided by the combined set of texts.

d. Reading to evaluate, critique, and use information.

Reading to evaluate, critique, and use information represents an increased level of demand and a more complex interaction of reading processes. In academic and professional settings, readers are at times
asked to evaluate and critique information from multiple texts, or from one long text, requiring them to make decisions about which aspect of the text are most important, most persuasive, least persuasive, or most controversial.

e. Reading for general comprehension.

   When accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skill in forming a general meaning representation of main ideas, and efficient coordination of many processed under very limited time constraints.

   Different with David Nunan (1989: 34) states that the purposes of reading are:

   a. Reading to obtain information for some purpose or because curious about some topic.

   b. Reading to obtain instructions on how to perform some task for work.

   c. Reading to know when or where something will take place or what is available.

   d. Reading to know what is happening or has happened.

   e. Reading for enjoyment and excitement.

G. Aspects of Reading

   Some of aspects of reading which deserve both specific attention in isolated learning situation and at other time, more balanced attention in more normal reading situation are word recognition, comprehension, and reflection (Dallman, Char & Deboer, 1982: 25). The aspects are:
a. Word recognition

In reading the singular recurring cognitive activity is the identification words and when reading process occur, reader actually focus visually on almost 80 percent of the content words that we read and about 50 percent of the small function words. In order to fluent word recognition, a reader must recognize the word form on the page very rapidly and activate links between the graphic form and phonological information (Grabe, 2009: 22).

b. Comprehension

According to William Grabe (quoted in Kendeou et al., 2007: 28-9) comprehension is not a unitary phenomenon but rather a family of skills and activities. At the core of comprehension is our ability to mentally interconnect different events in the text and form a coherent representation of what text is about.

c. Reflection

A reflection on text understanding will allow the reader to determine whether they understands the text well enough, or whether parts should be read again (Hudson, 2007: 110). During the process of reading, when defined as gaining meaning from the printed page. It is necessary to be hold ideas as they occur and conceptualized meaningful interpretation through reflection (Dallman, 1982: 25).
H. Factors which influence students’ reading skill

According to Smith and Decchant (1973: 212) state that reading without comprehension is not reading and without comprehension skill reading is mere verbalism, it means that reading comprehension affect reading skill of the reader. Therefore, The students’ reading skill will be influenced by two kinds of factors. These factors come from students itself or named as internal factor and from out of the students itself or named as external factor.

a. Internal factors

1) Physical factor are everything about students body, such as eyes, ears, mouth, hand, etc.

2) Psychological factors consist of two elements, they are:

   a) Intellectual factors are factors which influence student ability in receiving materials, understanding the information or create the ideas, this factor consisting of talent, intelligent, etc.

   b) Non intelligent factors are factors which influence student personality, this factor consisting of attitude, interest, motivation, emotion, habit, etc.
b. External factors

In external factor involved several factors, there are:

1) Social factors consist of students family environment, school, society where student life, and student group such as students learning group, classmate and playmates.

2) Cultural factors such as customs and traditions, knowledge, technology, and art.

3) Equipment factors including student learning facilities in home and school.
CHAPTER III

METHOD OF THE RESEARCH

A. Research Setting

1. General Situation of SMP N 2 Bandungan Satu Atap

This research was carried out in SMP N 2 Bandungan Satu Atap at JL. Sukorini 05 Karanglo-Kenteng, Bandungan, Semarang Residence and Central Java province. The width of this school is about 1365 m². The location of this school is in the village and very strategic, it makes students feel comfortable with the atmosphere during learning process, because the condition is not so crowd and the air is still fresh. Where the strategic means that students can go there easily.

SMP N 2 Bandungan Satu Atap was built in 2007 based on Ministry of Education Affairs degree. There are several reason why it is add with the name “Satu Atap”. First, this school has headmaster who also lead elementary school in one location. Second, the government want to build this school with the program that after the students graduated from elementary school, students will continue to the SMP N 2 Bandungan Satu Atap automatically. As a state school SMP N 2 Bandungan Satu Atap is subsidized by government in all facilities such as textbooks, buildings, and all things in the school permanently. The total number of students of SMP N 2 Bandungan Satu Atap in academic year of 2015/2016 is 177 students. It has six
classrooms which covers the first grade has two classroom, two classroom for second grade, and two classroom for the third grade.

a) Vision of SMP N 2 Bandungan

The vision of SMP N 2 Bandungan Satu Atap is to realize Independent generation, competent, and behave “Akhlaqul Karimah” based on science and technology.

b) Mission of SMP N 2 Bandungan

The mission of SMP N 2 Bandungan Satu Atap are:

1. Increasing appreciation of religion that reflect school environment based on the faith and piety.
2. Organizing learning to cultivate an active and creative thinking skills in problem solving.
3. Improving discipline every citizen school.
4. Push and support students to get achievement in the academic field so the graduates have high competitiveness.
5. Take priority in cooperation to finish the tasks of education.
6. Implementing all school rules.
7. Completing the facilities and infrastructure that support learning and teaching activities.

2. Qualification of teachers and students

SMP N 2 Bandungan Satu Atap has 13 teachers, they are 6 permanent and 7 non permanent teachers. The qualifications are represented in the following table:
Table 3.1
List of teachers and staff of SMP N 2 Bandungan Satu Atap in the academic year 2015/2016

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>position</th>
<th>Status</th>
<th>Last Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Amin Ariyadi, S.Pd</td>
<td>Permanent</td>
<td>Headmaster</td>
<td>Under Graduate/ S1</td>
</tr>
<tr>
<td>2</td>
<td>Suka Iriyanto, S.Pd</td>
<td>Permanent</td>
<td>Social Teacher and Sport Teacher</td>
<td>Under Graduate/ S1</td>
</tr>
<tr>
<td>3</td>
<td>Hari Setyaningsih, S.Si</td>
<td>Permanent</td>
<td>Vice of Headmaster and Mathematic Teacher</td>
<td>Under Graduate/ S1</td>
</tr>
<tr>
<td>4</td>
<td>Esti Sulistyowati, S.Pd</td>
<td>Permanent</td>
<td>English Teacher</td>
<td>Under Graduate/ S1</td>
</tr>
<tr>
<td>5</td>
<td>Egga Olivia Vita, S.Pd</td>
<td>Permanent</td>
<td>Indonesian Teacher</td>
<td>Under Graduate/ S1</td>
</tr>
<tr>
<td>6</td>
<td>Frontasiono Piyadi, S.Pd</td>
<td>Permanent</td>
<td>Information and communication technology Teacher</td>
<td>Under Graduate/ S1</td>
</tr>
<tr>
<td>7</td>
<td>Diah Poespita Rini, S.Pd</td>
<td>Non Permanent</td>
<td>Culture and Art Teacher</td>
<td>Under Graduate/ S1</td>
</tr>
<tr>
<td>8</td>
<td>Saribun, S.Pd.K</td>
<td>Non Permanent</td>
<td>Religion Teacher</td>
<td>Under Graduate/ S1</td>
</tr>
<tr>
<td>9</td>
<td>Maryani, S.Pd.I</td>
<td>Non Permanent</td>
<td>Religion Teacher</td>
<td>Under Graduate/ S1</td>
</tr>
<tr>
<td>10</td>
<td>Tri Haryani, S.Pd</td>
<td>Non Permanent</td>
<td>Biology Teacher</td>
<td>Under Graduate/ S1</td>
</tr>
<tr>
<td>11</td>
<td>Mei Sulistiyani, S.Pd</td>
<td>Non Permanent</td>
<td>Counseling and Civic Teacher</td>
<td>Under Graduate/ S1</td>
</tr>
<tr>
<td>12</td>
<td>Siti Munfarida, S.Pd</td>
<td>Non Permanent</td>
<td>Java language Teacher</td>
<td>Under Graduate/ S1</td>
</tr>
<tr>
<td>13</td>
<td>Anjaryadi, S.Pd</td>
<td>Non Permanent</td>
<td>Physics Teacher</td>
<td>Under Graduate/ S1</td>
</tr>
</tbody>
</table>
3. Qualifications of the students

The number student of SMP N 2 Bandungan Satu Atap in the academic year of 2015/2016 is 177 students, consists of 93 male and 84 female. The detail of qualifications of students are represented in the following table:

Table 3.2

<table>
<thead>
<tr>
<th>No</th>
<th>Group</th>
<th>Sex</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1</td>
<td>VII A</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>VII B</td>
<td>18</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>VIII A</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>VIII B</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td>5</td>
<td>IX A</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>6</td>
<td>IX B</td>
<td>12</td>
<td>14</td>
</tr>
</tbody>
</table>

4. Educational facilities and tools

The educational facilities and tools have an important role for acceleration in learning teaching process. To realize that, SMP N 2 Bandungan Satu Atap is completed by following facilities:
Table 3.3
Description Facilities and Building

<table>
<thead>
<tr>
<th>No</th>
<th>Facilities</th>
<th>Total</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Classroom</td>
<td>6</td>
<td>Fine</td>
</tr>
<tr>
<td>2</td>
<td>Library</td>
<td>1</td>
<td>Fine</td>
</tr>
<tr>
<td>3</td>
<td>Science Laboratory</td>
<td>1</td>
<td>Fine</td>
</tr>
<tr>
<td>4</td>
<td>Headmaster room</td>
<td>1</td>
<td>Fine</td>
</tr>
<tr>
<td>5</td>
<td>Teacher room</td>
<td>1</td>
<td>Fine</td>
</tr>
<tr>
<td>6</td>
<td>Administration Room</td>
<td>1</td>
<td>Fine</td>
</tr>
<tr>
<td>7</td>
<td>Guess room</td>
<td>1</td>
<td>Fine</td>
</tr>
<tr>
<td>8</td>
<td>Toilet</td>
<td>4</td>
<td>Fine</td>
</tr>
<tr>
<td>9</td>
<td>Chair</td>
<td>180</td>
<td>Fine</td>
</tr>
<tr>
<td>10</td>
<td>Table</td>
<td>140</td>
<td>Fine</td>
</tr>
<tr>
<td>11</td>
<td>White board</td>
<td>6</td>
<td>Fine</td>
</tr>
<tr>
<td>12</td>
<td>Computer</td>
<td>2</td>
<td>Fine</td>
</tr>
<tr>
<td>13</td>
<td>Television</td>
<td>1</td>
<td>Fine</td>
</tr>
<tr>
<td>14</td>
<td>VCD/DVD player</td>
<td>1</td>
<td>Fine</td>
</tr>
</tbody>
</table>

5. Object of the study

The object of the study is the VIII B class of SMP N 2 Bandungan Satu Atap, Semarang in academic year 2015/2016. This class consists of 27 students, 16 students for female and 11 students for male. The list of students are represented by following table:
## Tabel 3.4

### Object of The Study

### VIII B

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>NIS</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aji Pangestu</td>
<td>0451</td>
<td>Male</td>
</tr>
<tr>
<td>2</td>
<td>Anisa Hidayatul Istighfaroh</td>
<td>0457</td>
<td>Female</td>
</tr>
<tr>
<td>3</td>
<td>Ardhika Bayu Kurniawan</td>
<td>0462</td>
<td>Male</td>
</tr>
<tr>
<td>4</td>
<td>Arega Kurnia Ardhana</td>
<td>0465</td>
<td>Male</td>
</tr>
<tr>
<td>5</td>
<td>Bagus Maulana</td>
<td>0466</td>
<td>Male</td>
</tr>
<tr>
<td>6</td>
<td>Devi Nitiani</td>
<td>0470</td>
<td>Female</td>
</tr>
<tr>
<td>7</td>
<td>Edwin Samodro</td>
<td>0471</td>
<td>Male</td>
</tr>
<tr>
<td>8</td>
<td>Fani Afriliana</td>
<td>0472</td>
<td>Female</td>
</tr>
<tr>
<td>9</td>
<td>Iftah Fabian Ayunina</td>
<td>0476</td>
<td>Female</td>
</tr>
<tr>
<td>10</td>
<td>Kurniawan Adi Seputro</td>
<td>0479</td>
<td>Male</td>
</tr>
<tr>
<td>11</td>
<td>Latifa Dewi Tika Sari</td>
<td>0480</td>
<td>Female</td>
</tr>
<tr>
<td>12</td>
<td>Mansyur Cahyono</td>
<td>0484</td>
<td>Male</td>
</tr>
<tr>
<td>13</td>
<td>Mohamad Bilal Saputra</td>
<td>0488</td>
<td>Male</td>
</tr>
<tr>
<td>14</td>
<td>Muhamad Ghofar</td>
<td>0491</td>
<td>Male</td>
</tr>
<tr>
<td>15</td>
<td>Nanti Alfatih</td>
<td>0493</td>
<td>Female</td>
</tr>
<tr>
<td>16</td>
<td>Nikko Feri Aditya</td>
<td>0495</td>
<td>Male</td>
</tr>
<tr>
<td>17</td>
<td>Novi Amanatul Zahro</td>
<td>0496</td>
<td>Female</td>
</tr>
<tr>
<td>18</td>
<td>Nur Faizin</td>
<td>0497</td>
<td>Male</td>
</tr>
<tr>
<td>19</td>
<td>Rachma Sukma Winahyu</td>
<td>0500</td>
<td>Female</td>
</tr>
<tr>
<td>20</td>
<td>Risti</td>
<td>0504</td>
<td>Female</td>
</tr>
<tr>
<td>21</td>
<td>Samsul Ma’arif</td>
<td>0435</td>
<td>Male</td>
</tr>
<tr>
<td>22</td>
<td>Serly Fatimaturrohmanniya</td>
<td>0507</td>
<td>Female</td>
</tr>
<tr>
<td>23</td>
<td>Sri Ernawati</td>
<td>0509</td>
<td>Female</td>
</tr>
<tr>
<td>24</td>
<td>Ulin Nuha</td>
<td>0444</td>
<td>Male</td>
</tr>
<tr>
<td>25</td>
<td>Wahyu Cholig Nur Aziz</td>
<td>0512</td>
<td>Male</td>
</tr>
<tr>
<td>26</td>
<td>Yoga Ijayanto</td>
<td>0446</td>
<td>Male</td>
</tr>
<tr>
<td>27</td>
<td>Zainal Abidin</td>
<td>0515</td>
<td>Male</td>
</tr>
</tbody>
</table>
6. Schedule of Research

Table 3.5

The Time Schedule of Research

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation of pre-survey</td>
<td>August 24\textsuperscript{th} 2015</td>
</tr>
<tr>
<td>Class Observation</td>
<td>August 27\textsuperscript{th} 2015</td>
</tr>
<tr>
<td>Cycle 1</td>
<td>September 3\textsuperscript{th} 2015</td>
</tr>
<tr>
<td>Cycle 2</td>
<td>September 11\textsuperscript{th} 2015</td>
</tr>
</tbody>
</table>

B. Type of the research

Type of this research is classroom action research (CAR).

1. Definition of CAR

According to Kate and Baumfield (2008: 3) Classroom Action research is an essential guide for any teacher or student-teacher interested in doing research in the classroom and it helped teachers improve on their professional practice and evaluate the needs of their pupils and schools for themselves.

Through Classroom Action Research, the researcher can know students’ ability: what they need, how far they are understand about the material, and what the way of their study and teacher teaching strategy that apply in the class. In Classroom Action Research, the researcher focused attention on problem or question about classroom:
1. Research subject

The research subject in this study is the use of MIT (Mediated Instruction of Text) strategy and printed material on the reading skill.

2. Research object

The research object in this study are the eight grade students’ reading skill.

3. Data resources

The writer devide the sources into primary and secondary sources:

a. Primary source is taken from score of the eight grade students of SMP N 2 Bandungan Satu Atap.

b. Secondary source which is used to complete and support the primary data is interview with the eight grade students of SMP N 2 Bandungan Satu Atap.

2. Characteristics of classroom action research

According to Aqib et al., (2008: 3) there are several characteristics of classroom action research, as follow:

a. An inquiry of practice from within. It has meaning that a research starts from teacher restless toward their work.

b. Self-reflective inquiry. It means that the principles method are self-reflective, flexible, but all the activity should based on the rule of research.

c. The research only focus on learning activities.
d. The purpose of classroom action research is repairing the learning to be better.

e. There is an action to repairing repeatedly during research is going on.

f. The result of this research can be used for teacher and it can be applied in class directly.

3. Principles of classroom action research

In order to get a set of clearly information about research, the teachers who want to do classroom action research, they should comprehend the principles of CAR. According to Hopkins (1993: 57-59) states that there are six principles of classroom action research, some of them are followed:

1. The teacher’s primary job is to teach, and any research method should not interfere with or disrupt the teaching commitment.

2. The method of data collection must not be too demanding on the teacher’s time.

3. The methodology employed must be reliable enough to allow teachers to formulate hypotheses confidently and develop strategies applicable to their classroom situation.

4. The research problem under taken by the teacher should be one to which he or she is committed.

5. The need for teacher researchers to pay close attention to the ethical procedures surrounding their work.
6. As far as possible classroom research should adopt a “classroom exceeding” perspective. It means that all members of school community actively build and share a common vision of their main purpose.

4. Procedures of classroom action research

In this classroom action research, the researcher used two cycles consist of one meeting for one cycle. According to Aqib et al., (2008: 7) the procedure of each cycle are:
a. Planning

The activities are:

1. Preparing materials, making lesson plan, and designing the steps in doing the action.
2. Preparing list of students’ name scoring.
3. Preparing teaching aid.
4. Preparing sheets for classroom observation. It is used to know the situation of class and students’ attitude during the process of learning when the teaching strategy is applied.
5. Preparing a test. It is used to know whether the students’ English score improve or not with standard English score (70).

b. Action

Action is implementation of planning content that will applied by the teacher in the class (Arikunto: 18). In this phase the teacher did teaching process based on what they are plan before.

The activities are:

1. Giving pre-test
2. Teaching reading using mediated instruction of text strategy and printed material.
3. Giving occasions to the students to ask their difficulties.
4. Ask the students about some conclusion of their reading activities.
5. Giving post-test.
c. Observation

Observation is the activity for monitoring teaching-learning process during class is going on. In this phase collaborator notes some of activities for collecting accurate data which can be used to repairing the next cycle. For collecting data, it can be done by quantitative data through the result of test and qualitative data through observe students’ activity and students’ enthusiasm. (Arikunto, 2006: 78).

While Aqib et al., (2008: 9) said that observation focus on action repairing and the process is based on utilization and collecting the objective data. In this phase should be a profesionalism cooperation beetween researcher and collaborator.

d. Reflection

According to Supardi (2006: 111) said that reflection is an evaluating action of what the researcher do to get progress or regress of the research result in the classroom.

In this phase the researcher evaluate initial action plans with the practice in the learning-teaching process after the learning strategy applied. It would be done by making discussion with her collaborator in order to know the condition among students, classroom atmosphere, and teacher. The reasercher would analyze the observation sheets and identify the problems to find the alternative ways to solve the problem in the next cycle.
C. Method of analysis

in analyzing the data, the researcher used these following steps, as follow:

a. Technique of collecting data

The data of the research are collected by doing the following steps:

1) Observation

The researcher observed the school, teaching-learning process and the eight grade students’ activities of SMP N 2 Bandungan Satu Atap.

2) Test

The researcher used pre-test and post-test. Pre-test is given to students before teaching and learning process, and post test is given after students receiving the method from teacher. The purpose of giving pre-test and post-test are to knowing the differences of the students ability before and after the teacher uses the method.

3. Documentation

Documentation is taken from activity during the process research is going on.

4. Questionare

Questionare is to find out the data by providing list of questioning, it contains analyzing of classroom’s problems.
b. Technique of analysis data

After collecting the data, the next step of study is analyzing the data. There are two ways to analyze the data, they are:

1) Descriptive technique

A descriptive technique is used to know the students behavior during the teaching learning process. In descriptive technique, the researcher analyzes the observation sheet which has been made by her partner.

2) Statistical technique

A statistical technique is used to know the extent to using “MIT” mediated instruction of text strategy toward the students reading skill the result of pre test and post test. This mean calculating (Hartono, 2004: 167)

This calculating is to know the average of the student’s score. The formula is:

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

Where,

\( M \): Mean of the students’ score

\( \sum Fx \): The sum of students’ score

\( N \): The total number of students
1) SD (Deviation Standard)

The formula used for calculating standard deviation is as follow:

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

Where,

- \( S_D \): Deviation Standard for one sample t-test
- \( D \): Different between pre-test and post-test
- \( N \): Number of observation in sample

2) T-test

After collecting the SD, the writer would calculate t-test to know is there any significant differences or no between pre-test and post-test by the following formula:

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

where,

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

TEACHING IMPLEMENTATION AND DATA ANALYSIS

This chapter focuses on analyzing the collected data. The researcher gives the details of the findings. It shows the finding of the collected data since in the beginning until the end of the research. This research is implemented on two cycles. The data consist of the result of the cycle I and cycle II. These cycles will present the improvement of students’ ability in reading skill.

A. Description of Teaching Learning Process

In this research, the researcher acts as teacher and the learning process was observed by her partner, Nurul Kusuma Wardhani. While the English teacher of VIII B class, Mrs. Esti Sulistiowati as the consultant. The researcher arranged two cycles with each cycles consist of planning, action, observation, and reflection. For the whole steps of this research were explained in the description below:

1. Cycle I

   a. Planning

   In this phase, the researcher arranged some preparation, as follow:

   1) Lesson plan

      The researcher made lesson plan and designed the steps in doing the action. It was used as guidance for the researcher’s activity in class and controlled the teaching-learning process systematically. (Appendix 1)
2) Material

In the first cycle, the researcher used descriptive text as a material. The researcher also used book (teacher hand book) as a resource teaching and looked for the material in the internet. (Appendix 2)

3) Teaching aid

The researcher prepared some instruments, such as printed material and blank colour paper for answer the assignment.

4) Sheet for classroom observation

Sheet for classroom observation was prepared in order to know the condition of class during MIT (mediated instruction of text) strategy and printed material were implemented. (Appendix 3)

5) Test (pre-test and post-test)

Pre-test and post-test were prepared in order to get the verbal score of students. Pre-test was a test given to students before the teaching-learning process began. While post-test was a test given to students after the MIT strategy and printed material were conducted. (Appendix 4)

b. Implementation of action

The researcher did research on Thursday, 3\textsuperscript{rd} September 2015 at 07.15 a.m in the VIII B class of SMP N 2 Bandungan Satu Atap.
atmosphere in the class was so quite and students seen ready to study. The researcher opened the class by paring together based on their faith. Next the researcher introduced herself at glance and made closed communication with students because the English teacher was introduced herself last week, when the researcher observed teaching-learning process in the class. Then she continued to explained about what is her purpose being in SMP N 2 Bandungan Satu Atap. In the first meeting, it was followed by 27 students.

Before start the lesson, the researcher gave pre-test (multiple choice) for students in 15 minutes about descriptive text before using MIT (Mediated Instruction of Text) strategy and printed material. She gave pre-test to all students and she walked around the class to checked that each students got the sheet of pre-test. Then, the researcher gave instruction that she was not allow students cheat each others.

After all students had finished their pre-test, they collected it quickly. Then, they started to continued the lesson and the researcher began to teach descriptive text, the situation as follow:

The researcher : “Assalamu’alaikum Wr. Wb.”
Students : “Wa’alaikumsalam Wr. Wb.”
The researcher : “Good morning students, how are you today?”
Students : “Good morning miss, I am fine and you?”
The researcher : “I’m very well too, thank you and glad to see
you”. Let’s start our lesson today by praying together, praying is begin”.

(All of students and the researcher prayed together)

The researcher :“Masih ingatalah dengan saya yang waktu pertemuan minggu lalu saya observasi disini?”

“(Have you remembered me who last meeting I observed in this class)?”

Students : “Yes, mom”

The researcher :“Jika kalian tau, coba siapa saya?”

“if you all knew me, who I am?”

Students : “Mom Dewi”

The researcher : “That’s right but you can call me miss no mom,”.

Students : “Okey miss dewi”

The researcher :“Perkenalkan kami dari IAIN Salatiga akan mengadakan penelitian untuk skripsi, khususnya untuk kelas VIII B, maka mohon bantuan siswa siswa semua untuk kerjasamanya agar penelitian ini dapat berjalan dengan lancar”

(“Here we came from IAIN Salatiga will do the research in this VIII B class for my graduating paper, hopefully we can make a good cooperation for this research can be sucess”)

Students : “Okey, miss....... Amin”
The researcher: “Okey, let’s start our lesson”

“Hari ini kita akan mempelajari tentang deskriptive text, sebelumnya apakah sudah ada yang pernah tahu tentang descriptive text?”

(“Today we will learn about descriptive text, have you ever know about it before?”)

Students: “Tahu miss..., apakah mendiskripsikan tentang seseorang?”

(“Yes, we are know... is it about describe someone miss?”)

The researcher: “That’s right, now I will give you pre-test before we continue to the next explanation”

“Kerjakan sendiri-sendiri, miss akan memberikan waktu 15 menit dari sekarang dan jangan lupa kasih nama ya”

(“Do by yourself, and I will give you 15 minutes from now and don’t forget to put your name!”)

Students: “emmm... yes miss”

(All of Students did pre-test quietly)

The researcher: “Okey the time is up”

“kumpulkan sekarang ya?”

(“Submit now, please?”)

Students: “Yes, miss”
The research: “Okey, we will continue to the next explanation about descriptive text”.

“lihat dan fokus pada miss, jika miss berkata bahwa ciri yang paling menonjol dari miss adalah memakai kerudung, miss mempunyai hidung pesek, dan bertebuh pendek dan miss juga baik hati apakah semua itu yang dimaksud deskripsi?”

(“look at me and focus on me, if I said that, I have characteristics that always use veil, I have flat nose, short body and I also kind. Is it true that those are include of description?”)

(all of students laugh...)

Students: “Haaaaaa... Ya, benar miss”

(“Haaaa... That’s right miss”)

The researcher: “Look at your paper who you have got, see the definition of descriptive text”.

“Ok, jadi teks deskripsi adalah suatu teks yang mendeskrisikan orang, tempat atau sesuatu secara khusus. Teks deskripsi hanya terfokus pada satu benda dengan ciri-cirinya dan pada teks deskripsi menggunakan present tense”

(“Okey, so descriptive text is a text that describes a particular person, place, or things. A descriptive
text focuses on specific things and its specific features and descriptive text uses present tense”)

“Any questions?”

Student (Arega) : “present tense yang dijelaskan sama mom Esti pertemuan yang lalu ya miss?, misalkan aku punya teman namanya ghofar, dia berambut keriting dan ganteng, itu termasuk mendiskripsikan seseorang miss?”

(“Present tense which explained by mom Esti last meeting, miss? So, if I have friend, his name is Ghofar. He has curly hair and handsome. Is it true the example of describe someone, miss?”)

The researcher : “Excellent for you Arega, okey any other questions?”

“Sudah paham semua?”

“It is clear enough for you all?”

Students : “Sudah miss, paham”

(“We are understand miss”)

(The researcher gave printed material (the example of descriptive text) and implemented MIT (Mediated Instruction of Text) strategy to help students comprehend the example about descriptive text)

The researcher : “Apakah kalian semua sudah dapat contoh teks
deskripsi?”

(“have you got the example of descriptive text?”)

Students : “sudah miss...”

(“Yes, we have got this, miss”)

(The researcher gave same questions to build students’ interest with the text who they got)

The researcher : “Adakah yang sudah tau siapa gambar di text?”

( Anyone knew who is the picture in the text?)

Students : “Christian Ronaldo, miss”

The researcher : “Siapa Christian Ronaldo itu?”

(“ who is Christian Ronaldo?”)

Students : “Pemain sepakbola”

(“a football player”)

(Most of boy students are enthusiasm about the material, but some of girl students were not enthusiasm, it might be the number of girl students were minority than boy students)

The researcher : “Have you ever read this text, girls?”

Students : “Not yet miss...”

The researcher : “Ok, jangan khawatir miss akan memberikan

strategy berupa instruksi agar kalian dapat dengan

mudah mengartikan teks Bahasa Inggris tanpa

genartikan kata perkata. Jika kalian dengan

sungguh-sungguh memperhatikan penjelasan miss
maka kalian pasti akan mempunyai kemampuan memahami bacaan dengan mudah”

(“Okey, don’t be afraid, I will give you a strategy as instruction, it will help you to comprehend the text without you translate one by one word. If you really take an attention of my explanation, it will help you to have an ability in reading skill and comprehend the text easily”)

Students : “Okey miss...”

(The researcher gave instruction before students start to reading process )

The researcher : “Pertama, kalian harus mensurvei judul dan melihat gambar yang ada pada teks, maka kalian akan dapat memprediksi isi apa yang akan diceritakan selanjutnya pada teks tersebut”

(“First, you should to survey an idea by looking at the title and picture that available in the text, it will help you to predict the content of the text”)

(Most of students concentrate and did the instruction from researcher)

The researcher : “have you done?”

“Sudah ditetapkan didalam pikiran kalian apa yang akan diceritakan dalam teks?”

lxvi
(“Have you settled in your mind what the text will talk about?”)

Students: “Yes, miss...”

The researcher: “Kedua, kalian harus melihat pada kata-kata di dalam isi yang kalian tahu artinya”

(“Second, you should to look at the words who you ever know the meaning of that words in the content of the text”)

Students: “Sudah miss...”

(I have done miss...)

The researcher: “Lalu hubungkan kata-kata yang kamu tahu artinya dengan kata berikutnya lalu bangun makna dari setiap paragraf yang kamu baca, ingat jangan mengartian kata per kata ya anak-anak tapi prediksikan”

(“Next, you should to connect the words who you knew the meaning with others words who you knew, then construct the meaning of each paragraph by do my instruction, and you have to remember all of my students, don’t translate word by word but predict it”)

The students: “Okey miss”
In the process of reading, students did all instruction and began to implement in reading a text, the researcher asked to the students to retell in the answer sheet that served and they should present their work in front of class).

The researcher : “Any difficulties words who you found?”

“Jangan lupa untuk membuktikan prediksi kalian selama kalian memahami teks”

“Don’t forget to verify your prediction during comprehend the text”

Students : “Okey, miss... emmm miss, what is the meaning of abbreviation miss?”

The researcher : “In Indonesian means singkatan”

Students : “ohhhh...”

(All of students did their work by themself and the researcher gave 15 minutes a long).

The researcher : “Have you finished?”

Students : “Not yet, miss...”

The researcher : “Okey, I will give you 2 minutes again.”

Students : “Okey, miss...”

The researcher : “Time is up...”

“Ada hadiah dari miss, bagi siapa saja yang mau maju kedepan untuk menceritakan kembali teks”

lxviii
yang kalian dapat khusus untuk tiga anak yang maju”

(There are some gift from me, for students who want to retelling story in front of class, three gifts for three students).

“Who wants to become the first?”

Student : “Me...”

The researcher : “Okey Edwin, time is yours?

(Some students have finished their work, Edwin is one of students who could finished their work with no needed dictionary for comprehending the text, he retelling the text in front of class clearly then the next students are Arega and Bilal)

The researcher : “Give aplause for Edwin, Arega, And Bilal..., Okey, thank you all, I will give you reward, here is this...”

Students : “Thank you miss...”

The researcher : “Any difficulties?

Students : “No miss...”

The researcher : “Oke, emm... saya akan memberikan kalian post test untuk mengukur sejauh mana pemahaman kalian dalam materi ini dan kerjakan sendiri-sendiri, waktunya 15 menit untuk menyelesaikan”

(“Okey, emm I will give you post-test for
measure how far you catch the material today, do
by yourself, and the time is 15 minutes for you
finish post-test”

(All of students did their post-test. After they finished, they
submitted their post-tests to the researcher)

The researcher : “Now, I want to ask you, if we have a text, it is
necessary for us to translate word by word using
dictionary for comprehending the text?”

Students : “No, miss... first we should to surveying idea in
title and look at the word that we knew, then
construct meaning, and make a prediction, for the
last is verifying prediction”

The researcher : “Excellent for VIII B class, give aplause for you
all my handsome and beautiful students”

(All of students gave applause and the condition become noisy)

The researcher : “VIII B class Listen to me, listen to me.. don’t be
noisy, please. Okey, the time is 08.30 a.m so we
should to close our class today. Thanks for your
participation, see you next meeting”

“Assalamu’alaikum Wr.Wb.”

Students : “See you miss...”

“Wa’alaikumsalam Wr.Wb.”
c. Observation

In the first cycle most of students looked enthusiasm, but some of girl students didn’t appear the enthusiasm yet, it might be the number of girl minority than boy students. The atmosphere in the class during teaching-learning process was quietly enough and some of students communicated with the researcher well. The researcher explained the materials after that she asked to students whether students have difficulties or not for catched the materials.

The researcher have target that all students should pass the standarized score (70), while after treatment MIT strategy in cycle 1, from 27 students 19 students pass the KKM while the target all students should pass the standarized score and 9 students who still were under average. It means that in cycle 1 was not reach the target yet. Therefore the researcher would take cycle 2 so that all students could pass the KKM.

d. Reflection

After analyzed the result of cycle 1, the researcher found the students felt shy and afraid to present their work. The researcher should more give a motivation for them in order to minimize their anxiety. Most of girl students also lack confident to speak up when the teaching-learning process happened. The researcher must overcome that problem by made a close communication with them. In order to make students speak up briefly and be more pay attention, the
researcher gave more opportunities for girl students speak up and be creative in teaching the material to attract students’ interest.

Furthermore, to know there was a significant improvement students ability in reading skill, the researcher analyzed by using t-test calculation from the result of pre-test and post-test. Before analyze t-test, the researcher would show the data presentation of pre-test and pos-test. The cycle 1 did not give satisfactory result. It is important to continued to the next cycle. In next meeting, The researcher will give more motivation to students in order to get better in pre-test and post-test. The researcher also asked students to more practice in home by using MIT (Mediated Instruction of Text) strategy.

2. Cycle II

Based on the result of cycle 1, it was necessary for the teacher to continue to the next cycle:

a. Planning

In this phase, the researcher arranged some preparation, as follow:

1) Lesson plan

The researcher made lesson plan and designed the steps in doing the action. It was used as guidance for the researcher’s activity in class and controled the teaching-learning process systematically. (Appendix 5)
2) Material

In the second cycle, the researcher used descriptive text as a material. The researcher also used book (teacher hand book) as a resource teaching and looked for the material in the internet. (Appendix 6)

3) Teaching aid

The researcher prepared some instruments, such as printed material and blank colour paper for answer the assignment.

4) Sheet for classroom observation

Sheet for classroom observation was prepared in order to know the condition of class during MIT (mediated instruction of text) was implemented. (Appendix 7)

5) Test (pre-test and post-test)

Pre-test and post-test were prepared in order to get the verbal score of students. Pre-tets was a test given to students before the teaching-learning process began. While post-tets was a test given to students after the MIT strategy was conducted. (Appendix 8)

6) The Implementation of the Action

The researcher did cycle 2 on Friday, 11th September 2015 at 07.15 a.m in the VIII B class of SMP N 2 Bandungan Satu Atap. When the researcher and her observer entered to the class, students were ready to receive a lesson. Students looked fresh and smile. As usual the researcher checked the attendance list and asked who was
absent that day. There no absent. Before the lesson, the researcher
gave pre-test (multiple choice) for students in 15 minutes.

After they finished pre-test the researcher explained the
material. Before the researcher gave the materials, she reviewed the
students difficulties in did pre-test and post-tes in cycle 1, because
in cycle 1 students looked confused to comprehend the text and the
question. The condiion as follow:

The researcher : “Assalamu’alaikum Wr. Wb.”

Students : “Wa’alaikumsalam Wr. Wb.”

The researcher : “Good morning students, how are you
today?”

Students : “Good morning miss, I am fine and you?”

The researcher : “I’am very well too, thank you and glad to
see you again”. Let’s start our lesson
today by praying together, praying is begin”.

(All of students and the researcher prayed together)

The researcher : “Saya rasa hari ini pada terlihat fresh dan
bersemnagat ya untuk memulai pelajaran?”

“( I think that today all of VIII B students
look so fresh and have big enthusiasm for
begin the lesson?”)
Students: “Tentu donk miss... kan hari senin, harus bersemangat”

(“of course miss... this day is Monday we should to spirit”)

The researcher: “Good”

“Masihkah kalian ingat tentang materi pertemuan yang lalu?”

(“ Have you remembered what is the material that discussed in last week?”)

Bilal: “Descriptive text miss”

The researcher: “That’s right”

“Sebelum kita menganjak cara memahami bacaan serta pertanyaan, miss akan memberikan pre-test untuk kalian, agar kalian dapat menjawab pertanyaan dengan mudah”

(“Before we start to comprehend the description text and question, I will give you pre-test in order to make you can answer the question of English easily”)

Ghofar: “Soal lagi...”

(“Assignment again...”)

Students: “Tidak apa-apas, kan latihan,”
tenang saja soalnya juga cuma 10 pilihan ganda, waktunya 15 menit. Pasti kalian bisa mengerjakan. Jangan lupa kalau mengerjakan soal baca soalnya dulu baru bacaanya ya anak-anak”

(“It does not matter class, be calm, the number of questions just 10 and I think 15 minutes is enough. I am sure that all of you can get good sore, Don’t forget to read the question first, then search the answer in the text”)

(All students did the pre-test seriously )

The researcher : “Have you finished, class...?”

“Two minutes remaining”

Students : “Not yet miss”

The researcher : “Anak-anak waktunya selesai, kumpulkan Pekerjaan kalian.”

(“Okey class, time is up... Submit your pre-test now!”)

(All students have finished the pre-test and they submitted their work quickly”)

The research : “Well, now we will begin reviewed the
material who I ever gave you in the last meeting. Have you remember the questions in your pre-test and post-test last week?”

Students : “Yes, miss”

“Sulit...”

“Difficult...”

The researcher : “Dimana bagian soal yang sulit anak anak?”

(“Where is the difficult part of questions, class?)

Students : “itu lo miss yang ada refers to”

(“The question that related with refers to, miss”)

The researcher : “Ok, kalau mau menjawab soal yang ada refers to, kita harus tahu apa arti dari refers to”

(“Okey, if you want to answer a questions about refers to, you should know about the meaning of that”)

Students : “Memangnya artinya apa miss?”

(“what is the definition of refers to in Indonesia?”)

lxxvii
The researcher: “Refers to in Indonesian means that kata rujukan yang mengacu pada seseorang/ benda yang sudah diterangkan sebelumnya”

Students: “oh, begitu ya mis...”

(“oh... it is like a that?”)

The researcher: “Nah sekarang untuk menjawab Pertanyaan: What is the text mostly about?, lihat pada judul atau orang yang sering dibicarakan dalam teks. Paham?”

(“Now, to answer the question: What is the text mostly about?), you should to look at the title or people who often told in the text, understand?”)

Students: “Yes miss, we are understand”

The researcher: “The score pre-test and post-test last meeting is bad, just several students who pass the KKM”

“Apakah kalian tahu berapa KKM nya?”

(“Do you know how is the KKM of English?”)

Students: “70 miss...”

The researcher: “Berarti kalian kurang latihan di rumah,
"benarkan?"

("it means that you are less on practice in your home, is it true class?")

Students : "Yes, it is miss... he he he"

The researcher : "Satu lagi untuk menjawab pertanyaan tentang Which statement is not true?, Kamu harus lihat jawaban yang ada notnya dan lihat pada teks.

" Ones more again, for answer the question about Which the statement is not true?, you must look at the answer that there is indicated word with not and looked at the text which no match with the question"

(The researcher gave some strategies for how to answer questions exactly in order to helped them to be succeeded in reading skill. Most of boy students are enthusiasm about the material, and some of girl students felt enthusiasm too)

The researcher : "Oke girls, help me to spread out these sheets for your friends, and make a sure that each students get"

Devi and Latifa : "Oke miss..."

The researcher : "Thank you Devi and Latifa"
The researcher : “Have you ever read this text, class?”

Students : “Not yet miss...”

The researcher : “Ok, jangan khawatir miss akan mengulas kembali tentang strategi yang pernah miss berikan pertemuan yang lalu, strategi ini akan mempermudah kamu dalam mengartikan teks Bahasa Inggris tanpa mengartikan kata perkata. Ingat, jika kalian dengan sungguh-sungguh memperhatikan penjelasan miss maka kalian pasti akan mempunyai kemampuan memahami bacaan dengan mudah”

(“Okey, don’t be afraid, I will reviewed a strategy as instruction that I ever gave last meeting, it will help you to comprehend the text without you translate one by one word. Remember, If you really take an attention of my explanation, it will help you to have an ability in reading skill and comprehend the text easily”)

Students : “Okey miss...”
The researcher : “Strategi yang digunakan dalam pemahaman teks kemarin adalah sama, kalian masih ingat kan?”

(“Well class, the strategies that are used to comprehend the text same with strategies in the last meeting. Do you remembered?”)

Students : “Yes miss, we still remember”

The researcher : “Okey, what are the strategis?”

Bilal : “Pertama kita harus melihat Judul atau gambar dan memprediksikannyaa apa yang akan teks ceritakan?”

(“First, we must look at the title or picture when available and make a prediction”)

The researcher : “Excellent Bilal”

The researcher : “Kedua, apa yang harus kalian lakukan?”

(“what will you do in the second, class?”)

“Yes you Nanti?”

Nanti : “Mmmm... kalau salah miss?”

(“Mmmm... if any mistake?”)

The researcher : “Kita masih belajar dalam bahasa Inggris”

lxxxi
jadi jangan takut untuk berbica, percaya pada diri sendiri nak”

(“We are still study about English girl, so do not feel shy and afraid to speak up, believe in yourself”)

Nanti : “Okey miss... I want to answer..

“Kedua kita harus melihat pada kata-kata didalam isi yang kalian tahu artinya dan membangun arti didalam pemikiran kita”

(“Second, we should to look at the words who we knew and construct the meaning in our mind”)

The researcher : “Good Nanti and now for you class, you should to comprehend the text by do my Instruction”

Students : “yes, miss...

(Most of students concentrated and did the instruction from researcher)

The researcher : “have you done?”

“Sudah ditetapkan didalam pikiran kalian apa yang akan diceritakan dalam teks?”

lxxii
(“have you settled in your mind what is text tell us about?”)

Students : “ Sudah miss...”

(We have done miss...)

The researcher : “Lalu hubungkan kata-kata yang kamu Tahuartinya dengan kata berikutnya lalu bangun makna dari setiap paragraf yang kamu baca, ingat jangan mengartian kata per kata ya anak-anak tapi prediksikan”

(“ Next, you should to connect the words who you knew the meaning with others words who you knew, then construct the meaning of each paragraph by do my instruction, and you have to remember all of my students, don’t translate word by word but predict it”)

The students : “Okey miss”

(In the process of reading, students did all instruction and began to implemented in reading a text, the researcher asked to the students to retell in the answer sheet that served and they should present their work in front of class).

The reasearcher : “ Any difficulties words who you found?”
“Jangan lupa untuk membuktikan prediksi kalian selama kalian memahami teks”

“Don’t forget to verify your prediction during comprehend the text”

Ghofar : “Okey, miss... I want to ask, what is the meaning of daughter and taller miss?”

The researcher : “In Indonesian daughter means anak Perempuan and taller means lebih tinggi”

Students : “ohhhh...”

(All of students did their work quietly, and the researcher gave time to comprehend the text 15 minutes)

The researcher : “have you finished?”

Students : “Not yet, miss...”

The researcher : “Okey, I will give you extra 3 minutes again.”

Students : “Okey, miss...”

The researcher : “Time is up...”

“Masih ada 3 hadiah dari miss, untuk siswa yang mau maju ke depan menceritakan kembali teks yang kalian dapat”
(There are still three gifts for students who want to retelling text who you get infront of class like last meeting.).

"Who wants to become the first volunteer?"

Student : “Me...”

The researcher : “Okey Rachma time is yours?

(Most students have finished their work, Rahma is one of girl students who could finished their work with no needed dictionary for comprehending the text, she retelling the text in front of class clearly then the next students are Lestari and Adi)

The researcher : “Give aplause for Rachma, Lestari and Adi. Okey, thank you all, I will give you reward, here is this...”

Students : “Thank you miss...”

The researcher : “Any difficulties class?”

Students : “No miss...”

The researcher : “Oke, seperti biasanya jika tidak ada Pertanyaan, saya akan memberikan kalian posttest untuk mengukur sejauh mana pemahaman kalian dalam materi ini dan kerjakan sendiri-sendiri, waktunya 15 menit untuk menyelesaikan,

lxxxv
ingat strategi yang tadi untuk menjawab soal”

(“Okey, as usual if there is no question, I will give you post-test form measure how far you catch the material today, do by yourself, and the time is 15 minutes for you finish post-test. Remember, you should to use the strategies for answer the questions”)

(All of students did their post-test by themself. After they finished, they submitted their post-tes to the researcher)

The researcher : “Now, I want to ask you, what are you learnt today?”

Students : “first we learnt about how to answer the question exactly and learnt abou how to improve our reading skill by comprehending the text through surveying idea in the title and look at the word that we knew, then construct meaning, and make a prediction, for the last is veryfying prediction”

The researcher : “Excellent for VIII B class, you are smart students, give aplause for you all”
(All of students give aplause)

The researcher: “Dengarkan saya anak-anak, waktu sudah menunjukkan jam 10.05 jadi kita harus menutup pertemuan hari ini. Saya mengucapkan terima kasih kepada kalian semua yang sudah berpartisipasi dalam penelitian saya, saya meminta maaf jika ada kesalahan. Saya berharap kalian semua dapat mengembangkan kemampuan pemahaman membaca kalian dan tetap berlatih terus”

“VIII B class Listen to me the time is 10.05 a.m so we should to close our class today. Thanks for you all for being partisipation in my research, I am sorry if I have a mistake. I hope you can improve your reading skill well and keep practicing.

Students: “Amin... Siap miss.. semoga sukses dan cepat wisuda ya miss...”

(“Amin... Okey miss, Good Luck and we hope you graduate soon)

The researcher: “Amin...Thank you all, See you next time”
“Assalamu’alaikum Wr.Wb”

Students : “See you miss...

“Wa’alaikumsalam Wr.Wb.”

7) Observation

In the second cycle, most of students, between boy and girl students have balanced for the enthusiasm. Some of girl students were not feel shy answered the researcher’s question when the researcher pointed out them. It looked from the performance when they presented their work in front of class. When the researcher implemented MIT (Mediated Instruction of Text) strategy and printed material again, students were not feel confused to did the researcher’s instruction. It looked from the result of pre-test and post-test score. All of students could pass the KKM, it means that all students could reached the target. During learning process, the researcher always reviewed the material in the last meeting. The students more active and asked the words who they didn’t understand. After completing the assignment, the researcher gave feedback.

8) Reflection

After analyzed the result of pre-test and post-test cycle 2, there was an improvement for students’ reading skill. The students still motivated and interested in English lesson. They also concentrated from the beginning lesson until end. The
implementation of MIT (Mediated Instruction of Text) strategy and printed material were successful in improving the reading skill. It looked from the result of students’ score and the way they comprehend the text without translated word by word. All students pay more attention of what the researcher’s explanation and instruction, they have verified of what they were predict the content before of the text and they were answered the questions easily. Therefore the researcher didn’t need to go the next cycle.

B. Score Verbal of Students’ Achievement

1. Score Verbal of Cycle 1

   a. The result of pre-test and post-test cycle 1

   **TABLE 4.1**

   The result of pre-test and post-test cycle 1

<table>
<thead>
<tr>
<th>NO</th>
<th>PRE-TEST</th>
<th>POST-TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>5</td>
<td>80</td>
<td>60</td>
</tr>
<tr>
<td>6</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>8</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>9</td>
<td>40</td>
<td>70</td>
</tr>
<tr>
<td>10</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>11</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>12</td>
<td>70</td>
<td>60</td>
</tr>
<tr>
<td>13</td>
<td>90</td>
<td>100</td>
</tr>
<tr>
<td>14</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>15</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>16</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>17</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>18</td>
<td>70</td>
<td>60</td>
</tr>
<tr>
<td>19</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>20</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>21</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>22</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>23</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>24</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>25</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>26</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>27</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>Σ=</td>
<td>1660</td>
<td>1890</td>
</tr>
</tbody>
</table>
b. The result of difference score between pre-test and post-test cycle 1

**TABLE 4.2**

The result of pre-test and post-test cycle 1

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-Test (X)</th>
<th>Post-Test (Y)</th>
<th>Post-Pre (D)</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aji Pangestu</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>Anisa Hidayatul I.</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Ardhika Bayu K.</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>Arega Kurnia Ardhana</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>Bagus Maulana</td>
<td>80</td>
<td>60</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>6</td>
<td>Devi Nitiani</td>
<td>40</td>
<td>60</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>7</td>
<td>Edwin Samodro</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>8</td>
<td>Fani Afriliana</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>9</td>
<td>Iftah Fabian Ayunina</td>
<td>40</td>
<td>70</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>10</td>
<td>Kurniawan Adi Seputro</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>11</td>
<td>Latifa Dewi Tika Sari</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>12</td>
<td>Mansyur Cahyono</td>
<td>70</td>
<td>60</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>13</td>
<td>Mohamad Bilal Saputra</td>
<td>90</td>
<td>100</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>14</td>
<td>Muhamad Ghofar</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>15</td>
<td>Nanti Alfatih</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>16</td>
<td>Nikko Feri Aditya</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Pre-test</td>
<td>Post-test</td>
<td>Change</td>
<td>Total</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------</td>
<td>----------</td>
<td>-----------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>17</td>
<td>Novi Amanatul Zahro</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>18</td>
<td>Nur Faizin</td>
<td>70</td>
<td>60</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>19</td>
<td>Rachma Sukma W.</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>20</td>
<td>Risti</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>21</td>
<td>Samsul Ma’arif</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>22</td>
<td>Sely F.</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>23</td>
<td>Sri Ernawati</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>24</td>
<td>Ulin Nuha</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>25</td>
<td>Wahyu Cholig Nur A.</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>26</td>
<td>Yoga Ijayanto</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>27</td>
<td>Zainal Abidin</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td><strong>$\Sigma$</strong>=</td>
<td><strong>1660</strong></td>
<td><strong>1890</strong></td>
<td><strong>240</strong></td>
<td><strong>3800</strong></td>
</tr>
</tbody>
</table>

1. Mean of pre-test 1

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

$$= \frac{1660}{27}$$

$$= 61.48$$

2. Mean of post-test 1

$$M = \frac{\Sigma y}{N}$$

$$= \frac{1890}{27}$$

$$= 70.00$$

xcii
• Mean of pre-test = 61.48
• Mean of post-test = 70.00
• Mean of pre-test ≤ than post-test
• There was an improvement of reading skill through MIT (Mediated Instruction of Text) strategy and printed material between pre-test 1 (before the action) and post-test 1 (after the action).

c. SD of pre-test and post-test

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

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

\[
= \sqrt{\frac{3800}{27} - \left(\frac{240}{27}\right)^2}
\]

\[
= \sqrt{140.74 - 79.01}
\]

\[
= \sqrt{61.73}
\]

\[
= 7.85
\]

d. T-test calculation

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

\[
= \frac{\left(\frac{240}{27}\right)}{\left(\frac{7.85}{\sqrt{27-1}}\right)}
\]

xciii
\[
\begin{align*}
&= \left( \frac{8.88}{\sqrt{26}} \right) \\
&= \left( \frac{8.88}{\sqrt{7.85}} \right) \\
&= \left( \frac{8.88}{5.09} \right) \\
&= \left( \frac{8.88}{1.54} \right) \\
&= 5.76
\end{align*}
\]

- T-calculation is 5.76
- T-Tabel <t-calculation = 2.77 < 5.76

The score of the result above shows that students’ score increased from the pre-test to the post-test. The mean of pre-test was 61.48 while the mean of post-test result was 70.00. Based on the comparison, the students’ reading skill improved since they got the treatment. But the researcher found that boy students more have good comprehending a text than girl students, it was because the number of girl students were minority than boys. It means that the strategy was successful in improving students’ reading skill.

The T-calculation also shows that there was a significant influence of MIT (Mediated Instruction of Text) strategy and printed material in improving students’ reading skill. It can be seen in the T-calculation of this cycle. The T-calculation was higher than T-table which means that there was considerable in cycle 1. The T-calculation shows that the T-table is 2.77 while the T-calculation is 5.76.
II. Score Verbal of Cycle 2

a. The result of pre-test and post-test cycle 2

TABLE 4.3
The result of pre-test and post-test cycle 2

<table>
<thead>
<tr>
<th>NO</th>
<th>PRE-TEST</th>
<th>POST-TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>80</td>
<td>90</td>
</tr>
<tr>
<td>5</td>
<td>60</td>
<td>80</td>
</tr>
<tr>
<td>6</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>7</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>8</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>9</td>
<td>60</td>
<td>80</td>
</tr>
<tr>
<td>10</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>11</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>12</td>
<td>80</td>
<td>70</td>
</tr>
<tr>
<td>13</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>14</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>15</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>16</td>
<td>70</td>
<td>80</td>
</tr>
</tbody>
</table>
The result of difference score between pre-test and post-test cycle 2

**TABLE 4.4**

The result of pre-test and post-test cycle 2

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-Test (X)</th>
<th>Post-Test (Y)</th>
<th>Post-Pre (D)</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aji Pangestu</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>Anisa Hidayatul I.</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Ardhika Bayu K.</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Math</td>
<td>English</td>
<td>SP</td>
<td>Total</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------</td>
<td>------</td>
<td>---------</td>
<td>----</td>
<td>-------</td>
</tr>
<tr>
<td>4</td>
<td>Arega Kurnia Ardhana</td>
<td>80</td>
<td>90</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>Bagus Maulana</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>6</td>
<td>Devi Nitiani</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>Edwin Samodro</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>8</td>
<td>Fani Afriliana</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>9</td>
<td>Iftah Fabian Ayunina</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>10</td>
<td>Kurniawan Adi Seputro</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>11</td>
<td>Latifa Dewi Tika Sari</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>12</td>
<td>Mansyur Cahyono</td>
<td>80</td>
<td>70</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>13</td>
<td>Mohamad Bilal Saputra</td>
<td>80</td>
<td>100</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>14</td>
<td>Muhamad Ghofar</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>15</td>
<td>Nanti Alfatih</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>16</td>
<td>Nikko Feri Aditya</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>17</td>
<td>Novi Amanatul Zahro</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>18</td>
<td>Nur Faizin</td>
<td>70</td>
<td>90</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>19</td>
<td>Rachma Sukma W.</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>20</td>
<td>Risti</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>21</td>
<td>Samsul Ma’arif</td>
<td>80</td>
<td>70</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>22</td>
<td>Sely F.</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>23</td>
<td>Sri Ernawati</td>
<td>80</td>
<td>90</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>24</td>
<td>Ulin Nuha</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>25</td>
<td>Wahyu Cholig Nur A.</td>
<td>100</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
3. Mean of pre-test 2

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

\[ = \frac{1900}{27} \]

\[ = 70.37 \]

4. Mean of post-test 2

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

\[ = \frac{2170}{27} \]

\[ = 80.37 \]

- Mean of pre-test = 70.37
- Mean of post-test = 80.37
- Mean of pre-test ≤ than post-test
- There was an improvement of reading skill through MIT (Mediated Instruction of Text) strategy and printed material between pre-test 2 (before the action) and post-test 2 (after the action)

**e. SD of pre-test and post-test**

From the data above, the researcher calculated SD pre-test and post-test:
\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ = \sqrt{\frac{4100}{27} - \left(\frac{270}{27}\right)^2} \]

\[ = \sqrt{151.85 - 100} \]

\[ = \sqrt{51.85} \]

\[ = 7.20 \]

f. T-test calculation

\[ t_o = \frac{\frac{\sum D}{N}}{\frac{SD_D}{\sqrt{N-1}}} \]

\[ = \frac{\frac{270}{27}}{\frac{7.20}{\sqrt{27-1}}} \]

\[ = \frac{10.00}{\frac{7.20}{\sqrt{26}}} \]

\[ = \frac{10}{\frac{7.20}{5.09}} \]

\[ = \frac{10}{1.41} \]

\[ = 7.09 \]

- T-calculation is 7.09
- T-Tabel < t-calculation = 2.77 < 7.09

In the cycle 2 the result of pre-test and post-test can be seen that the average score of students increased from 70.37 to 80.37. Based on
this result, it means that applying the MIT (Mediated Instruction of Text) strategy and printed material were successful in improving the students’ reading skill. The researcher also found after treatment MIT strategy all of students pass the standarized score, between boy and girl students have balanced for their enthusiasm and achievement.

The T-calculation also shows that there is significant influence of MIT (Mediated Instruction of Text) strategy and printed material in improving students’ reading skill. It can be seen in this T-calculation of this cycle. The T-calculation is bigger than T-table which means that there is considerable influence in cycle II. The T-calculation shows that the T-table is 2,77 while the T-calculation is 7,40.

C. Analysis and Discussion

From the result of analyzes in cycle 1 and cycle 2, the researcher analyzed students’ improvement from cycle 1 to cycle 2. The improvement as follow:

Table 4.5

<table>
<thead>
<tr>
<th>No</th>
<th>Analyze</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean</td>
<td>61,48</td>
<td>70,37</td>
</tr>
<tr>
<td></td>
<td>a. Pre-test</td>
<td>70,00</td>
<td>80,37</td>
</tr>
<tr>
<td>2</td>
<td>T-table N= 27</td>
<td>2,77</td>
<td>2,77</td>
</tr>
<tr>
<td>3</td>
<td>T-calculation</td>
<td>5,76</td>
<td>7,09</td>
</tr>
</tbody>
</table>
The table above shows that T-calculation in cycle 1 and cycle 2 was greater than T-table, it means that there was a significant differences between mean of pre-test and post-test.

Based on the comparison among T-calculation of cycle 1 and cycle 2, the implementation of MIT (Mediated Instruction of Text) strategy and printed material on reading skill were successful in improve the students’ reading skill. It can be seen in the table. The table shows that T-calculation of cycle 1 was 5,76 and cycle 2 was 7,09. The result of cycle 1 and cycle 2 are increased.

In addition, the mean of pre-test and post-test of each cycle were increased. The table above shows that the mean of cycle 1 improves, the mean of pre-test 61,48 and the mean of post-test was 70,00. In cycle 2 the mean of pre-test is 70, 37 and the mean of post-test is 80,37. The result shows that the mean of the findings in cycle 1 and cycle 2 were higher than the standardized score (kriteria ketuntasan minimal) in score 70. All students pass the standarized score. The score of mean of post-test in cycle 1 and cycle 2 were 7,00 and 80,37. The result in cycle 1 and cycle 2 were successful to achieve the standardized score.
CHAPTER V

CLOSURE

A. Conclusion

Based on the result of the research, the researcher draws some conclusion as follow:

1. From the result of the research, the researcher could find the profil of reading skill VIII B of SMP N 2 Bandungan Satu Atap in the academic year of 2015/2016 before using MIT (Mediated Instruction of Text) strategy and printed material was low, seemed when the researcher asking them about several simple words, most of them were not know about the meaning of that. It was showed by the pre-test record that from 100% of 27 students just 33,33% who pass the standarized score (KKM) and 66,66 students still were under average. They seldom got a text so they lack of practice for comprehending a text.

2. Based on the data from the result of test that after students got treatment MIT strategy and printed material, it is showed indicators that there were significant improvements in each cycle. It was shown by the mean score of pre-test and post-test in each cycle which were increased. In cycle 1, the mean score of pre-test is 61,48 to 70,00 in post-test. While in cycle 2, the mean score of pre-test is 70,37 and 80,37 in post-test. In cycle 1, 19 students who pass the KKM and in cycle 2 all of students pass the KKM. The researcher found that in cycle 1 boy students more have good comprehending a text than girls
and in cycle 2 between boy and girl students have balanced for the achievement.

3. There is significant influences of using MIT (Mediated Instruction of Text) strategy and printed material to improve students’ reading skill of the second year students of SMP N 2 Bandungan Satu Atap in academic year of 2015/2016. It is shown by the result of calculation of t-test in two cycles. In the cycle 1 the calculation of t-test is 5.76, which higher than t-table (2.77). While in the cycle 2, the calculation of t-test is 7.09 which higher than t-table (2.77).

Based on result cycle 1 and 2, shows that students’ activities at class indicate that they were motivated and interested during learning process occurred and implemented MIT (Mediated Instruction of Text) strategy and printed material can improve students’ reading skill.

B. Suggestion

Based on the result of study and conclusion, the researcher would like to propose some suggestions which hopefully useful as follow:

1. For the teacher

   a. The teacher should to be more creative in teaching students for they can feel interest and enthusiasm with the material who they get. Beside that, they should have sensitivity toward students problem. They may use MIT strategy and printed material to improve reading skill. It was make the easy way for students to comprehend the text without translate word by word.
b. The teacher should give more motivation to all students for they didn’t feel shy and afraid to answer the questions or present their work in front of class.

2. For the students
   a. The students should be more active for asking and answering questions during learning-teaching process occurred. Because by asking question, it would make the learning easier.
   b. Students should improve their motivation and study harder for they can face their difficulties in learning English.
   c. Students might not feel shy and afraid during learning-teaching process, because it can be a big barrier in learning English.

3. For the other researcher

   From the result of the research, it has been known that using MIT (Mediated Instruction of Text) strategy and printed material could improve students’ reading skill. By this reason, it was hoped that teacher would use the best method to teach their students in order to get the best result. Based on the explanation above the researcher would like to suggest other researchers that this result of study could be used as an additional reference to further research with the different sample and occasion.
REFERENCES


CURRICULUM VITAE

Name: Dewi Rohmawati
Date of Birth: April 27th 1992
Address: Ngasem, RT 09/ RW 02, Bandungan, Semarang.
Mobile Phone: 089 530 338 379
Faculty: English Education Department of Teacher Training and Education Faculty

Education History:
1. TK Islam Sholahuddin (1998)
2. SD N Duren 02 (2004)
3. SMP N 1 Sumowono (2007)
4. SMA N 1 Ambarawa (2010)
5. IAIN Salatiga (2015)

Salatiga, August 25th 2015

Dewi Rohmawati
NIM: 113 11 017
Cycle 1

RENCANA PELAKSANAAN PEMBELAJARAN

RPP

Sekolah : SMP N 2 BANDUNGAN SATU ATAP
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII B/ I (SATU)

Standar Kompetensi : Membaca

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

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.

Indikator : 5.3.1 Siswa mampu mengidentifikasi makna kata dalam teks berbentuk descriptive yang dibaca.

5.3.2 Siswa mampu menidentifikasi makna kalimat dalam teks berbentuk descriptive yang dibaca.
5.3.3 Siswa mampu mengidentifikasi inti berita yang dibaca.

5.3.4 Siswa mampu mengidentifikasi langkah-langkah retorika dalam teks *descriptive*.

5.3.5 Siswa mampu mengidentifikasi tujuan komunikasi teks *descriptive* yang dibaca.

Jenis teks : Descriptive

Aspek/ Skill : Membaca/ Reading

Alokasi Waktu : 2 x 40 menit

I. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

a. Mengidentifikasi makna kata dalam teks yang dibaca.

b. Mengidentifikasi makna kalimat dalam teks yang dibaca.

c. Mengidentifikasi inti berita yang dibaca.

d. Mengidentifikasi langkah-langkah retorika dalam teks.

e. Mengidentifikasi tujuan komunikasi teks yang dibaca.

II. Materi Pembelajaran

Descriptive Text
1. Definition of Descriptive Text
   - Descriptive text is a text that describes a particular person, place, or things. A descriptive text focuses on specific things and its specific features.
   - The purpose of descriptive text is to describe a particular place/thing/person.

2. Generic Structure of Descriptive Text
   a. Identification: Identifies the phenomenon to be described.
   b. Description of Features: Describe features in order of importance:
      - parts/thing, it is about physical appearance.
      - Qualities, it can be the degree of beauty, excellence, value, or worth
      - Characteristic, it can be prominent aspects that are unique.

3. Language Features
   a. Descriptive text usually use Simple Present Tense.
   b. Use to be (is, am, are) for the identification and showing quality.
c. Use verb (have, has) in order to give detail description of the object’s features.

d. Use of action verbs related to the topic, especially when describing behaviours of personalities (person).

e. Use of adjectives in describing especially the qualities.

4. Example of Descriptive Text

His name is Cristiano Ronaldo. We can call him as Ronaldo. But, Madriderista (Real Madrid's fans) often calls him CR7. CR is the abbreviation of Cristiano Ronaldo, and 7 is his shirt number when playing for both Manchester United and Real Madrid.

Ronaldo was born in Funchal, Madeira, Portugal on 5 February 1985. His father's name is Jose Dinis Aveiro. His mother's name is Maria Dolores Dos Santos Aveiro. He has one
brother, Hugo, and two sisters, Elma and Liliana Catia. Cristiano Ronaldo is a famous footballer. He is from Portugal, a country in Europe. Before playing for Real Madrid, he has played for Sporting Lisbon and Manchester United.

People knows Cristiano Ronaldo is a good football player. He can run fast and dribble well. As a striker, he becomes a goal getter for Manchester United and Real Madrid along his career. He can get more than 30 goals every season. (*Taken from: www.sekolahoke.com, Monday, September 1st, 2015*)

III. Karakter Siswa yang diharapkan:

1. Dapat dipercaya (*trustworthiness*)
2. Tekun (*diligence*)
3. Rasa hormat dan perhatian (*respect*)

IV. Metode Pembelajaran

a. Ceramah

b. Tanya Jawab

c. MIT (Mediataed Instruction of Text) Strategy

d. Penugasan

V. Langkah-Langkah Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th>Tahap Pembelajaran</th>
<th>Uraian Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>Apersepsi</td>
<td>5'</td>
</tr>
<tr>
<td></td>
<td>Guru mengawali pembelajaran dengan:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Doa dan salam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Presensi siswa</td>
<td></td>
</tr>
</tbody>
</table>
Menanyakan kabar siswa

- Pemberian pre-test (Eksplorasi)
- Guru memancing peserta didik untuk menggali pengetahuan mereka tentang jenis text khususnya tentang *descriptive text*, apakah mereka pernah mendengar sebelumnya atau belum dan mengaitkannya dalam kehidupan sehari-hari. (Eksplorasi)
- Guru menjelaskan tentang *Descriptive Text*. (Eksplorasi)
- Peserta didik mendengarkan serta memahami materi yang dijelaskan oleh guru. (Eksplorasi)
- Peserta didik menanyakan materi yang belum dipahami. (Elaborasi)

Pelaksanaan MIT (Mediated Instruction of Text) Strategy and Printed Material

- Guru memulai memberikan teks *descriptive* kepada setiap anak dan memastikan semua anak dapat. (Elaborasi)
- Sebelum proses membaca:
  a. Guru membangun respon siswa dengan memberikan beberapa pertanyaan yang dapat membangun ketertarikan/kemauan siswa terhadap text yang mereka dapat. (Elaborasi)
  b. Siswa menjawab pertanyaan guru dan menunjukkan antusias mereka terhadap
teks yang akan mereka baca. (Konfirmasi)
c. Guru memberikan pertanyaan kepada siswa apakah mereka pernah membaca teks yang telah mereka dapat sebelumnya atau belum, serta guru memberitahu siswa penjelasan tentang sesuatu yang berhubungan dengan teks yang mereka dapat. (Elaborasi)
d. Guru memberikan instruksi kepada siswa untuk survei judul (Surveying Idea) atau gambar yang terdapat dalam teks agar mereka bisa memprediksi apa yang akan diceritakan pada teks yang mereka dapat. (Elaborasi)
e. Setelah siswa Surveying Idea, guru menyuruh siswa (Construct meaning) membangun gagasan arti dari sebuah kata/phrase yang terdapat didalam judul atau didalam isi bacaan yang mana mereka sudah tahu artinya. (Elaborasi)
f. Siswa mulai berpikir dan membangun arti dari sebuah frase atau kata yang mereka dapat. (Konfirmasi)

• Selama proses (Reading)/ membaca berlangsung:
Guru meminta siswa melaksanakan instruksi dari guru dan menyuruh siswa memulai membaca serta siswa diminta membuktian prediksi mereka tentang isi teks yang mereka baca. (Elaborasi)
<table>
<thead>
<tr>
<th>Penutup</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Bersama-sama dengan peserta didik menyimpulkan materi yang telah dipelajari.</td>
<td>5’</td>
</tr>
<tr>
<td>• Guru memimpin do’a dan mengucapkan salam penutup.</td>
<td></td>
</tr>
</tbody>
</table>

**VI. Sumber Belajar**
- Pegagan guru untuk SMP/MTS oleh Bachtiar Bima Mustriana, 2009 PT. Intan Pariwara
- Internet

**VII. Media Belajar**: Papan tulis, teks bacaan (Printed)

**VIII. Penilaian**
- Teknik penilaian : Product
- Bentuk instrumen : Pilihan Ganda (Pre-test dan Post-test).
Penilaian Pre-test (Cycle 1)

a. Jawaban benar  : Nilai 1
b. Jawaban Salah   : Nilai nol
e. Nilai Maksimal  : Jawaban benar x 10
                  10 x 10 = 100

Kamis, 3 September 2015

Guru Mata Pelajaran

Esti Sulistyowati, S.Pd
NIP. 19831207 200902 2 004

Mahasiswa Peneliti

Dewi Rohmawati
NIM. 113 11 017

Mengetahui,
Kepala SMP N 2 BANDUNGAN

Amri Ariyadi, S.Pd
NIP. 19630211 198201 1 001
Penilaian Post-test (Cycle 1)

a. Jawaban benar : Nilai 1
b. Jawaban Salah : Nilai nol
c. Nilai Maksimal : Jawaban benar \times 10

\[ 10 \times 10 = 100 \]

Kamis, 3 September 2015

Guru Mata Pelajaran

Esti Sulistyowati, S.Pd
NIP. 19831207 200902 2 004

Mahasiswa Peneliti

Dewi Rohmawati
NIM. 113 11 017

Mengetahui,

Kepala SMP N 2 BANDUNGAN

Amin Anyadi, S.Pd
NIP. 19630211 198201 1 001
APPENDIX 2

(MATERIAL OF CYCLE 1)
DESCRIPTIVE TEXT

1. Definition of Descriptive Text
   - Descriptive text is a text that describes a particular person, place, or things. A descriptive text focuses on specific things and its specific features.
   - The purpose of descriptive text is to describe a particular place/thing/person.

2. Generic Structure of Descriptive Text
   c. Identification: Identifies the phenomenon to be described.
   d. Description of Features: Describe features in order of importance:
      - parts/thing, it is about physical appearance.
      - Qualities, it can be the degree of beauty, excellence, value, or worth
      - Characteristic, it can be prominent aspects that are unique.

3. Language Features
   f. Descriptive text usually use Simple Present Tense.
   g. Use to be (is, am, are) for the identification and showing quality.
   h. Use verb (have, has) in order to give detail description of the object’s features.
   i. Use of action verbs related to the topic, especially when describing behaviours of personalities (person).
   j. Use of adjectives in describing especially the qualities.
His name is Cristiano Ronaldo. We can call him as Ronaldo. But, Madridista (Real Madrid's fans) often calls him CR7. CR is the abreviation of Cristiano Ronaldo, and 7 is his shirt number when playing for both Manchester United and Real Madrid.

Ronaldo was born in Funchal, Madeira, Portugal on 5 February 1985. His father's name is Jose Dinis Aveiro. His mother's name is Maria Dolores Dos Santos Aveiro. He has one brother, Hugo, and two sisters, Elma and Liliana Catia. Cristiano Ronaldo is a famous footballer. He is from Portugal, a country in Europe. Before playing for Real Madrid, he has played for Sporting Lisbon and Manchester United.

People knows Cristiano Ronaldo is a good football player. He can run fast and dribble well. As a striker, he becomes a goal getter for Manchester United and Real Madrid along his career. He can get more than 30 goals every season. (Taken from: www.sekolahoke.com)
APPENDIX 3

(SHEET FOR CLASSROOM OBSERVATION CYCLE 1)
<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher prepare the material well.</td>
<td>Yes</td>
</tr>
<tr>
<td>2</td>
<td>Teacher conduct the classroom well.</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>Teacher use the time effectively.</td>
<td>Yes</td>
</tr>
<tr>
<td>4</td>
<td>Teacher convey the mediated instruction of text strategy clearly.</td>
<td>Yes</td>
</tr>
<tr>
<td>5</td>
<td>Teacher give evaluation after lesson.</td>
<td>Yes</td>
</tr>
<tr>
<td>6</td>
<td>Teacher ask students’ difficulties.</td>
<td>Yes</td>
</tr>
<tr>
<td>7</td>
<td>Students feel enthusiastic to follow the lesson.</td>
<td>Yes</td>
</tr>
<tr>
<td>8</td>
<td>Students give attention to teacher’s explanation.</td>
<td>Yes</td>
</tr>
<tr>
<td>9</td>
<td>Students active during learning process.</td>
<td>Yes</td>
</tr>
<tr>
<td>10</td>
<td>Students apply instructions from teacher during reading process.</td>
<td>Yes</td>
</tr>
<tr>
<td>11</td>
<td>Students understand to teacher’s explanation and instruction.</td>
<td>Yes</td>
</tr>
<tr>
<td>12</td>
<td>Students do the evaluation well.</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Clasroom Observation (Cycle 1)

Class : VIII B
Date : Thursday, September 3rd, 2015

Guru mempersiapkan materi dan menjelaskan materi dari deskripsi teks serta bagian-bagiananya dengan baik.


Dari hasil kerja siswa, masih ada yang belum sesuai mengerjakanannya (khususnya pada menerjemahkan teks).

Post test yang diberikan guru, telah dikerjakan siswa dengan baik dan tepat waktunya.

Teacher

Dewi Rohmawati

Collaborator

Nurul Kusumanaw
APPENDIX 4

(WORK SHEET PRE-TEST AND POST TEST CYCLE 1)
I have younger brother, his name is Peter. Peter is the youngest in our family. I usually spend my time in home with him. He always in around me, even when i am studying.

Peter is fourteen years old and four years younger than me. He has straight hair, bright eyes, and a friendly smile. He is also tall. Sometimes, he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much. He plays tennis and football at school. He is also the best badminton player in our family.

(Source: Teacher guidance for SMP/MTS by Bachtiar Bima Mustriana, 2009 PT. Intan Pariwara)

Choose the best answer for the questions below based on the text above by crossing a, b, c, or d!

1. What is the text mostly about?
   a. Peter
   b. Peter’s hobby
   c. Peter’s family
   d. Peter’s elder brother

2. How old is Peter? He is ... years old.
   a. Four
   b. Fourteen
   c. Sixteen
   d. Ten
3. The writer is ... years old.
   a. Fourteen
   b. Sixteen
   c. Eighteen
   d. Nineteen

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

5. According to the passage, we know that Peter is ...
   a. The writer’s youngest brother.
   b. The writer’s elder brother.
   c. The writer’s youngest son.
   d. The writer’s elder son.

6. It is implied in the passage that ...
   a. Peter is lazy.
   b. Peter is unfriendly.
   c. Peter is friendly smile.
   d. Peter is diligent.

7. From the text, we may conclude that ...
   a. Many people do not like Peter.
   b. Peter’s hobby is bad.
   c. Peter is welcoming person.
   d. Peter is not friendly.

8. “He is fourteen years old ... than me”. The underlined word refers to ...
   a. Peter
   b. The writer
   c. The writer’s family
   d. The writer’s son
9. “Peter is interested in sports very much”. The underlined phrase can be replaced by ...
   a. Dislike sports.
   b. Really likes sport.
   c. Hates sport very much.
   d. Sport is not entertaining.
10. “But he usually does what he is asked to do”. The underlined phrase means ...
    a. He does anything he wants.
    b. He always asks
    c. He is lazy.
    d. He is diligent.
I have younger brother, his name is Peter. Peter is the youngest in our family. I usually spend my time in home with him. He always in around me, even when i am studying.

Peter is fourteen years old and four years younger than me. He has straight hair, bright eyes, and a friendly smile. He is also tall. Sometimes, he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much. He plays tennis and football at school. He is also the best badminton player in our family.

(Source: Teacher guidance for SMP/MTS by Bachtiar Bima Mustriana, 2009 PT. Intan Pariwara)

Choose the best answer for the questions below based on the text above by crossing a, b, c, or d!

1. What is the text mostly about?
   a. Peter
   b. Peter’s hobby
   c. Peter’s family
   d. Peter’s elder brother

2. How old is Peter ? He is ... years old.
   a. Four
   b. Fourteen
   c. Sixteen
   d. Ten
3. The writer is ... years old.
   a. Fourteen
   b. Sixteen
   c. Eighteen
   d. Nineteen

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

5. According the passage, we know that Peter is ...
   a. The writer’s youngest brother.
   b. The writer’s elder brother.
   c. The writer’s youngest son.
   d. The writer’s elder son.

6. It is implied in the passage that ...
   a. Peter is lazy.
   b. Peter is unfriendly.
   c. Peter is friendly smile.
   d. Peter is diligent.

7. From the text, we may conclude that ...
   a. Many people do not like Peter.
   b. Peter’s hobby is bad.
   c. Peter is welcoming person.
   d. Peter is not friendly.

8. “He is fourteen years old ... than me”. The underlined word refers to ...
   a. Peter
   b. The writer
   c. The writer’s family
   d. The writer’s son
9. “Peter is interested in sports very much”. The underlined phrase can be replaced by ...
   a. Dislike sports.
   b. Really likes sport.
   c. Hates sport very much.
   d. Sport is not entertaining.

10. “But he usually does what he is asked to do”. The underlined phrase means ...
    ... 
    a. He does anything he wants.
    b. He always asks 
    c. He is lazy.
    d. He is diligent.
APPENDIX 5

(LESSON PLAN CYCLE 2)
Cycle 2

RENCANA PELAKSANAAN PEMBELAJARAN

RPP

Sekolah : SMP N 2 BANDUNGAN SATU ATAP

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII B/ I (SATU)

Standar Kompetensi : Membaca

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

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.

Indikator : 5.3.1 Siswa mampu mengidentifikasi makna kata dalam teks berbentuk descriptive yang dibaca.

5.3.2 Siswa mampu menidentifikasi makna kalimat dalam teks berbentuk descriptive yang dibaca.
5.3.3 Siswa mampu mengidentifikasi inti berita yang dibaca.

5.3.4 Siswa mampu mengidentifikasi langkah-langkah retorika dalam teks descriptive.

5.3.5 Siswa mampu mengidentifikasi tujuan komunikasi teks descriptive yang dibaca.

Jenis teks : Descriptive
Aspek/ Skill : Membaca/ Reading
Alokasi Waktu : 2 x 40 menit

I. Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat:

a. Mengidentifikasi makna kata dalam teks yang dibaca.

b. Mengidentifikasi makna kalimat dalam teks yang dibaca.

c. Mengidentifikasi inti berita yang dibaca.

d. Mengidentifikasi langkah-langkah retorika dalam teks.

e. Mengidentifikasi tujuan komunikasi teks yang dibaca.

II. Materi Pembelajaran

Descriptive Text
1. Definition of Descriptive Text
   - Descriptive text is a text that describes a particular person, place, or things. A descriptive text focuses on specific things and its specific features.
   - The purpose of descriptive text is to describe a particular place/thing/person.

2. Generic Structure of Descriptive Text
   a. Identification: Identifies the phenomenon to be described.
   b. Description of Features: Describe features in order of importance:
      - parts/thing, it is about physical appearance.
      - Qualities, it can be the degree of beauty, excellence, value, or worth.
      - Characteristic, it can be prominent aspects that are unique.

3. Language Features
   a. Descriptive text usually use Simple Present Tense.
   b. Use to be (is, am, are) for the identification and showing quality.
c. Use verb (have, has) in order to give detail description of the object’s features.

d. Use of action verbs related to the topic, especially when describing behaviours of personalities (person).

e. Use of adjectives in describing especially the qualities.

4. Example of Descriptive Text

**MY BEST FRIEND**

I have a best friend, her name is Ayu. She is my classmate. She lives in Jakarta. She has a happy family, her parents and a sister. She is the second daughter in her family.

Ayu is fourteen years old. She is beautiful. She has white skin. She has long black hair. Her hair is straight. She has brown eyes. She has pointed nose and thin lips. Her height is 155 cm, she is taller than me. She is slim because her weight is only 40 kg.

More over, Ayu is a kind a person, because she always help me and all her friend to do homework. She is very smart, she is the first rank in the classroom.

In addition, she has some hobbies. They are writing and singing. She likes to write a short story. Her short story is very interesting. She always practice in writing everyday. So, she is good in writing. Furthermore, she also like singing. Her favorite song is “Just The Way You Are” and her favorite singer is Bruno Mars. Her
voice is very melodious, I like her voice. I am happy to be friend with her. And so all of my friend.

(Source: http://www.widiairsani.blogspot.co.id/2015/04/my-best-friend.html).

III. Karakter Siswa yang diharapkan:

1. Dapat dipercaya (trustworthiness)
2. Tekun (diligence)
3. Rasa hormat dan perhatian (respect)

IV. Metode Pembelajaran
a. Ceramah
b. Tanya Jawab
c. MIT (Mediated Instruction of Text) Strategy
d. Penugasan

V. Langkah-Langkah Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th>Tahap Pembelajaran</th>
<th>Uraian Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>Apersepsi</td>
<td>5’</td>
</tr>
<tr>
<td></td>
<td>Guru mengawali pembelajaran dengan:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Doa dan salam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Presensi siswa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Menanyakan kabar siswa</td>
<td></td>
</tr>
<tr>
<td>Kegiatan Inti</td>
<td>• Pemberian pre-test (Eksplorasi)</td>
<td>70’</td>
</tr>
<tr>
<td></td>
<td>• Guru memancing peserta didik untuk menggali pengetahuan mereka tentang jenis text khususnya tentang descriptive text yang pernah mereka baca pertemuan yang lalu, apakah mereka masih ingat atau tidak dan mengaitkanya dalam kehidupan sehari-hari.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>(Eksplorasi)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Guru mengulas materi tentang <em>Descriptive Text</em> dan pemberian strategy dalam memecahkan soal-soal yang sulit yang mereka belum paham berhubungan dengan pertemuan yang lalu. (Eksplorasi)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Peserta didik mendengarkan ulasan materi pertemuan yang lalu dan berusaha memahami materi yang dijelaskan oleh guru. (Eksplorasi)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Peserta didik menanyakan materi yang belum dipahami. (Elaborasi)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Pelaksanaan MIT (Mediated Instruction of Text) Strategy and Printed Material**

- Guru memulai memberikan teks *descriptive* kepada setiap anak dan memastikan semua anak dapat. (Elaborasi)
- Sebelum proses membaca:
  a. Guru membangun respon siswa dengan memberikan beberapa pertanyaan yang dapat membangun ketertarikan/kemauan siswa terhadap text yang mereka dapat. (Elaborasi)
  b. Siswa menjawab pertanyaan guru dan menunjukkan antusias mereka terhadap teks yang akan mereka baca. (Konfirmasi)
  c. Guru memberikan pertanyaan kepada siswa apakah mereka pernah membaca teks yang telah mereka dapat sebelumnya atau belum, serta guru memberitahu siswa penjelasan tentang sesuatu yang
berhubungan dengan teks yang mereka dapat. **(Elaborasi)**

d. Guru memberikan instruksi kepada siswa untuk survei judul (Surveying Idea) atau gambar yang terdapat dalam teks agar mereka bisa memprediksi apa yang akan diceritakan pada teks yang mereka dapat. **(Elaborasi)**

e. Setelah siswa Surveying Idea, guru menyuruh siswa (Construct meaning) membangun gagasan arti dari sebuah kata/phrase yang terdapat didalam judul atau didalam isi bacaan yang mana mereka sudah tahu artinya. **(Elaborasi)**

f. Siswa mulai berpikir dan membangun arti dari sebuah frase atau kata yang mereka dapat. **(Konfirmasi)**

- Selama proses (Reading)/ membaca berlangsung:
  
  Guru meminta siswa melaksanakan instruksi dari guru dan menyuruh siswa memulai membaca serta siswa diminta membuktikan prediksi mereka tentang isi teks yang mereka baca. **(Elaborasi)**

- Peserta didik mempresentasikan hasilnya di depan kelas. **(Elaborasi)**

- Guru memberikan waktu kepada siswa untuk memahami teks dan mengartikan bacaan. **(Elaborasi)**

- Guru meminta beberapa siswa untuk maju ke
depan dan membaca terjemahan mereka. (Elaborasi)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>Membahas bersama-sama tugas yang telah dikerjakan. (<strong>Konfirmasi</strong>)</td>
</tr>
<tr>
<td></td>
<td>Guru memberi kesempatan peserta didik melakukan refleksi dan penguatan dengan cara menanyakan kesulitan yang dialami peserta didik dalam memahami materi yang telah diajarkan dan dalam memahami teks yang mereka baca. (<strong>Konfirmasi</strong>)</td>
</tr>
<tr>
<td></td>
<td>Pemberian post-test (<strong>Elaborasi</strong>)</td>
</tr>
</tbody>
</table>

**Penutup**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>Bersama-sama dengan peserta didik menyimulpan materi yang telah dipelajari.</td>
</tr>
<tr>
<td></td>
<td>Guru memimpin do’a dan mengucapkan salam penutup.</td>
</tr>
</tbody>
</table>

*VI. Sumber Belajar*

- Pegagan guru untuk SMP/MTS oleh Bachtiar Bima Mustriana, 2009 PT. Intan Pariwara
- Internet

*VII. Media Belajar:* Papan tulis, teks bacaan (Printed)

*VIII. Penilaian*

Teknik penilaian : Product
Bentuk instrumen : Pilihan Ganda (Pre-test dan Post-test).
Penilaian Pre-test (Cycle 2)

a. Jawaban benar : Nilai 1
b. Jawaban Salah : Nilai nol
c. Nilai Maksimal : Jawaban benar x 10
     \[10 \times 10 = 100\]

Jum'at, 11 September 2015

Guru Mata Pelajaran

\[\text{Eti Suhistyowati, S.Pd} \]
\[\text{NIP. 198312072009021004}\]

Mahasiswa Peneliti

\[\text{Deni Rahmawan} \]
\[\text{13 II 017}\]

Mengetahui,
Kepala SMP N 2 BANDUNGAN
SATU ATAP

\[\text{Amin Arifin, S.Pd} \]
\[\text{NIP. 196302111982011001}\]
Penilaian Post-test (Cycle 2)

a. Jawaban benar : Nilai 1
b. Jawaban Salah : Nilai nol
c. Nilai Maksimal : Jawaban benar x 10

10 x 10 = 100

Jum’at, 11 September 2015

Guru Mata Pelajaran

[Signature]

ESTI SULISTYOWATI, S.Pd.
NIP. 198312072009021009

Mahasiswa Peneliti

[Signature]

DEWI RAHMOWATI
1131017

Mengetahui,
Kepala SMP N 2 BANDUNGAN

[Signature]

ARUL ANWARI, S.Pd
NIP. 196302111982011001
APPENDIX 6

(MATERIAL OF CYCLE 2)
MY BEST FRIEND

I have a best friend, her name is Ayu. She is my classmate. She lives in Jakarta. She has a happy family, her parents and a sister. She is the second daughter in her family.

Ayu is fourteen years old. She is beautiful. She has white skin. She has a long black hair. Her hair is straight. She has brown eyes. She has pointed nose and thin lips. Her height is 155 cm, she is taller than me. She is slim because her weight is only 40 kg.

More over, Ayu is a kind a person, because she always help me and all her friend to do homework. She is very smart, she is the first rank in the classroom.

In addition, she has some hobbies. They are writing and singing. She likes to write a short story. Her short story is very interesting. She always practice in writing everyday. So, she is good in writing. Furthermore, she also like singing. Her favorite song is “Just The Way You Are” and her favorite singer is Bruno Mars. Her voice is very melodious, I like her voice. I am happy to be friend with her. And so all of my friend.

(Source: http://www.widiairsani.blogspot.co.id/2015/04/my-best-friend.html).
APPENDIX 7

(SHEET FOR CLASSROOM OBSERVATION CYCLE 2)
<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher prepare the material well.</td>
<td>√</td>
</tr>
<tr>
<td>2</td>
<td>Teacher conduct the classroom well.</td>
<td>√</td>
</tr>
<tr>
<td>3</td>
<td>Teacher use the time effectively.</td>
<td>√</td>
</tr>
<tr>
<td>4</td>
<td>Teacher convey the mediated instruction of text strategy clearly.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Teacher give evaluation after lesson.</td>
<td>√</td>
</tr>
<tr>
<td>6</td>
<td>Teacher ask students' difficulties.</td>
<td>√</td>
</tr>
<tr>
<td>7</td>
<td>Students feel enthusiastic to follow the lesson.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Students give attention to teacher's explanation.</td>
<td>√</td>
</tr>
<tr>
<td>9</td>
<td>Students active during learning process.</td>
<td>√</td>
</tr>
<tr>
<td>10</td>
<td>Students apply instructions from teacher during reading process.</td>
<td>√</td>
</tr>
<tr>
<td>11</td>
<td>Students understand to teacher's explanation and instruction.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Students do the evaluation well.</td>
<td>√</td>
</tr>
</tbody>
</table>
Clasroom Observation (Cycle 2)

Class: VIII B
Date: September 11th, 2015

- Guru nampaknya niat dan mengalas sedikit tentang descriptive text
- Kini siswa sudah agak antusias belajar mengikuti pelajaran, malah pun sebentar demi sebentar.
- Dari hasil kerja siswa, bisa dilihat bahwa ata perubahan antara Cycle 1 dan Cycle 2, dan perubahan tersebut menunjukkan perubahan ke arah yang lebih baik.
- Post test ng giberikan guru juga espaan amternaskan siswa dengan baik dan tepat waktu.

Teacher
Dewi Rohmawati

Collaborator
Nurul Kusuma W
APPENDIX 8

(WORK SHEET PRE-TEST AND POST TEST CYCLE 2)
Name : 
Number : 
Class : 

My Family

My family has four members those are I, my sister and my parents.

I have beautiful mother. Her name is Maradina Ayu. He is 47 years old. Her tall is 160 cm and she has black curly hair. She also has a pointed nose and dimple that makes her beautiful. Her eyes are brown and her skin is white. He also loves cooking and reading a book.

My father, Lukman is five years older than my mother. He is quite tall. His tall is 170 cm. He loves smile and kind. Even my family have problem, he always happy to help us. My father always spent his time to make table, chair, cupboard and other things from wood.

Finally, my sister Nadina is 22 years old. Nadina is three years older than me. She is definitelly shorter than me, nadina is 160 cm. She is beautifull and smart. Now she still study in Gajah Mada University (UGM). She is studying english. She also loves cooking too like my mother. Nadina’s hobby is listening to the music, her favourite singer is Dewi Sandra. I want to smart like her.

They all speaks sundaneese very well except me, because we ever living in Bandung for 5 years. My sister ever school in primary school there. now we moved to Jepara and we are happily iving in Jepara. I love all my familly.

(Sumber: (http://www.Belajarbahasainggrisku.com/2015/01.html))
Choose the best answer for the questions below based on the text above by crossing a, b, c, or d!

1. What is the text talk about?
   a. The writer
   b. The writer’s hobby
   c. The writer’s family
   d. The writer’s mother

2. How old is the writer’s father? He is ... years old.
   a. 44
   b. 52
   c. 60
   d. 42

3. The writer is ... years old.
   a. Fourteen
   b. Sixteen
   c. Eighteen
   d. Nineteen

4. Which of the following statement is not true about the writer’s mother?
   a. She has curly black hair.
   b. She has brown on her eyes.
   c. She is not loves cooking.
   d. She has dimpled that make her beautiful.

5. According the pessage, we know that Nadina is ...
   a. The writer’s younger sister.
   b. The writer’s father.
   c. The writer’s mother.
   d. The writer’s elder sister.

6. It is implied in the passage that ...
   a. Mother is not beautiful.
   b. Nadina is tall than the writer’s
c. Father is happy to help his family.
d. Maradina Ayu is the writer’s sister.

7. “My father always spent his time to make table, chair, cupboard and other things from wood”.

From the statement above we may conclude that the job of the writer’s father is...
a. Official manager.
b. Carpenter.
c. Tailor.
d. Fisher man.

8. “I want to smart like her.” The underlined word refers to ...
a. The writer
b. The writer’s sister
c. The writer’s father
d. The writer’s son

9. “They all speaks Sundanese very well except me”. The underlined word refers to ...
a. The writer.
b. Nadina.
c. Maradina Ayu.
d. Lukman.

10. “Now she still study in Gajah Mada University (UGM)”. The underlined phrase means ...
a. She is smart.
b. She is stupid.
c. She is lazy.
d. She is strong.
My Family

My family has four members those are I, my sister and my parents.

I have beautiful mother. Her name is Maradina Ayu. He is 47 years old. Her tall is 160 cm and she has black curly hair. She also has a pointed nose and dimple that makes her beautiful. Her eyes are brown and her skin is white. He also loves cooking and reading a book.

My father, Lukman is five years older than my mother. He is quite tall. His tall is 170 cm. He loves smile and kind. Even my family have problem, he always happy to help us. My father always spent his time to make table, chair, cupboard and other things from wood.

Finally, my sister Nadina is 22 years old. Nadina is three years older than me. she is definetely shorter than me, nadina is 160 cm. She is beautifull and smart. Now she still study in Gajah Mada University (UGM). She is studying english. She also loves cooking too like my mother. Nadina’s hobby is listening to the music, her favourite singer is Dewi Sandra. I want to smart like her.

They all speaks sundaneese very well except me, because we ever living in Bandung for 5 years. My sister ever school in primary school there. now we moved to Jepara and we are happily iving in Jepara. I love all my familly.

Choose the best answer for the questions below based on the text above by

crossing a, b, c, or d!

1. What is the text talk about?
   a. The writer
   b. The writer’s hobby
   c. The writer’s family
   d. The writer’s mother

2. How old is the writer’s father? He is ... years old.
   a. 44
   b. 52
   c. 60
   d. 42

3. The writer is ... years old.
   a. Fourteen
   b. Sixteen
   c. Eighteen
   d. Nineteen

4. Which of the following statement is not true about the writer’s mother?
   a. She has curly black hair.
   b. She has brown on her eyes.
   c. She is not loves cooking.
   d. She has dimpled that make her beautiful.

5. According the pessage, we know that Nadina is ...
   a. The writer’s younger sister.
   b. The writer’s father.
   c. The writer’s mother.
   d. The writer’s elder sister.

6. It is implied in the passage that ...
   a. Mother is not beautiful.
   b. Nadina is tall than the writer’s
c. Father is happy to help his family.
d. Maradina Ayu is the writer’s sister.

7. “My father always spent his time to make table, chair, cupboard and other things from wood”.
From the statement above we may conclude that the job of the writer’s father is...
   a. Official manager.
   b. Carpenter.
   c. Tailor.
   d. Fisher man.

8. “I want to smart like her.”. The underlined word refers to ...
   a. The writer
   b. The writer’s sister
   c. The writer’s father
   d. The writer’s son

9. “They all speaks sundanese very well except me”. The underlined word refers to ...
   a. The writer.
   b. Nadina.
   c. Maradina Ayu.
   d. Lukman.

10. “Now she still study in Gajah Mada University (UGM).”. The underlined phrase means ...
    a. She is smart.
    b. She is stupid.
    c. She is lazy.
    d. She is strong.
THE EXAMPLE OF STUDENTS’ WORK

SHEET

(PRE-TEST OF CYCLE 1)
Pre-Test Cycle 1

Name: Novi Amrita Zahro
Number: 16
Class: VIII B

I have younger brother, his name is Peter. Peter is the youngest in our family. I usually spend my time in home with him. He always in around me, even when I am studying.

Peter is fourteen years old and four years younger than me. He has straight hair, bright eyes, and a friendly smile. He is also tall. Sometimes, he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much. He plays tennis and football at school. He is also the best badminton player in our family.

(Source: Teacher guidance for SMP/MTS by Bachtiar Bima Mustriana, 2009 PT. Jihan Pendidikan)

Choose the best answer for the questions below based on the text above by crossing a, b, c, or d!

1. What is the text mostly about?
   a. Peter
   b. Peter’s hobby
   X Peter’s family
   d. Peter’s elder brother

2. How old is Peter? He is ... years old.
   a. Four
   X Fourteen
   c. Sixteen
   d. Ten
3. The writer is ... years old.
   a. Fourteen
   b. Sixteen
   c. Eighteen
   d. Nineteen

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

5. According to the passage, we know that Peter is ...
   a. The writer’s youngest brother.
   b. The writer’s elder brother.
   c. The writer’s youngest son.
   d. The writer’s elder son.

6. It is implied in the passage that ...
   a. Peter is lazy.
   b. Peter is unfriendly.
   c. Peter is friendly smile.
   d. Peter is diligent.

7. From the text, we may conclude that ...
   a. Many people do not like Peter.
   b. Peter’s hobby is bad.
   c. Peter is welcoming person.
   d. Peter is not friendly.

8. “He is fourteen years old ... than me”. The underlined word refers to ...
   a. Peter
   b. The writer
   c. The writer’s family
   d. The writer’s son
9. "Peter is interested in sports very much". The underlined phrase can be replaced by ...
   a. Dislike sports.
   b. Really likes sport.
   x. Hates sport very much.
   d. Sport is not entertaining.

10. "But he usually does what he is asked to do". The underlined phrase means ...
    x. He does anything he wants.
    b. He always asks
    c. He is lazy.
    d. He is diligent.
Pre-Test Cycle 1

Name: Aregaa Kurnia Asthara
Number: A (Four)
Class: 8B (8B)

I have younger brother, his name is Peter. Peter is the youngest in our family. I usually spend my time at home with him. He always in around me, even when i am studying.

Peter is fourteen years old and four years younger than me. He has straight hair, bright eyes, and a friendly smile. He is also tall. Sometimes, he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much. He plays tennis and football at school. He is also the best badminton player in our family.

(Source: Teacher guidance for SMP/MTS by Bachtiar Bima Mustriana, 2009
PT. Intan Pariwara)

Choose the best answer for the questions below based on the text above by crossing a, b, c, or d!

1. What is the text mostly about?
   X Peter
   a. Peter’s hobby
   b. Peter’s family
   c. Peter’s elder brother
   d. Peter’s brother

2. How old is Peter? He is ... years old.
   a. Four
   X Fourteen
   c. Sixteen
   d. Ten
3. The writer is ... years old.
   a. Fourteen
   b. Sixteen
   c. Eighteen
   d. Nineteen

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

5. According the passage, we know that Peter is ...
   a. The writer's youngest brother.
   b. The writer's elder brother.
   c. The writer's youngest son.
   d. The writer's elder son.

6. It is implied in the passage that ...
   a. Peter is lazy.
   b. Peter is unfriendly.
   c. Peter is friendly smile.
   d. Peter is diligent.

7. From the text, we may conclude that ...
   a. Many people do not like Peter.
   b. Peter's hobby is bad.
   c. Peter is welcoming person.
   d. Peter is not friendly.

8. “He is fourteen years old ... than me”. The underlined word refers to ...
   a. Peter
   b. The writer
   c. The writer's family
   d. The writer's son
9. “Peter is interested in sports very much”. The underlined phrase can be replaced by ...
   a. Dislike sports.
   b. Really likes sport.
   c. Hates sport very much.
   d. Sport is not entertaining.

10. “But he usually does what he is asked to do”. The underlined phrase means ...
   a. He always asks
   b. He is lazy.
   c. He is diligent.
THE EXAMPLE OF STUDENTS’ WORK

SHEET

(POST-TEST OF CYCLE 1)
I have younger brother, his name is Peter. Peter is the youngest in our family. I usually spend my time in home with him. He always in around me, even when i am studying.

Peter is fourteen years old and four years younger than me. He has straight hair, bright eyes, and a friendly smile. He is also tall. Sometimes, he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much. He plays tennis and football at school. He is also the best badminton player in our family.

(Source: Teacher guidance for SMP/MTS by Bachtiar Bina Mustriana. 2009)

Choose the best answer for the questions below based on the text above by crossing a, b, c, or d!

1. What is the text mostly about?
   a. Peter
   b. Peter's hobby
   c. Peter's family
   d. Peter's elder brother

2. How old is Peter? He is ... years old.
   a. Four
   b. Fourteen
   c. Sixteen
   d. Ten
3. The writer is ... years old.
   a. Fourteen
   b. Sixteen
   x. Eighteen
   d. Nineteen

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

5. According to the passage, we know that Peter is ...
   a. The writer’s youngest brother.
   b. The writer’s elder brother.
   c. The writer’s youngest son.
   d. The writer’s elder son.

6. It is implied in the passage that ...
   a. Peter is lazy.
   b. Peter is unfriendly.
   c. Peter is friendly and smile.
   d. Peter is diligent.

7. From the text, we may conclude that ...
   a. Many people do not like Peter.
   b. Peter’s hobby is bad.
   c. Peter is welcoming person.
   d. Peter is not friendly.

8. “He is fourteen years old ... than me”. The underlined word refers to ...
   a. Peter
   b. The writer
   c. The writer’s family
   d. The writer’s son
9. "Peter is interested in sports very much". The underlined phrase can be replaced by...
   a. Dislike sports.
   x. Really likes sport.
   b. Hates sport very much.
   c. Sport is not entertaining.

10. "But he usually does what he is asked to do". The underlined phrase means...
   a. He does anything he wants.
   x. He always asks
   b. He is lazy.
   c. He is diligent.
Post-Test Cycle 1

Name: Mohamad Bilal Saputra
Number: 13 (Third Form)
Class: VII B

I have younger brother, his name is Peter. Peter is the youngest in our family. I usually spend my time in home with him. He always in around me, even when I am studying.

Peter is fourteen years old and four years younger than me. He has straight hair, bright eyes, and a friendly smile. He is also tall. Sometimes, he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much. He plays tennis and football at school. He is also the best badminton player in our family.

(Source: Teacher guidance for SMP/MTS by Bachiar Bima Mustriana, 2009 PT. Intan Pariwara)

Choose the best answer for the questions below based on the text above by crossing a, b, c, or d!

1. What is the text mostly about?
   a. Peter
   b. Peter’s hobby
   c. Peter’s family
   d. Peter’s older brother

2. How old is Peter? He is ... years old.
   a. Four
   b. Fourteen
   c. Sixteen
   d. Ten
3. The writer is ... years old.
   a. Fourteen
   b. Sixteen
   ☑ Eighteen
   d. Nineteen
4. Which of the following statement is not true about Peter?
   a. He has straight hair.
   b. He has bright eyes.
   ☑ He is not interested in sports.
   d. He plays football and tennis.
5. According the passage, we know that Peter is ...
   a. The writer’s youngest brother.
   ☑ The writer’s elder brother.
   c. The writer’s youngest son.
   d. The writer’s elder son.
6. It is implied in the passage that ...
   a. Peter is lazy.
   b. Peter is unfriendly.
   ☑ Peter is friendly smile.
   d. Peter is diligent.
7. From the text, we may conclude that ...
   a. Many people do not like Peter.
   b. Peter’s hobby is bad.
   ☑ Peter is welcoming person.
   d. Peter is not friendly.
8. "He is fourteen years old ... than me". The underlined word refers to ...
   a. Peter
   ☑ The writer
   c. The writer’s family
   d. The writer’s son
9. “Peter is interested in sports very much”. The underlined phrase can be replaced by ...
   a. Dislike sports.
   x b. Really likes sport.
   c. Hates sport very much.
   d. Sport is not entertaining.

10. “But he usually does what he is asked to do”. The underlined phrase means ...
     a. He does anything he wants.
     b. He always asks
     c. He is lazy.
     d. He is diligent.
THE EXAMPLE OF STUDENTS’ WORK

SHEET

(PRE-TEST OF CYCLE 2)
Pre-Test Cycle 2

Name : Rangger
Number : 12
Class : VII

My Family

My family has four members those are I, my sister and my parents.

I have beautiful mother. Her name is Maradina Ayu. He is 47 years old. Her tall is 160 cm and she has black curly hair. She also has a pointed nose and dimple that makes her beautiful. Her eyes are brown and her skin is white. He also loves cooking and reading a book.

My father, Lukman is five years older than my mother. He is quite tall. His tall is 170 cm. He loves smile and kind. Even my family have problem, he always happy to help us. My father always spent his time to make table, chair, cupboard and other things from wood.

Finally, my sister Nadina is 22 years old. Nadina is three years older than me. She is definitelly shorter than me, nadina is 160 cm. She is beautiful and smart. Now she still study in Gajah Mada University (UGM). She is studying english. She also loves cooking too like my mother. Nadina’s hobby is listening to the music, her favourite singer is Dewi Sandra. I want to smart like her.

They all speaks sundanese very well except me, because we ever living in Bandung for 5 years. My sister ever school in primary school there. now we moved to Jepara and we are happily living in Jepara. I love all my family.

(Stumber: (http://www.Belajarbahasainggrisku.com/2015/01.html))
Choose the best answer for the questions below based on the text above by crossing a, b, c, or d!

1. What is the text talk about?
   a. The writer
   b. The writer's hobby
   x. The writer's family
   d. The writer's mother

2. How old is the writer's father? He is ... years old.
   a. 44
   x. 52
   c. 60
   d. 42

3. The writer is ... years old.
   x. Fourteen
   b. Sixteen
   c. Eighteen
   d. Nineteen

4. Which of the following statement is not true about the writer's mother?
   a. She has curly black hair.
   b. She has brown on her eyes.
   x. She is not loves cooking.
   d. She has dimpled that make her beautiful.

5. According the passage, we know that Nadina is ...
   a. The writer's younger sister.
   b. The writer's father.
   c. The writer's mother.
   x. The writer's elder sister.

6. It is implied in the passage that ...
   a. Mother is not beautiful.
   b. Nadina is tall than the writer's
c. Father is happy to help his family.
   \( \Rightarrow \) Maradina Ayu is the writer’s sister.

7. “My father always spent his time to make table, chair, cupboard and other things from wood”.
   From the statement above we may conclude that the job of the writer’s father is...
   a. Official manager.
   \( \checkmark \) Carpenter.
   c. Tailor.
   d. Fisher man.

8. “I want to smart like her”. The underlined word refers to ...
   a. The writer
   \( \checkmark \) The writer’s sister
   c. The writer’s father
   d. The writer’s son

9. “They all speaks sundaneese very well except me”. The underlined word refers to ...
   \( \checkmark \) The writer.
   b. Nadina.
   c. Maradina Ayu.
   d. Lukman.

10. “Now she still study in Gajah Mada University (UGM)”. The underlined phrase means ...
   \( \checkmark \) She is smart.
   b. She is stupid.
   c. She is lazy.
   d. She is strong.
Pre-Test Cycle 2

Name: [illegible]
Number: 23
Class: VIII B

My Family

My family has four members those are I, my sister and my parents.

I have beautiful mother. Her name is Maradina Ayu. He is 47 years old. Her tall is 160 cm and she has black curly hair. She also has a pointed nose and dimple that makes her beautiful. Her eyes are brown and her skin is white. He also loves cooking and reading a book.

My father, Lukman is five years older than my mother. He is quite tall. His tall is 170 cm. He loves smile and kind. Even my family have problem, he always happy to help us. My father always spent his time to make table, chair, cupboard and other things from wood.

Finally, my sister Nadina is 22 years old. Nadina is three years older than me. She is definitely shorter than me, nadina is 160 cm. She is beautiful and smart. Now she still study in Gajah Mada University (UGM). She is studying english. She also loves cooking too like my mother. Nadina’s hobby is listening to the music, her favourite singer is Dewi Sandra. I want to smart like her.

They all speaks sundanese very well except me, because we ever living in Bandung for 5 years. My sister ever school in primary school there. now we moved to Jepara and we are happily living in Jepara. I love all my family.

(Sumber: [http://www.Belajarbahasainggrisku.com/2015/01.html])
Choose the best answer for the questions below based on the text above by crossing a, b, c, or d!

1. What is the text talk about?
   a. The writer
   b. The writer's hobby
   c. The writer's family
   d. The writer's mother

2. How old is the writer's father? He is ... years old.
   a. 44
   b. 52
   c. 60
   d. 42

3. The writer is ... years old.
   a. Fourteen
   b. Sixteen
   c. Eighteen
   d. Nineteen

4. Which of the following statement is not true about the writer's mother?
   a. She has curly black hair.
   b. She has brown on her eyes.
   c. She is not loves cooking.
   d. She has dimpled that make her beautiful.

5. According the passage, we know that Nadina is ... 
   a. The writer's younger sister.
   b. The writer's father.
   c. The writer's mother.
   d. The writer's elder sister.

6. It is implied in the passage that ...
   a. Mother is not beautiful.
   b. Nadina is tall than the writer's
Father is happy to help his family.

d. Maradina Ayu is the writer's sister.

7. “My father always spent his time to make table, chair, cupboard and other things from wood”.

From the statement above we may conclude that the job of the writer's father is...

a. Official manager.
b. Carpenter.
c. Tailor.
d. Fisherman.

8. “I want to smart like her.” The underlined word refers to...

a. The writer
b. The writer's sister
c. The writer's father
d. The writer's son

9. “They all speaks Sundanese very well except me.” The underlined word refers to...

a. The writer.
b. Nadina.
c. Maradina Ayu.
d. Lukman.

10. “Now she still study in Gajah Mada University (UGM).” The underlined phrase means...

a. She is smart.
b. She is stupid.
c. She is lazy.
d. She is strong.
THE EXAMPLE OF STUDENTS’ WORK

SHEET

(POST-TEST OF CYCLE 2)
Post-Test Cycle 2

Name : Ænisa
Number : 2
Class : VIII B.

My Family

My family has four members those are I, my sister and my parents.

I have beautiful mother. Her name is Maradina Ayu. He is 47 years old. Her tall is 160 cm and she has black curly hair. She also has a pointed nose and dimple that makes her beautiful. Her eyes are brown and her skin is white. He also loves cooking and reading a book.

My father, Lukman is five years older than my mother. He is quite tall. His tall is 170 cm. He loves smile and kind. Even my family have problem, he always happy to help us. My father always spent his time to make table, chair, cupboard and other things from wood.

Finally, my sister Nadina is 22 years old. Nadina is three years older than me. she is definitely shorter than me, nadina is 160 cm. She is beautiful and smart. Now she still study in Gajah Mada University (UGM). She is studying english. She also loves cooking too like my mother. Nadina’s hobby is listening to the music, her favourite singer is Dewi Sandra. I want to smart like her.

They all speaks sundaneese very well except me, because we ever living in Bandung for 5 years. My sister ever school in primary school there. now we moved to Jepara and we are happily living in Jepara. I love all my family.

Choose the best answer for the questions below based on the text above by crossing a, b, c, or d!

1. What is the text talk about?
   a. The writer
   b. The writer's hobby
   c. The writer's family
   d. The writer's mother

2. How old is the writer's father? He is ... years old.
   a. 44
   b. 52
   c. 60
   d. 42

3. The writer is ... years old.
   a. Fourteen
   b. Sixteen
   c. Eighteen
   d. Nineteen

4. Which of the following statement is not true about the writer's mother?
   a. She has curly black hair.
   b. She has brown on her eyes.
   c. She is not loves cooking.
   d. She has dimpled that make her beautiful.

5. According the passage, we know that Nadina is ...
   a. The writer's younger sister.
   b. The writer's father.
   c. The writer's mother.
   d. The writer's elder sister.

6. It is implied in the passage that ...
   a. Mother is not beautiful.
   b. Nadina is tall than the writer's
c. Father is happy to help his family.
d. Maradina Ayu is the writer's sister.

7. "My father always spent his time to make table, chair, cupboard and other things from wood".
   From the statement above we may conclude that the job of the writer's father is...
a. Official manager.
   \(\times\) Carpenter.
c. Tailor.
d. Fisher man.

8. "I want to smart like her.". The underlined word refers to ...
a. The writer
   \(\times\) The writer's sister
c. The writer's father
d. The writer's son

9. "They all speaks Sundaneese very well except me". The underlined word refers to ...
a. The writer
   \(\times\) Nadina.
c. Maradina Ayu.
d. Lukman.

10. "Now she still study in Gajah Mada University (UGM)". The underlined phrase means ...
a. She is smart.
   \(\times\) She is stupid.
b. She is lazy.
c. She is strong.
Post-Test Cycle 2

Name: Wahyu Choliq Nur Aris
Number: 25
Class: 01 B

My Family

My family has four members those are I, my sister and my parents.

I have beautiful mother. Her name is Maradina Ayu. He is 47 years old. Her
tall is 160 cm and she has black curly hair. She also has a pointed nose and dimple
that makes her beautiful. Her eyes are brown and her skin is white. He also loves
cooking and reading a book.

My father, Lukman is five years older than my mother. He is quite tall. His
tall is 170 cm. He loves smile and kind. Even my family have problem, he always
happy to help us. My father always spent his time to make table, chair, cupboard
and other things from wood.

Finally, my sister Nadina is 22 years old. Nadina is three years older than me.
she is definitelly shorter than me, nadina is 160 cm. She is beautifull and smart.
Now she still study in Gajah Mada University (UGM). She is studying english.
She also loves cooking too like my mother. Nadina's hobby is listening to the
music, her favourite singer is Dewi Sandra. I want to smart like her.

They all speaks sundaneese very well except me, because we ever living in
Bandung for 5 years. My sister ever school in primary school there. now we
moved to Jepara and we are happily living in Jepara. I love all my familly.

Choose the best answer for the questions below based on the text above by crossing a, b, c, or d!

1. What is the text talk about?
   a. The writer
   b. The writer’s hobby
   c. The writer’s family
   d. The writer’s mother

2. How old is the writer’s father? He is ... years old.
   a. 44
   b. 52
   c. 60
   d. 42

3. The writer is ... years old.
   a. Fourteen
   b. Sixteen
   c. Eighteen
   d. Nineteen

4. Which of the following statement is not true about the writer’s mother?
   a. She has curly black hair.
   b. She has brown on her eyes.
   c. She is not loves cooking.
   d. She has dimpled that make her beautiful.

5. According the passage, we know that Nadina is ...
   a. The writer’s younger sister.
   b. The writer’s father.
   c. The writer’s mother.
   d. The writer’s elder sister.

6. It is implied in the passage that ...
   a. Mother is not beautiful.
   b. Nadina is tall than the writer’s
c. Father is happy to help his family.
d. Maradina Ayu is the writer's sister.

7. "My father always spent his time to make table, chair, cupboard and other things from wood".
   From the statement above we may conclude that the job of the writer's father is...
   a. Official manager.
   x. Carpenter.
   c. Tailor.
   d. Fisher man.

8. "I want to smart like her". The underlined word refers to ...
   a. The writer
   x. The writer's sister
   c. The writer's father
   d. The writer's son

9. "They all speaks sundaneese very well except me". The underlined word refers to ...
   a. The writer.
   x. Nadina.
   c. Maradina Ayu.
   d. Lukman.

10. "Now she still study in Gajah Mada University (UGM).". The underlined phrase means ...
    x. She is smart.
    b. She is stupid.
    c. She is lazy.
    d. She is strong.
THE EXAMPLE OF STUDENTS’ ASSIGNMENT (TRANSLATED TEXT USING MIT STRATEGY IN CYCLE 1)
Cristiano Ronaldo

Cristiano Ronaldo adalah panggilan Saya , namanya CR7 adalah nama singkatan Saya , namanya Saya lahir di Puncal, Madeira, Portugal pada tanggal 5 Februari 1985. Saya berasal dari Portugal, Sebelum Ronaldo bermain di Real Madrid, Saya bermain di Sporting Lisbon dan Manchester United.

Cristiano Ronaldo adalah pemain bola terbaik dunia. Dia berposisi di asisten, dia memiliki dribble dan binar, dia mencetak 30 gol dalam satu musim.
Cristiano Ronaldo


THE EXAMPLE OF STUDENTS’ ASSIGNMENT (TRANSLATED TEXT USING MIT STRATEGY IN CYCLE 2)
Teman baikku

Saya mempunyai teman baik, dia bernama Ayu.


Masih ada lagi. Ayu adalah orang yang sangat baik.
Dia sangat pandai, dia selalu cintanya satu diketahui.
clxxxix
<table>
<thead>
<tr>
<th>NO</th>
<th>TANGGAL</th>
<th>ISIKONSULTASI</th>
<th>CATATAN PEMBERI</th>
<th>PEMBANTU</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>19/03/2015</td>
<td>project proposal</td>
<td>to be revised and compiled</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>25/03/2015</td>
<td>Proposal</td>
<td>draft by revision</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>28/03/2015</td>
<td></td>
<td>to be continued to Chapter II</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>08/04/2015</td>
<td>Proposal/Chapter I</td>
<td>are</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>08/04/2015</td>
<td>Chapter II</td>
<td>to be revised</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>09/04/2015</td>
<td>Chapter II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>09/04/2015</td>
<td>Chapter III</td>
<td>complete with video documents for the dialogue of teacher &amp; student</td>
<td></td>
</tr>
</tbody>
</table>

CATATAN

SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA
## LEMBAR KONSULTASI SKRIPSI

**Nama Mahasiswa:** Deni Rohmanati  
**NIM:** 1122012  
**Pembimbing:** Dr. So'adi, M.Ag.  
**Judul:** The Use of Mit Mediated Instruction of Text Strategy and Printed Material to Improve Reading Skill to E(6H) Grade Students of SMK 2 Ganganur, Bandar Lampung in Academic Year of 2015/2016

<table>
<thead>
<tr>
<th>No</th>
<th>Tanggal</th>
<th>ISI KONSULTASI</th>
<th>CATATAN PEMBIMING</th>
<th>PARAF</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>27/09</td>
<td>Chapter 7 to be revised and conclude using metal with problem statement of Chapter 1 (27/09)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>25/09</td>
<td>Chapter 11</td>
<td>9/10 be revised and rewritten</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>26/09</td>
<td>Chapter 12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Catatan:**

Setiap konsultasi lembar ini harus dibawa

\[\frac{26}{07} \]

Pembimbing

Dr. So'adi

cxci
Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:

Nama: DEWI ROHMAWATI
NIM: 11311017
Mahasiswa: Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas: Tarbiyah dan Ilmu Keguruan
Jurusan: Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S.1 di IAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

Adapun judul skripisinya adalah:

The Use of MIT (Mediated Instruction of Text) Strategy and Printed Material to Improve Reading Skill to Eight Grade Students of SMP N 2 Bandungan Satu Atap Kab. Semarang in Academic Year of 2015/2016

Dengan Pembimbing: Dr. Sa'adij,M.Ag

Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengodakan penelitian gua memeroleh data atau keterangan dan bahan yang diperlukan dimulai tanggal 24 Agustus 2015 s.d selesai.

Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

Salatiga, 24 Agustus 2015
Dekan,
Fakultas Tarbiyah dan Ilmu Keguruan

[Signature]

Tembusan : 1. Mahasiswa yang bersangkutan
SURAT KETERANGAN
Nomor: 421.3/148/2015

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama Negeri 2 Bandungan Satu Atap menerangkan dengan sesungguhnya bahwa:

Nama : Dewi Rohmawati
NIM : 11311017
Asal Perguruan Tinggi : Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
Jurusan/Program Studi : Tarbiyah/Tadris Bahasa Inggris (TBI)

Telah mengadakan penelitian di SMP N 2 Satu Atap Bandungan mulai tanggal 24 Agustus- 11 September 2015, guna mengumpulkan data dalam rangka penulisan skripsi yang berjudul, "THE USE OF MIT (MEDIATED INSTRUCTION OF TEXT) STRATEGY AND PRINTED MATERIAL TO IMPROVE READING SKILL TO EIGHT GRADE STUDENTS OF SMP N 2 BANDUNGAN SATU ATAP KAB. SEMARANG IN ACADEMIC YEAR OF 2015/2016".

Demikian Surat Keterangan penelitian ini diberikan untuk dapat digunakan sebagaimana mestinya.

Semarang, 11 September 2015
Kepala SMP N 2 Bandungan Satu Atap

[Signature]

Nama : Annyadi, S.Pd
NIP : 19630211 198201 1001
### DAFTAR SKK

<table>
<thead>
<tr>
<th>No</th>
<th>Kegiatan</th>
<th>Waktu</th>
<th>Keterangan</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Orientasi Pengenalan Akademik dan Kemahasiswaan (OPAK) Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga</td>
<td>20-22 Agustus 2011</td>
<td>Peserta</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Achievement Motivation Training (AMT) ITTAQO dan CEC</td>
<td>23 Agustus 2011</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Orientasi Dasar Keislaman (ODK) LDK Darul Amal</td>
<td>24 Agustus 2011</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Seminar Enterpreneurship dan Koperasi oleh KOPMA dan KSEI</td>
<td>25 Agustus 2011</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>User Education oleh UPT Perpustakaan STAIN Salatiga</td>
<td>19 September 2011</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Bedah Buku “Super Teens Super Leader” oleh KAMMI</td>
<td>8 Oktober 2011</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Silaturrohmi dan Diskusi SEMA dan Mahasiswa Baru STAIN Salatiga</td>
<td>13 Oktober 2011</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>English Public Speaking Training (EPST) oleh CEC</td>
<td>17 Maret 2012</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>Public Hearing I “Optimalisasi Kinerja Lembaga Melalui kritik dan Saran Mahasiswa” oleh Senat Mahasiswa</td>
<td>24 Maret 2012</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>Practicum Program (Pronunciation and Intensive Course) oleh TBI STAIN Salatiga</td>
<td>28 April 2012</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>11</td>
<td>Seminar Regional “Peran Mahasiswa dalam Mengawal BLSM (BLT) Tepat Sasaran”</td>
<td>3 Mei 2012</td>
<td>Peserta</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>Seminar Bahasa “Problematika dan Solusi Pengajaran Bahasa” oleh</td>
<td>2 Juni 2012</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>No</td>
<td>Kegiatan</td>
<td>Tanggal</td>
<td>Kategori</td>
<td>Poin</td>
</tr>
<tr>
<td>----</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------</td>
<td>----------</td>
<td>------</td>
</tr>
<tr>
<td>13</td>
<td>Bimbingan Belajar Menghadapi UAS SIBA BHS.INGGRIS &amp; BHS. ARAB oleh CEC dan ITTAQO STAIN Salatiga</td>
<td>29 Juni 2012</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>14</td>
<td>Seminar “Fun English Talk” oleh CEC dan IWC</td>
<td>10 Juli 2012</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>15</td>
<td>Tabligh Akbar “Tafsir Tematik dalam Upaya Menjawab Persoalan Israel dan Palestina” oleh JQH STAIN Salatiga</td>
<td>1 Desember 2012</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>16</td>
<td>Practicum Program “Magazine Writing dan Public Speaking”</td>
<td>24 September 2012</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>17</td>
<td>Seminar Nasional “Ahlusunnah Waljama’ah dalam Prespektif Islam Indonesia” oleh DEMA STAIN Salatiga</td>
<td>25 Maret 2013</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>18</td>
<td>Seminar “EPST, It’s Your Chance to Express and Show Up Your Skill” oleh CEC</td>
<td>11 Mei 2013</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>19</td>
<td>Seminar Nasional “How to Develop the Best Generation” oleh CEC</td>
<td>1 Juni 2013</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>20</td>
<td>Seminar Nasional dan Dialog Publik “Penyesuaian Harga BBM Bersubsidi”</td>
<td>27 Juni 2013</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>21</td>
<td>Musabaqoh Tilawatil Qur’an (MTQ) Mahasiswa V Tingkat Mahasiswa, SMA se-derajat, dan PON-PES Se-Salatiga dan sekitarnya oleh JQH STAIN Salatiga</td>
<td>23 Oktober 2013</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>23</td>
<td>Talkshow Spirit of Global Entrepreneur “How to be a Successful Creative to Face ASEAN Economic Community 2015” oleh KOPMA FATAWA</td>
<td>7 April 2014</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>24</td>
<td>Seminar Nasional “Berkontribusi untuk negeri Melalui Televisi/TV”</td>
<td>5 November 2014</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>No</td>
<td>Training and TOEFL Test</td>
<td>8-9 November 2014</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>----</td>
<td>------------------------</td>
<td>-------------------</td>
<td>---------</td>
<td>---</td>
</tr>
<tr>
<td>26</td>
<td>Seminar Nasional “Perbaikan Mutu Pendidikan melalui Profesional Pendidikan” oleh HMJ Tarbiyah</td>
<td>13 November 2014</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>27</td>
<td>Seminar Nasional Entrepreneurship oleh RACANA STAIN Salatiga</td>
<td>16 November 2014</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>28</td>
<td>PERBASIS (Perbandingan Bahasa Arab Bahasa Inggris) /CEA (Comparison English Arabic) oleh CEC dan ITTAQO</td>
<td>27 November 2014</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>29</td>
<td>Seminar Harmonisasi Lingkungan oleh MAPALA MITAPASA</td>
<td>27 Desember 2014</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>30</td>
<td>Seminar Nasional “Perlindungan Hukum Terhadap Usaha Mikro Menghadapi Pasar Bebas ASEAN”</td>
<td>29 Desember 2014</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>31</td>
<td>Training Kepribadian di IAIN Salatiga</td>
<td>19 Mei 2015</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Jumlah</strong></td>
<td></td>
<td></td>
<td>101</td>
</tr>
</tbody>
</table>

Salatiga, 26 September 2015

Mengetahui,

Wakil Dekan Kemahasiswaan dan Kerjasama FTIK

Achmad Malmun, M.Ag.
NIP. 19700510 199803 1003
Cycle 1
Cycle 2