THE USE OF LEARNING CELL TECHNIQUE TO IMPROVE STUDENTS’ READING COMPREHENSION

(A Classroom Action Research of the First grade Students of SMA N1 AMPEL in the Academic Year of 2015/2016)

A GRADUATING PAPER
Submitted to the Board of Examiners as Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I)
In the English Education Department

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(IAIN) SALATIGA
2016
DECLARATION

بِسۡمِ ٱللَّهِ ٱلرَّحۡمَٰنِ ٱلرَّحۡمَٰنِ

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

Hereby the writer declares that this graduating paper is written by the writer herself. It does not containing materials which have been published by other people, and are from other people’s idea except the information from the reference.

This declaration is written by the writer, and she hopes that this declaration can be understood.

Salatiga, November 27th 2015

The writer

11311039
ATTENTIVE COUNSELOR’S NOTE
Case: Vivin Nuvitasari’s Graduating Paper

Dear,

Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Vivin Nuvitasari’s graduating paper entitled “THE USE OF LEARNING CELL TECHNIQUE TO IMPROVE STUDENTS’ READING COMPREHENSION (A Classroom Action Research of The First grade students of SMAN 1 Ampel in the 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.

Wassalamu’alaikum Wr. Wb.

Counselor

Dr. Sa’adi, M.Ag
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A GRADUATING PAPER

THE USE OF LEARNING CELL TECHNIQUE TO IMPROVE STUDENTS’ READING COMPREHENSION

(A Classroom Action Research of The First grade students of SMAN 1 Ampel in the Academic Year of 2015/2016)

WRITTEN BY:
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NIM: 113 11 039

Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on January 27th 2016 and hereby considered to complete the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I) in English Education.

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Motto

Whatever you are, Be a good one

(Abraham Lincoln)
DEDICATION

The writer would like to present this work sincerely for:

➢ My beloved Mother and Father (Sumarno & Soginem) who have given advice, direction and everlasting pray in composing this graduating paper.

➢ My beloved brother (Eko Suwanto, Kurniawan). Thanks for lot of support and motivation.

➢ My honorable counselor (Mr. Saadi) who always guides and suggests me in accomplishing the graduating paper.
ACKNOWLEDGEMENT

Bismillahirrahmanirrahim,

In the name of Allah, the most gracious and merciful, the king of universe and space. Thank you to Allah because the writer could complete this graduating paper as one of requirement to finish the study in English Education Department Teacher Training And Education Faculty State Institute Of Islamic Studies (IAIN) Salatiga

This graduating paper would not have been completed without support, guidance and help from individual and institution. Therefore, I would like to express special thank you to:

1. Dr. Rahmat Hariyadi, M.Pd. as the Rector of IAIN Salatiga, thanks for the time I spend studying in IAIN Salatiga.

2. Suwardi, M.Pd as the Head of Educational Faculty, thanks for the Islamic education that you gave to me.

3. Noor Malihah, Ph.D as the Head of English Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga and as academic guide thank you so much for your guidance.

4. Dr. Sa’adi M.Ag as the counselor who has educated, supported, directed and given advice, suggestion and recommendation as for this final graduating paper from the beginning until the end.
5. All of lectures in English Education Department and all of staffs who have helped the researcher in processing graduating paper administration.

6. My beloved father and mother (Pak Sumarno and Ibu Soginem) who always give support and motivation. Thanks a lot for your praying and guidance, so that the writer can finish her study.

7. My beloved brothers (Eko Suwanto, Kurniawan) thanks for giving me spirit to do the best.

8. The big family of SMA N 1 AMPEL, especially the headmaster, thanks for permitting me to conduct this research and thanks to Mrs. Dr. Arie Anggraeni and all the students of X.1

9. My lovely best friends Siti Wahyuni thanks for inspiration to finish my graduating paper.

10. Thanks to the big family of KKN siwal, kaliwungu and also The big family of PPL MAN Tengaran 2014.

11. The big Family of KOPMA Fatawa

Salatiga, November 27th 2015

The writer

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ABSTRACT

Vivin Nuvitasari. 2015. “THE USE OF LEARNING CELL TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION (A Classroom Action Research of The First grade students of SMAN 1 Ampel in the Academic Year of 2015/2016)” A Graduating Paper. English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga Counselor: Dr. Sa’adi, M.Ag

This research is mainly aimed to develop the students’ reading comprehension through learning cell technique. This research will answer these main questions (1) How is the implementation of students’ reading comprehension learning cell technique to improve students reading comprehension of the first grade students of SMAN 1 Ampel(2) How far is improvement student’s reading comprehension in narrative text after learning using learning cell technique of the first grade students of SMAN 1 Ampel. This research is classroom action research that was done in two cycles. To analyze the data, the researcher used descriptive quantitative. The data from the observation were collected in every cycle which was analyzed in descriptive explanation while the data from test was explained in quantitative. The data collection was done using observation and test. The result of research shows that the use of learning cell technique can improve students’ comprehension in reading narrative text. The use of learning cell technique can improve students’ comprehension in reading narrative text. It can be seen from the average score of students from each cycle. In the first cycle, the average score of students was 67.89 up to 86.84. The second cycle, the average of students score improvement was from 64.21 to 93.68. Students reading comprehension increased as well as their understanding in reading narrative text. In cycle 1, 84.2% students passed KKM which is below the target (90%). However in cycle 2, the target of students passed KKM has achieved (94.7%).

Keywords: Reading Comprehension; Learning Cell Technique.
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CHAPTER I
INTRODUCTION

A. Background of the research

In this world, there are many languages that is used by people to get communication, because language is very important for human life. Language is a system of arbitrary vocal symbol which permits all people in a given culture, or other people who have learned that culture, to communicate or to interact (Finocchiaro, 1974:31). By language people are able to convey their messages, feeling and thought in their mind so they can interact with others. English is one of the languages in the world. So, many countries both as a native or foreign use it to get a communication.

Based on the survey which is conducted by the writer in teaching program practice at MAN Tengaran, English as a foreign language is still difficult to be learned for students because it not used in daily communication. Students need some effort to understand English, so they can communicate and express their thought, feeling and opinion. Learning English involves the four kinds of basic language skills; listening, speaking, reading, and writing. Among the four skills above, reading is one of the important skill to have, because by reading students will get a lot of information from various sources.

Reading is a verbal process interrelated with thinking and with all other communication abilities such as listening, speaking, and writing.
Specifically, reading is the process of reconstructing from the printed patterns on the page of the ideas and information intended by the author (Dallman, 1972:12). Reading is one of the basic skills in English which is not simply translated word by word but students’ have to understand the content of the reading text.

Nowadays, students only read and not yet comprehend the text because students not know the meaning of some vocabularies. Even though, some of students have mastered the vocabularies, but seldom practice it to understand the English text and also to discuss each other. Comprehension includes the correct association of meanings with word symbols, the selection of the right meanings suggested by the context, the organization and retention of meanings, the ability of reasoning way through smaller ideas segments and the ability to grasp the meaning of a large unitary idea (Barry, 1979:95). Reading Comprehension is a process of making sense of writing ideas through meaningful interpretation and interaction with language (Dallmann, 1982:25).

Based on that phenomenon, the writer applies the learning cell technique to improve students’ reading comprehension. Learning cell or learners in pairs is a form of cooperative learning in the form of pairs, where students ask and answer questions in turn based on the same reading material (Hisyam, 2008:86). Through this technique students will be free to ask and answer questions, as they are paired with peers. So, they do not feel ashamed or fear of being wrong at the time of asking and answering.
Different with asked to their teachers, maybe they will feel ashamed and afraid. This technique is expected to make students interest in reading text.

Based on the explanation above, the writer is interested to conduct a research entitled “The use of learning cell technique to improve students reading comprehension”

B. Problem Questions

1. How is the implementation of using learning cell technique to improve students reading comprehension of the first grade students of SMAN 1 Ampel in the Academic Year of 2015/2016?

2. How far the improvement of the students reading comprehension in narrative text of the first grade students of SMA N 1 Ampel through learning cell technique?

C. Objectives of The Research

The general purpose of research is to find the degree of the learning cell technique that is suitable with class condition. The specific objectives of this research are:

1. To identify the implementation of students’ reading comprehension using learning cell technique of the first grade students of SMAN 1 Ampel in the Academic Year of 2015/2016?

2. To describe improvement students’ reading comprehension in narrative text after learning using learning cell technique.
D. Benefit of the Research

The research is expected to be useful for both of the theoretically and practically.

1. Practically
   a. For the writer

      This research contribute to the researcher to find out the best technique to improve reading comprehension.

   b. For students

      The research help student to improve reading comprehension clearly.

   c. For English teachers

      This research give additional contribution to English teachers to develop language teaching technique theoretically and practically, and this study will contribute the teachers in their English class. So, they are able to improve student language skill.

   d. For the institution

      The results of the research contribute the institution to improve the demand of English teaching method.

2. Theoretically

   The findings will enrich:

   a. The language teaching literature dealing with teaching methodologies.
b. The English language teaching methodologies especially the learning cell technique for other researcher to conduct further researches.

E. Limitation Of The research

The emphasis research on the implementation of learning cell technique to improve students’ reading comprehension of the first grade students of SMAN 1 Ampel in the academic year 2015/2016. In order to focus this research, the writer limits the study as follow:

1. The research is limited in using the learning cell technique.

2. The research is limited in reading comprehension.

3. The research is carried out to the first grade students of SMAN 1 Ampel in the academic year 2015/2016.

F. The Definition of Key Terms

1. Learning cell

   The learning cell or learners in pairs is a form of cooperative learning in the form of pairs, which students ask and answer questions on the same reading material by turn (Zaini, 2008:86).

   Learning cell is important to identify the main ideas and supporting detail, and make easy for students to get main idea from the text. Falchikov (2001:16) states that the aim of learning cell technique is to improve learning by active involvement to provide social support to
aid acculturation. It means that involve co-operative learning in pairs, in which students alternate asking and answering questions on new set readings. It can be said that student should master what they read in the text.

2. Technique

Technique is a technical or mechanical skill in music or painting, etc. Method of doing something expertly (Oxford advanced learner’s dictionary of current English, 1897:887)

3. Improving

Improving in the oxford dictionary is the process of becoming or making to the better (Oxford university press, 2003:222).

4. Reading comprehension

Reading Comprehension is a process of making sense of writing ideas through meaningful interpretation and interaction with language (Dallmann,1982:25).

G. Review of previous Research

In this research, the writer takes some reviews from other research as a comparative in this research .The first research is done by Sari (2013) has conducted a research about the used of Student Team Achievement Division (STAD) method to improve students’ reading comprehension. The methodology of her research was Classroom Action Research. The writer used quantitative and qualitative method to analyzed the data. The
finding show that the achievement of the usage is above the passing grade. It also helped students to improve their achievement in terms of academic 3.14 to 5.44.

The second research is done by Hidayah (2013) has conducted a research about the used of Paired Story Telling technique to improve students’ reading comprehension. The methodology of her research was classroom action research. The writer used quantitative and qualitative method to analyzed the data. The findings show that This technique can help the students to remember the information and the details of the text and to reconstruct the passage and the students could enrich their vocabularies and be confident to reconstruct the text that has been read or listened.

By considering the previous research studies above, the writer would like to conduct tries research entitled The Use of learning cell technique to Improve Students Reading Comprehension. Here, the writer intends to conduct a research about the learning cell technique in SMAN 1 Ampel. More over the writer tries to examine whether the using of learning cell technique can improve students’ reading comprehension.
H. **Graduating paper Outline**

This research paper organization is divided into five chapters. It is arranged as follows: Chapter I: The introduction which consist of background of the research, Problem questions, objectives of the research, benefits of the research, limitation of the research, definition of key terms, review of the previous research, and graduating paper outline. Chapter II is theoretical framework, which contains the theories that related and support the research. Chapter III is methodology of the research that consists of method of research, research procedure, method of collecting data, technique of analyzing data, brief information of SMA N 1 Ampel. Chapter IV is the implementation of the research that consist of implementation of the action and analysis and discussion. Chapter V is closure, which contained of conclusion, complication and suggestion.

References

Appendices
CHAPTER II
THEORITICAL FRAMEWORK

A. Learning Cell Technique

1. Definition of Learning cell

The learning cell was developed by Goldschmid of the Swiss Federal Institute of Technology in Lausanne. This technique is a form of cooperative learning in pairs, in which students ask and answer questions in turn based on the same reading material (Agus, 2009: 122).

The learning cell is one way of learning groups, particularly in small groups. In this lesson, the student sets as a partner. One of them acts as a tutor, facilitator/trainer. And the other acts as a student, trainee or a person who needs help.

This technique is a practice way to doing learning together of the student to student / the same of student in class. This technique is possible to teachers provide to give additional things to the students have done (Silberman, 2006: 177).

The process of learning new things will be more effective if students in an active condition, rather than receptive. One way to create the conditions learning like this is to stimulate students to learn their own lesson material. This technique can stimulate question which is the key to learning (Silberman, 2006: 157). To make a partner...
in learning among students is an effective way to get a credible partner in the activities of pairs and for give an opinion listening skills, social and meta-cognition (Lipton, 2005:71).

Learning cell is important to identify the main ideas and supporting detail, and make students easy to get main idea from the text. Falchikov (2001:16) states that the aim of learning cell technique is to improve learning by active involvement to provide social support to aid acculturation It means that involve co-operative learning in pairs, in which students alternate asking and answering questions on new set readings. It can be said that student should master what they read in the text. Finally, they can be answering the question from their friends.

2. Procedure of Learning cell

Learning cell in teaching reading that can improve students’ ability to analyze the point of the text. Mckeachie (2010:194) states that the learning cell refers to a cooperative form of learning in pairs, in which asking and answering question on commonly read material.

The guidelines for learning cell as follow:

Procedure (Agus,2009:122) :

a. To prepare for the learning cell, students read an assignment and write question dealing with the major points raised in the reading or other related materials.
b. At the beginning of each class meeting, students are randomly assigned to pairs, and one partner, A begins by asking the first question.

c. After having answered and perhaps having been corrected or given additional information, the second student, B, puts a question to A, and so on.

d. During this time, the instructor goes from dyad to dyad, giving feedback and asking and answering question.

B. Reading Comprehension

1. Definition of Reading

Many experts define reading with different meaning. According to Dalman (1982:23), Reading is a verbal process interrelated to thinking with all other communication abilities such as: listening, speaking and writing. Specially, reading is the process of constructing from the printed partners on the page the ideas and information intended by the author.

Reading is the process acquiring an authors meaning and interpreting, evaluating, and affecting those the meaning Bond Lagne (1969:4). Reading is a visual and cognitive process to extract meaning and from writing by understanding the written text, process information, and relating it to existing experience (Millrood,2001:117).
Reading is what the reader does to get the meaning he needs from textual sources. Reading also is the process of acquiring and authors meaning and of interpreting, evaluating, and effecting upon those meanings. From the definition of reading the writer conclude that, reading is a process of reading or processing of text that aims to explore the information contained in the text and involves components of language, ideas, tone and style, and are included in the category of the context, and the context of the components that are beyond the linguistic component (Brown 2004:185).

Grellet states that there are two main reason for reading (Grellet,1981:4).

1) Reading for pleasure: This is probably the best to read anything. The readers have chosen the material for the purpose of enjoying himself.

2) Reading for information: This is order to find out something or in order to do something with the information you get.

2. Aspect of Reading

(Dallmann, Rouch, Char, &Deboer, 1982:25) said that some of the aspects of reading which deserve both specific attention in isolated learning situations and, at the other times, more balanced attention in a more normal reading situation, here are:
a. Word Recognition

The degree of excellence in reading is determined, to a large extent, by the ability to recognize and pronounce words. The point of view that reading is chiefly skill in recognizing words continues to enjoy support in respectable and influential quarters.

b. Comprehension

Comprehension is an absolute necessity in reading. The effective reader needs to have learned the code used in written communication so that he can translate the written symbols into sound.

c. Reflection

Gray (1956) (qtd. In Dallmann, Rouch, Char, &Deboer, 1982:26) reflection includes reaction and fusion. By reaction he refers to the reaction of the reader to what he has read. This aspect of reading may be thought of as critical reading. By fusion he refers to assimilation of ideas gained through reading with the reader’s former experiences. meaningful language sequence.

3. Types of Reading

According to Patel and Jain (2008:117), types of reading are:

a. Extensive reading

Extensive reading is teach the student to read directly and fluently in the target language without the aid of the teacher.
According to Brown (2003:212) extensive reading is that the expected response from the reader is like to involves as much written (or sometime oral) performance as reading. The importance of extensive reading is for the development of students’ word recognition and language (Harmer, 2001:210). According to Patel (2008:120) there are characteristics of extensive reading:

1) Extensive reading helps learner to active develop vocabulary.
2) The learner play main role to ask.
3) The idea can be developed.
4) This reading aims to enrich learners knowledge.
5) Extensive reading is silent reading.
6) In extensive reading emphasized in subject matter.
7) By using extensive reading good reading habit can be developed.

b. Intensive reading

Intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage. Students forced to pay great attention to the text, the aim of intensive reading is to arrive at a profound and detailed understanding of the text. Reading not only understands the meaning but also how the meaning is produced. Intensive reading is related to improve in language learning under the teacher’s
guidance. There are characteristics of intensive reading (Patel, 2008: 117-119):

1) Understanding the plain sense or factual exact surface meaning in the text
2) Understanding implication which involve making inferences and being sensitive to emotional tone and figurative language.
3) Understanding relationship of ideas in the reading passage including intersential relationship and linkages between paragraphs.
4) Being able to relate the reading material to one’s own knowledge and experience.

c. Silent Reading

Silent reading is important skill in teaching English. In addition, the student will easy when reading because they read whisper. Silent reading is also to get any information. Below are the advantages of silent reading:

1) In silent reading focus of learners toward subject matter and naturally.
2) This reading is saves time because all students participate in the activity at a time.
3) This reading makes students active.
4) Silent reading is useful to develop reading skill fast.
5) This skills use play main role to improve the students’ knowledge.

d. Aloud reading

According to Venkateswaran (2004) quoted by Patel (2008: 120) defined that reading aloud is not useful at the secondary level because of it is very difficult skill for student who does not know how to pronounce the text. Besides that, if students have not prepared themselves for reading, it will be very difficult for them and will be unnatural. Basically reading is silently reading, text should be read aloud which have been written to read aloud like poetry, dialogue, and other type of text. The texts which have no need not to read aloud should not be read aloud. Patel (2008: 122) says that the advantages of aloud are:

1) Aloud reading aims to develop learners in pronounce well.

2) Learners will enjoyable in reading when the tacher give stimuli during reading.

3) Language learning is kind of imitation. When teacher says anything or read any text, the learners also tries to repeat what the teacher said. So, teacher should have innovation ideas that can make the activity is effective.

4) This reading help learners to improve reading skill well by speaking and expressing ideas.
4. Reading Comprehension

Comprehension is a thinking process; it is thinking through reading. As such, it is dependent upon the learners' basic cognitive and intellectual skills, upon their background of experience (vocabulary, knowledge, concept and ideas); and upon their language skill: knowledge, morphology, syntax and grammar (Emerald, 1982:312) and that reading comprehension instruction is an interaction between students and teachers as they negotiate text. The idea that reading is an interactive process is a theoretical lens that has guided literacy scholars for decades.

Reading Comprehension itself is a process of making sense of writing ideas through meaningful interpretation and interaction with language (Dallmann, Rouch, Char, & DeBoer, 1982:25). Reading comprehension is defined as the level of understanding of writing. Proficient reading depends on the ability to recognize word quickly and effortlessly. If word recognition is difficult students use too much of their processing capacity to read individual words, with interferes with their ability to comprehend what is read. In conclusion reading comprehension is a complex activity where the reader can get knowledge from the text both of information or message and new vocabularies; furthermore, to understand text the reader need to find out the meaning or the correlation between the sentences that establish in the whole text.
Reading has two purposes that are: reading for general ideas and reading to locate specific information (Wiratno, 2002:163) connected with the comprehension of content of certain text a reader has to read critically.

There are two techniques in reading:

1) Skimming is reading quickly without concern with the main idea of the text. It is used to get the general idea of the text.

2) Scanning is the way to get specific information by reading each sentence to find the information (Wiratno, 2002:164)

5. Components of Comprehension

A study by Davis (1985) qtd.in Heilman, Blair, & Rupley, (1981: 241) is generally regarded as the significant attempt to delineate separate comprehension skills. His analysis showed the following five comprehension skills:

1) Recalling word meaning (vocabulary knowledge).

2) Drawing inferences from the content.

3) Following the structure of a passage.

4) Recognizing a writer’s purpose, attitude, tone and mood.

5) Finding the answers to questions answered explicitly or in paraphrase.
6. Strategies for reading comprehension

According to Brown (2004:188), there are some strategies for reading comprehension:

a) Identify your purpose in reading a text.
b) Apply spelling rules and conversations for bottom-up decoding.
   Use lexical analysis (prefix, roots, etc) to determine meaning.
   Guess at meaning (of word, idioms, etc) when you aren’t certain.
c) Skim the text for the gist and for main ideas.
   Scan the text for specific information (names, dates, key words).
   Use silent reading techniques for rapid processing.
d) Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
e) Distinguish between literal and implied meanings.
f) Capitalize on discourse markers to process relationship.

7. Levels of comprehension

Shah Mahmoud states that there are three levels of reading comprehension (Mahmoud, 1992:102-103) as follows:

a. Literal reading is the ability to follow direction and understands exact words, meaning, and characters. The literal level of comprehension is fundamental to all reading skills at any level because reader must understand what the author says before he can draw an inference or make an evaluation. The level is considered to
the easiest levels of reading comprehension because reader is not required to go beyond what author actually to say.

b. Aesthetic reading is the ability to appreciate artistically the style and overall quality what of being read.

c. Critical reading consists of making factual distinction between common ideas, fact, and opinion. Critical reading requires reading with an inquiring mind and with active, creative looking for false statement or means questioning, comparing and evaluating.

8. Factors Affecting Comprehension

The reading teachers must understand the factors that affect comprehension. The teachers should helps individuals overcome their shortcomings in comprehending what they read. Moreover, knowledge of the causes may help the teacher to prevent the accurance of serious deficiencies. Those factors are:

a. Difficulty of material: one of the major causes of lack of comprehension on the part of boys and girls is that teachers expect them to read materials beyond their level.

b. Intelligence: Students’ ability to comprehend in reading is sometimes limited by the conceptual —load!; that is mental ability enables him to carry. All the mechanical reading skills in the word will not enable him to read materials involving abstractions beyond the level f his understanding.
c. Environment: noisy surrounding, inadequate lighting, high or low temperatures, stimulating or distracting surroundings may interfere maximum comprehension.

d. Emphasis on word recognition: Methods of teaching that concentrate on the recognition of individual words but neglect attention to meanings that can be derived from connected discourse may account for deficiencies in comprehensions.

e. Emphasis on oral reading: oral reading can have either a desirable or a detrimental effect on comprehension. At times of oral reading of a selection that is particularly difficult the reader may increase his understanding of it, since he then not only sees but also hears what he reads.

f. Background for reading selection: a frequent cause of poor comprehension is lack of an experience background essential to the understanding of what is being read.

g. Adjustment of reading techniques to purpose and type of materials: effective reading requires a flexible approach to the printed page. It means that the reader will be versatility in adapting the reading method to the reading purpose and to the nature of the material (Dallman, 1982:165-167).
9. The Developing Reading Comprehension in Classroom

Two widely accepted requirements for the development of comprehension in the classroom are (a). Establishing a purpose prior to reading and (b). Asking questions before, during and after the reading. This methodology has come to be known as the guided or directed reading activity. The teacher manuals of basal programs thus contain questions to be asked before the reading and questions to be asked after the reading, other techniques for developing comprehension include.

a. Having pupils by an illustration of the events (a drawing, map, chart, diagram or graph), by retelling the store, or by demonstration, that they have understood the content of what they have read.

b. Having pupils identify and state the topic sentence, write a title for the paragraph or story, or identity the details, directions, or sequence of material read.

c. Having pupils develop a formal outline of what they have read.

d. Having pupils summarize what they have read.

e. Having pupils provide the ending for a story which has not been read to completion or having them suggests alternate endings to a story that has been read completely.

f. Having pupils match pictures will sentence.

g. As need analyst: the teacher is responsible for determining and
h. Determining and responding to learner language needs. He talks issues through the student’s perception of this or her learning style and learning goals.

i. As the counselor or consultant or adviser: the teacher is expected to exemplify an effective communicator to maximize the meshing of speaker intention and hearer interpretation through the use of paraphrase, confirmation and feedback.

j. As the group process manager: the teacher leads in question an answer of the activity an assisting group in self-correction discussion (Richard, 1986: 77-78).
CHAPTER III

RESEARCH METHOD & DATA PRESENTATION

This chapter deals with method of research and the general description of SMAN 1 Ampel.

A. Method/ Design of The research

This research is classroom action research that used observation data toward teaching learning process of English subject with focus on Narrative text, those data were analyzed through some cycle in action.

According to Hopkins (1993:45) action research might be defined as the study of a social situation with a view to improve the quality of action within it. In action research theories are not validated independently and then applied to practice. They are validated through practice. Arikunto (2006:3) proposes three components in classroom action research, they are:

a. Research

An activity to observe the object by use of ways and methodologies to get the useful data or information to improve the quality of thing and that is necessary for researcher.

b. Action

A movement’s activity deliberately to action with specific purpose, in the form of activity cycle network for the students.
Action research deals with social practice. Education is a social practice. In most cases, it involves the direct interaction of teacher and groups of students. Classroom action research is complex arenas, secondary schools are lives of intrigue and conspiracy. Trying to reach understanding of issues concerned with teaching and learning, therefore, implies getting to grips with a work range of human issues such as the attitude of students, the politics within departments and the ethos an environment of the institution.

The aim of action research is to feed practical judgment in concrete situation, and the validity of the theories or hypothesis it is not generate depends so much on scientific test of truth as an their usefulness in helping people to act more intelligently and skillfully. In recent years action research has been applied to problem involving curriculum development and in service education, particularly within the field of self – evaluation (Arikunto,2006:57).

Classroom action research is research designed to help teacher to find out what is going on in their classroom, and use that information to make wise decision for the future.

The picture is the brief description of component that is done in each cycle.
All those steps can be explained as follow:

1. Planning

   At planning stage, the researcher formulates some procedural acts how to improve students’ reading comprehension skill through Learning cell technique. The procedures are put in some lesson plans. They are formulated based on observation and reflection note of the previous teaching learning process.

2. Acting

   At acting stage, the researcher tries to implement some techniques / procedural acts that have been formulated at planning.

3. Observing

   When the writer is implementing some techniques/procedural acts in improving students’ reading comprehension skills through question and answer, she is also observing the teaching and learning process.
4. Reflecting

After observation process is done, the researcher and the observer make a reflection to evaluate teaching learning process and the students’ reading comprehension skill improvement.

B. Research Procedure

The researcher would take two cycles in this research; every cycle consists of two meetings. After the first cycle is done, the second cycle follows the first cycle and hope it can improve the activities of the first cycle. The researcher used some steps in every cycle. The research procedures were as follows:

1. Cycle 1
   a. Planning

   In this stage, the researcher needed to prepare instrument which were support in learning process, they were:

   1) Arranged lesson plan, students worksheet and teaching material

   2) Arranged observation scheme

   3) Prepared pre-test and post-test to measure students’ reading comprehension

   b. Acting

   In this action, the researcher would implement action research and do some actions, they are:
1) The researcher greeted students.

2) The researcher introduced herself to students.

3) The researcher called the students to know their attendance in the class.

4) The researcher gave pretest to the students.

5) The students were given motivation by the researcher related with the material in order the students have description about the material.

6) The researcher explained the material about narrative text, generic structure and lexicogrammatical features.

7) The researcher explained about simple past tense and gave the example.

8) The researcher gave time to the students to ask about the material explained.

9) Explaining the application of learning cell technique in teaching reading.

10) The researcher divided students into pairs consist of two students.

11) The researcher gave worksheet to the students entitle “Tangkupan perahu”.

12) The researcher asked to students to comprehend the text.

13) The researcher asks to student to make question based on the text.

14) Each student in pairs changed the question and will be answer of their partner.
15) The researcher giving post-test

16) The researcher close the lesson.

c. Observing

In the first cycle, the researcher and her partner observed teaching learning process by monitoring the students’ activity and attention during the action. Observation made at the time of learning narrative text before and after using Learning cell technique, observation focused on students’ reading comprehension. The result of this action, the writer can see that the students were not ready yet when the teacher came to class. Almost of students looked confused in doing the pretest. Some of them, asked the answer to their friends.

The teacher also observed the students’ activeness in answering question and help them to make question for their partner orally. In this action, most of students were confused in the class, only several students who have make question for their partner. After several lesson, students look enthusiastic. They looked conscious and enjoy the learning process. The class looked conducive until the end of the lesson. A good point is, when the teacher was closing the meeting they ask to the teacher and hope to use Learning cell technique again for next meeting.

d. Reflecting

At this point, the researcher reflected on, evaluate, and describe the effects of the action. Reflection seeks to memorize sense of process, problem and real issue in action. Moreover, the purpose of reflection was
to understand the issue which have explored more clearly and decide to do further cycles of action research in order to improve the situation.

2. Cycle 2

The second cycle was done based on the result of the reflection from the first cycle. If the results of observation in cycle 1 showed that students ‘comprehension is still low, there was needed an action to made improvement this cycle.

a. Planning.

1) Arranged lesson plan.

2) Prepared lesson plan.

3) Prepared observation scheme.

4) Prepared test instrument (pre-test and post-test)

b. Acting

1) The researcher gave pre-test.

2) The researcher divided students into pairs.

3) The researcher gave material to students entitle “The golden cucumber”.

4) The researcher asked every pairs to comprehend the text.

5) The researcher asked every student to make question based on the text.

6) The researcher asked every pairs to change their question and each partner answer the question.
7) The researcher asked some students to present in front of class.
8) The researcher closed the process of teaching learning.

c. Observing

   In the second cycle, observation was also carried out during the implementation of action. Observing the learning process that concentrated on the students’ capability which shows their understanding of the lesson given. Observing the students when they practiced their work in Learning cell technique.

d. Reflecting

   Analyzing the data of the cycle, the researcher and observer identified the result of the cycle. then, the researcher and observer made the conclusion after comparing the students’ between cycle I and cycle II to find out how far the improvement of students’ ability in comprehending reading narrative text.

C. The criterion of the assessment.

   The students’ success and failure in doing the activities planned above would be assessed by referring to the criterion of KKM (standardized of minimum score). The criterion says that a student can be said to pass the test if he or she can solve 75 of the whole problems
D. Method of collection data

1. Observation

According to (Arikunto, 1998:149) Observation is the activity giving total concern to research object using five senses. An observation was used to know the process of him/her implementation of learning cell technique in teaching reading narrative text. It used to know the condition of class and the obstacles appeared during teaching learning process. It also used to saw students’ difficulties, problems and understanding about material given.

2. Test

According to (Arikunto, 1998:150) Test is series questions used to measure the competence, intelligence and skill of the individual of group.

In this research, the researcher used Essay test consists of 5 question which represented the reading comprehension related with the passage. This test was given in every cycle before and the end of each treatment. The purposed of test is to know the students ability of English competence, especially in the reading comprehension narrative text
To know more the detail of the test accomplished, the researcher put in plain:

a. Pre-test

This test can be called as the pre-test because the test doing students before the action of this research. The pre-test is aimed to measure how far the students understand the material of reading text. It also aimed to measure the students reading comprehension before the treatment carried out. In the testing process, the students have to read a passage silently answer five question related with the test given and student make question from the text. This test also intended to have general description about the English skill of the students.

b. Post test

This test can be called as the post-test because the test doing students after the action of research. From the score of this test, the researcher is intended to know about the improvement of the students reading comprehension. The result of the scoring then is compared with the pre-test. In this case, the researcher finds the improvement of student reading comprehension in narrative text after getting the treatment of Learning cell technique.

Researcher would gave both the pre-test and post-test for students in SMA N 1 AMPEL. Researcher would give the pre-test and post-test of cycle 1 on 21st September 2015. Then, researcher
would analyze the result. When number of students who could pass the KKM was below than 90%, researcher would conduct the cycle II on 22\textsuperscript{nd} September 2015. In the cycle II, researcher would gave both the pre-test and post-test of cycle II.

- Rubric Assessment

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect</th>
<th>Quality</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>4    3    2    1</td>
</tr>
<tr>
<td></td>
<td>Affective</td>
<td>More Active</td>
</tr>
<tr>
<td></td>
<td>(Always)</td>
<td>Active (Often)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Less of Active</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Seldom)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not Active</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Never)</td>
</tr>
<tr>
<td></td>
<td>85-100</td>
<td>75-84</td>
</tr>
<tr>
<td></td>
<td></td>
<td>65-74</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&lt; 65</td>
</tr>
</tbody>
</table>

Rubric Assessment

<table>
<thead>
<tr>
<th>Form of Test</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive</td>
<td>Essay</td>
</tr>
<tr>
<td>Rubric Assesment</td>
<td></td>
</tr>
<tr>
<td>2 = Accurate grammar and accurate content</td>
<td></td>
</tr>
<tr>
<td>1 = Accurate grammar, inaccurate content</td>
<td></td>
</tr>
<tr>
<td>0.5 = Less of Accurate grammar and content</td>
<td></td>
</tr>
<tr>
<td>0 = Inaccurate grammar, inaccurate content</td>
<td></td>
</tr>
</tbody>
</table>

Score = 2 x 50 = 100

Correct Question = 5 Question x 10 = 50

Correct Answer = 5 Answer x 10 = 50

Total = Making Questions + Answering Questions = 100
3. Documentations

Documentation is obtaining the data from any variable in notes, book transcripts, newspaper, magazine, meeting note, agenda and so on (Arikunto, 1998: 202). This method is designed to get more data to perceive the nature and content of the significant interval elements. It also to know about the condition of school environment, they are:

1) List of sample name.
2) Score of student’s reading comprehension of first grade.
3) General situation of SMAN 1 AMPEL.

E. Technique of analyzing data

Data analysis is an attempt by the teacher researcher to summarize the data that have been collected in a dependable, accurate, reliable, and correct manner. The data analyses used in this research are:

Data analysis method used in this research is descriptive analysis that is presented and analyzed by factual information systematically. While, qualitative data is gained from observation note. Quantitative data was gained from the test in every cycle, it is used to know the students ‘achievement in comprehending narrative text in every cycle.
The score of students’ achievement would be calculated using the following formula:

1. Mean calculation

   Mean is formula to know the average of the students’ score.

   The formula can be shown below: 
   \[ M = \frac{\sum x}{N} \]

   Where,
   \( M \) : Mean of the students’ score
   \( \sum \) : The sum of students’ score
   \( N \) : The total number of students

2. Calculation percentage

   The calculation percentage shows the class percentage of students’ number who pass the KKM. The formula can be shown as below:

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

   \( P \) = percentage of students who pass the KKM
   \( F \) = number of students who pass the KKM
   \( N \) = total number of students.
F. The General information of SMAN 1 Ampel

1. The general Information of SMA N 1 Ampel

SMAN 1 Ampel is one of senior high school in Ampel Boyolali Regency. SMAN 1 Ampel is located at Gladagsari, Ampel, Boyolali regency. This school was built in 1991/1992. This school is suitable for teaching learning process because of its location and supporting environment. SMAN 1 Ampel covers 18.650 m² which consist classroom, teacher’s room, mosque and laboratory that is shown on the table 3.1.

2. Facilities

Facilities are the one of aspect needed in teaching process, there is no enough. progress in teaching learning if there is no enough facilities. It is become the main point to accelerate the teaching and learning process.

**TABLE 3.1**

The Building condition of SMA N 1 Ampel

<table>
<thead>
<tr>
<th>No</th>
<th>Kinds of Building</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Classroom</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Biology/chemistry lab</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Physics lab</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Multimedia lab</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Room Description</td>
<td>Quantity</td>
</tr>
<tr>
<td>---</td>
<td>---------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>6</td>
<td>Health service room</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Counseling room</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Chief room</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Teacher’s room</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>Officer’s room</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>OSIS room</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Teacher’s toilet</td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>Student’s toilet</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>Mosque</td>
<td>1</td>
</tr>
<tr>
<td>15</td>
<td>Parking place</td>
<td>3</td>
</tr>
<tr>
<td>16</td>
<td>Library room</td>
<td>1</td>
</tr>
<tr>
<td>17</td>
<td>Art room</td>
<td>1</td>
</tr>
</tbody>
</table>

Source: Documentation of SMAN 1 Ampel 2015

3. Teachers and students
   
a. Teachers

   Education in general is the combined efforts of several forces to achieve common goals. One of them is teacher with formal qualification, moreover, staff/ officer. Both teachers and staff will make teaching and learning process better. In SMAN 1 Ampel, Drs. Sarono as the chief, there are 34 teachers. It can be plotted as follow (table 3.3)
**TABLE 3.2**

The Teachers Condition of SMA N 1 Ampel

<table>
<thead>
<tr>
<th>No</th>
<th>Name of Teachers</th>
<th>Position / Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Drs. Sarono</td>
<td>Headmaster and Biology</td>
</tr>
<tr>
<td>2</td>
<td>Drs. Abdul Madjid</td>
<td>Civic</td>
</tr>
<tr>
<td>3</td>
<td>Suwarto S.pd</td>
<td>Civic</td>
</tr>
<tr>
<td>4</td>
<td>Hamamah Sri S, S.Psi</td>
<td>Counselor</td>
</tr>
<tr>
<td>5</td>
<td>Slamet Santoso S.pd</td>
<td>Counselor/ social science</td>
</tr>
<tr>
<td>6</td>
<td>Ismiyati S.pd</td>
<td>Counselor</td>
</tr>
<tr>
<td>7</td>
<td>Tutik Maryati, S.pd</td>
<td>Mathematic</td>
</tr>
<tr>
<td>8</td>
<td>Sri Supadmi, S.Si</td>
<td>Mathematic / Chemistry</td>
</tr>
<tr>
<td>9</td>
<td>Drs. Suranto</td>
<td>Mathematic</td>
</tr>
<tr>
<td>10</td>
<td>Dr. Ari Anggraeni</td>
<td>English</td>
</tr>
<tr>
<td>11</td>
<td>Wiwin Kurnawati S.pd</td>
<td>English/ French</td>
</tr>
<tr>
<td>12</td>
<td>Heni Utami</td>
<td>Chemistry</td>
</tr>
<tr>
<td>13</td>
<td>Dra. A Wahyuningsih S</td>
<td>Biology</td>
</tr>
<tr>
<td>14</td>
<td>Sri Mulyani, BA</td>
<td>Biology</td>
</tr>
<tr>
<td>15</td>
<td>Rahmanto S.pd</td>
<td>Biology</td>
</tr>
<tr>
<td>16</td>
<td>Dodo Supriyanto S.pd</td>
<td>Sport</td>
</tr>
<tr>
<td>17</td>
<td>Kartini Tri Palupi S.pd</td>
<td>Art Education</td>
</tr>
<tr>
<td>18</td>
<td>Yuniati S.pd</td>
<td>Javanese</td>
</tr>
<tr>
<td>19</td>
<td>Yuntatik S.pd</td>
<td>Javanese</td>
</tr>
<tr>
<td>20</td>
<td>Mahmudi S.Si</td>
<td>Physic</td>
</tr>
<tr>
<td>21</td>
<td>Dra Tarsi</td>
<td>History/ Geography</td>
</tr>
<tr>
<td>22</td>
<td>Ratna Suryani S.pd</td>
<td>History/ Geography</td>
</tr>
<tr>
<td>23</td>
<td>Sri Amini S.pd</td>
<td>Geography</td>
</tr>
<tr>
<td>24</td>
<td>Drs. Sudaryono</td>
<td>Economy</td>
</tr>
<tr>
<td>25</td>
<td>Erna Dwi Sulistyani S.pd</td>
<td>Economiy / Akutansi</td>
</tr>
<tr>
<td>26</td>
<td>Dra. Triwuryaning P</td>
<td>Indonesian</td>
</tr>
</tbody>
</table>
b. Students

In academic year 2015/2016, the total students of SMAN 1 Ampel is 235. The students are divided in three grades, as follow.

**TABLE 3.3**

Students Condition of SMAN 1 Ampel

In Academic year 2015/2016

<table>
<thead>
<tr>
<th>No</th>
<th>Grade</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>X 1</td>
<td>21</td>
</tr>
<tr>
<td>2</td>
<td>X 2</td>
<td>21</td>
</tr>
<tr>
<td>3</td>
<td>X 3</td>
<td>21</td>
</tr>
<tr>
<td>4</td>
<td>X4</td>
<td>21</td>
</tr>
<tr>
<td>5</td>
<td>X 5</td>
<td>20</td>
</tr>
<tr>
<td>6</td>
<td>XI IA 1</td>
<td>21</td>
</tr>
<tr>
<td>7</td>
<td>XI IA 2</td>
<td>22</td>
</tr>
</tbody>
</table>
4. Subject of the Study

Subjects of the research are those who become the target of researcher (Arikunto: 2010, 188). This classroom action research was carried out in the first grade of SMAN 1 Ampel. It consists of 21 students, who are still in first semester in the academic year of 2015/2016. The researcher chooses the X.1 because English teacher there finds the students’ problem in reading comprehension. The writer wants to apply Learning cell technique in order to improve students’ reading comprehension. The position of the researcher in this research is as a teacher. Moreover, the observer of this research is the researcher’s partner. She is Siti Wahyuni.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>XI IS 1</td>
<td>25</td>
</tr>
<tr>
<td>9</td>
<td>XII IA</td>
<td>31</td>
</tr>
<tr>
<td>10</td>
<td>X11 IS</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>235</td>
</tr>
</tbody>
</table>

Source: Documentation of SMAN 1 Ampel 2015
Table 3.4

The students’ list

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Anis Safitri</td>
<td>Female</td>
</tr>
<tr>
<td>2</td>
<td>Aris Munandar</td>
<td>Male</td>
</tr>
<tr>
<td>3</td>
<td>Dani Tri Prakoso</td>
<td>Male</td>
</tr>
<tr>
<td>4</td>
<td>David Kristanto</td>
<td>Male</td>
</tr>
<tr>
<td>5</td>
<td>Dwi Purwasih</td>
<td>Female</td>
</tr>
<tr>
<td>6</td>
<td>Eli Maulana</td>
<td>Male</td>
</tr>
<tr>
<td>7</td>
<td>Erinna Azalia Fitri</td>
<td>Female</td>
</tr>
<tr>
<td>8</td>
<td>Heru Aris Munandar</td>
<td>Male</td>
</tr>
<tr>
<td>9</td>
<td>Iman Agifta</td>
<td>Male</td>
</tr>
<tr>
<td>10</td>
<td>Melis Setyawan</td>
<td>Male</td>
</tr>
<tr>
<td>11</td>
<td>Puji Lestari</td>
<td>Female</td>
</tr>
<tr>
<td>12</td>
<td>Sigit</td>
<td>Male</td>
</tr>
<tr>
<td>13</td>
<td>Sri Lestari</td>
<td>Female</td>
</tr>
<tr>
<td>14</td>
<td>Teguh Mardiyanto</td>
<td>Male</td>
</tr>
<tr>
<td>15</td>
<td>Tri Ambarwati</td>
<td>Female</td>
</tr>
<tr>
<td>16</td>
<td>Viki Wahyu Putri</td>
<td>Female</td>
</tr>
<tr>
<td>17</td>
<td>Wahyu Heni Kurniawati</td>
<td>Female</td>
</tr>
<tr>
<td>18</td>
<td>Warsini</td>
<td>Female</td>
</tr>
<tr>
<td>19</td>
<td>Wicaksono Adi Nugroho</td>
<td>Male</td>
</tr>
<tr>
<td>20</td>
<td>Wisnu Cahyo Nugroho</td>
<td>Male</td>
</tr>
<tr>
<td>21</td>
<td>Zuliyanti</td>
<td>Female</td>
</tr>
</tbody>
</table>

Source: Documentation of SMAN 1 Ampel 2015
5. School organization structure

Figure 3.1 Organization structure of SMAN 1 Ampel

- **KEPALA SEKOLAH**
  - Drs. Sarono
  - *Komitte*
    - Slamet Sutopo S.pd
  - *K.TU*
    - Rubini S.pd
  - *WK.Sarpras*
    - Erna S.pd
  - *WK.Humas*
    - Slamet Santoso S.pd
  - *UR.Kurid*
    - IIn S.pd
  - *UR.Kesiswaan*
    - Tri Sedyaningsih S.pd
  - *WK.Kesiswaan*
    - Suwarto S.pd
  - *WK.Kurikulum*
    - Rahmanto S.pd
  - *UR.Sarpras*
    - Wartono S.pd
  - *UR.Humas*
    - Suparno S.pd
  - **WaliKelas**
  - **Dewan Guru**
  - **BP**
    - Hamamah S.pd
  - **Siswa**
CHAPTER IV

THE IMPLEMENTATION OF THE RESEARCH

In this chapter, the researcher analyzes the data which is gathered from the research activities. The data obtained from the teaching learning process and evaluation. The goal of the analysis is purposed to measure students’ improvement of reading comprehension in narrative text in teaching learning process in applying learning cell technique.

A. The Implementation of the Action

1. Cycle 1

   a. Action

   The first research was conducted on Tuesday, September 21\textsuperscript{th} 2015. The first meeting, the researcher introduced herself and her friend as observer after greeting students. The researcher absent students with call one by one. Today two students absent. All of the students who took this test bring dictionary, researcher gave students pre-test to students to doing test and give instruction if not understand the meaning of word students may look up in dictionary. While the teacher waited, some of the students ask about the instruction of the test. Then they did the test but, situation of the class was crowed, some of them ask each other to ask the key answer. While the girls were busy to do the test quietly. Some of the boys got the pleasure time with the test. Twenty minute later the teacher asked the students to submit the answer paper. Before the researcher
started the lesson she gave motivation to students while the students paid
attention. First, teacher gave explanation about narrative text, the generic
structure, and the lexicogrammatical features. After that, the teacher gave
them reading text (Narrative text) by the title “ Rawa Pening ”, then the
teacher asked the students to read it , and Comprehend the text. All of
student read seriously. After those activities the teacher explained about
Narrative text including:

1) What is Narrative text?

2) The characteristics of Narrative text?
   a. Social functions: to entertain the reader.
   b. Generic structure: orientation,complication,and resolution.
   c. Language feature:
      a) Use past tense.
      b) Adverb of time.
      c) Time conjunction.
      d) Direct speech.
      e) Specific character.

3) Kind of narrative text : Legend, myth, folklore, shortstory, etc

   All of students paid attention during the lesson. Sometimes
the teacher gave some questions in order to make students more
active. After that the researcher divided class into group, each group
consists of 5 students. Then the researcher motivated to students
and gave them reading text (Narrative text) by the title “ Rawa
Penning”. The researcher described and explained about the topic, all of the students paid attention. After that the researcher asked students to discuss about the topic, the researcher monitor this activity. They read and tried to understand the text enthusiastically, they were active when discussed the story. After finish researcher give post test to students and ask to student will continue on the next meeting.

b. Observation

In the first cycle, the researcher obtains the field notes from her partner. By monitoring the students’ activity in this action, researcher could see that the students looked excited to follow the teaching learning process. However, some students still asked her friends when they had to do the test.

Table 4.2

The results of Cycle 1

<table>
<thead>
<tr>
<th>No</th>
<th>Name of students</th>
<th>Pre test (x)</th>
<th>Post test (y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Anis Safitri</td>
<td>70</td>
<td>100*</td>
</tr>
<tr>
<td>2</td>
<td>Aris Munandar</td>
<td>60</td>
<td>90*</td>
</tr>
<tr>
<td>3</td>
<td>Dani Tri Prakoso</td>
<td>80*</td>
<td>90*</td>
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<tr>
<td>4</td>
<td>David Kristanto</td>
<td>80*</td>
<td>90*</td>
</tr>
<tr>
<td>5</td>
<td>Dwi Purwasih</td>
<td>60</td>
<td>80*</td>
</tr>
<tr>
<td>No</td>
<td>Name</td>
<td>Score</td>
<td>Grade</td>
</tr>
<tr>
<td>----</td>
<td>-------------------------------</td>
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<td>-------</td>
</tr>
<tr>
<td>6</td>
<td>Eli Maulana</td>
<td>80*</td>
<td>70</td>
</tr>
<tr>
<td>7</td>
<td>Erinna Azalia Fitri</td>
<td>80*</td>
<td>100*</td>
</tr>
<tr>
<td>8</td>
<td>Heru Aris Munandar</td>
<td>80*</td>
<td>90*</td>
</tr>
<tr>
<td>9</td>
<td>Iman Agifta</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>10</td>
<td>Melis Setyawan</td>
<td>70</td>
<td>90*</td>
</tr>
<tr>
<td>11</td>
<td>Puji Lestari</td>
<td>60</td>
<td>90*</td>
</tr>
<tr>
<td>12</td>
<td>Sri Lestari</td>
<td>40</td>
<td>100*</td>
</tr>
<tr>
<td>13</td>
<td>Teguh Mardiyanto</td>
<td>80*</td>
<td>80*</td>
</tr>
<tr>
<td>14</td>
<td>Tri Ambarwati</td>
<td>60</td>
<td>90*</td>
</tr>
<tr>
<td>15</td>
<td>Wahyu Heni Kurniawati</td>
<td>60</td>
<td>90*</td>
</tr>
<tr>
<td>16</td>
<td>Warsini</td>
<td>60</td>
<td>80*</td>
</tr>
<tr>
<td>17</td>
<td>Wicaksono Adi Nugroho</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>18</td>
<td>Wisnu Cahyo Nugroho</td>
<td>80*</td>
<td>80*</td>
</tr>
<tr>
<td>19</td>
<td>Zuliyanti</td>
<td>60</td>
<td>100*</td>
</tr>
<tr>
<td></td>
<td><strong>Σ =</strong></td>
<td></td>
<td><strong>1.290</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Σ</strong></td>
<td></td>
<td><strong>1650</strong></td>
</tr>
</tbody>
</table>

a. Mean of pre-test i

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

\[ = \frac{1290}{19} \]

\[ = 64.89 \]
b. Mean of post test i

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

\[ = \frac{1650}{19} \]

\[ = 86.84 \]

Mean of pre test = 67.89

Mean of post test = 86.84

Mean of pre test ≤ than post test

There is an improvement of reading comprehension through learning cell technique and picture between pre test i (before the action) and the post test i (after the action)

From the calculation, it can be inferred that there were some improvement toward students’ reading skill after implementation of learning cell technique. It is proven by students’ mean test result comparison between pre-test and post-test in cycle I, the mean of pre-test is 67.89 meanwhile the mean of post-test is 86.84

The improvement was also can be calculated in percentage by calculating students’ pre-test and post-test score. The calculation can be shown below:

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

\[ P = \frac{86.84 - 67.89}{67.89 + 86.84} \times 100\% \]
\[ P = \frac{18.95}{154.73} \times 100\% \]

\[ P = 12.2\% \]

The calculation which shows the class percentage of students who pass the KKM is:

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

\[ P = \frac{16}{19} \times 100\% \]

\[ P = 84.2\% \]

It means that there were 84.2\% of students who pass the KKM. There were only 16 students who pass the KKM. It means that the successfull of cycle 1 was still low. Finally, the researcher would take the second cycle so that 90\% students could pass the KKM.

c. Reflection

The target numbers of students passing the standarized minimum score or Kriteria Ketuntasan Minimum (KKM) 90\%. If the result of one cycle is less than 90\%, the researcher need to have more cycle.

2. Cycle 2

a. action

This activity was done on Monday, September 22th 2015. In this cycle using Learning cell technique and picture. The researcher
came into class and greets the students, they responded the researcher greeted and then the researcher checked the students’ attendance list. Before the researcher started the lesson, she gave motivation more to students especially the students who less active in group discussions, while the students paid attention. Then she gave pretest and paid attention during the students’ works.

In this activity, teaching learning process run well. Researcher and her partner prepared planning as well as previous one. Teacher improved learning tool in order to made students’ comprehension can be reached perfectly.

The researcher started the lesson by giving stimulation to the students to remain the previous lesson about Narrative text and reading material, the researcher choose one of them to answer the questions because they didn’t want to express their ideas.

The researcher divided students into pairs; each group consists of two students. This activity makes the class noisy because they have to change their seat position in order to make good position to do the task. Then the teacher asked each pairs to discuss the reading material and make question of from the text. The researcher asked students to comprehend the story before making question, after the students were finished; the researcher asked each pairs to change their question with their partner. After that researcher ask to student to answer their partner question.Each student
choose one volunteer to come forward in front of class to present the result of their discussion in pairs. After those activities were done, the researcher gave briefly explanations about all of the materials. The time was over, the result of students task be an individual test to know their comprehension in Narrative text.

After the students finished to write the researcher asked some of students to presents in front of class conclude about the material and the last activity the researcher gave post test and closes the teaching learning process when the time is over.

b. Observation

The observation of the action in the cycle II focused more on students improvement in reading skill and time management. Students worked in group cooperatively. They used appropriate sources to gain information. Moreover, they were so happy to do the assignment because the topic was so interesting. Researcher used good time management.

As the result of the cycle II, researcher gained the result of pre-test and post-test of this cycle. The following table was the final result score of the students in the cycle II:
Table 4.2  
The results of Cycle 11

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>pre test (x)</th>
<th>post test (y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AnisSafitri</td>
<td>70</td>
<td>100*</td>
</tr>
<tr>
<td>2</td>
<td>ArisMunandar</td>
<td>90*</td>
<td>90*</td>
</tr>
<tr>
<td>3</td>
<td>Dani Tri Prakoso</td>
<td>80*</td>
<td>80*</td>
</tr>
<tr>
<td>4</td>
<td>David Kristanto</td>
<td>80*</td>
<td>90*</td>
</tr>
<tr>
<td>5</td>
<td>DwiPurwasih</td>
<td>40</td>
<td>100*</td>
</tr>
<tr>
<td>6</td>
<td>Eli Maulana</td>
<td>90*</td>
<td>100*</td>
</tr>
<tr>
<td>7</td>
<td>ErinnaAzaliaFitri</td>
<td>90*</td>
<td>100*</td>
</tr>
<tr>
<td>8</td>
<td>HeruArisMunandar</td>
<td>90*</td>
<td>90*</td>
</tr>
<tr>
<td>9</td>
<td>ImanAgifta</td>
<td>20</td>
<td>90*</td>
</tr>
<tr>
<td>10</td>
<td>MelisSetyawan</td>
<td>10</td>
<td>100*</td>
</tr>
<tr>
<td>11</td>
<td>Puji Lestari</td>
<td>40</td>
<td>100*</td>
</tr>
<tr>
<td>12</td>
<td>Sri Lestari</td>
<td>40</td>
<td>100*</td>
</tr>
<tr>
<td>13</td>
<td>TeguhMardiyanto</td>
<td>80*</td>
<td>80*</td>
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<td>14</td>
<td>Tri Ambarwati</td>
<td>70</td>
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<td>18</td>
<td>WisnuCahyoNugroho</td>
<td>80*</td>
<td>70</td>
</tr>
<tr>
<td>19</td>
<td>Zuliyanti</td>
<td>40</td>
<td>100*</td>
</tr>
</tbody>
</table>

\[ \Sigma = 1220 \quad 1780 \]
a. Mean of pre test 2

\[ M = \frac{\sum x}{N} \]
\[ = \frac{1220}{19} \]
\[ = 64.21 \]

b. Mean of post test 2

\[ M = \frac{\sum y}{N} \]
\[ = \frac{1780}{19} \]
\[ = 93.68 \]

From the calculation, it can be inferred that there were some improvement toward students’ reading comprehension after implementation learning cell technique. It is proven by students’ mean test result comparison between pre-test and post-test in cycle I, the mean of pre-test is 64.21 meanwhile the mean of post-test is 93.68.

The improvement was also can be calculated in percentage by calculating students’ pre-test and post-test score. The calculation can be shown below:

\[ P = \frac{M_2 - M_1}{M_1 + M_2} \times 100\% \]
\[ = \frac{93.68 - 64.21}{64.21 + 93.68} \times 100\% \]
\[ = \frac{29.47}{157.89} \times 100\% \]
\[ = 18.6 \% \]
The calculation which shows the class percentage of students who pass the KKM is:

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

\[ P = \frac{18}{19} \times 100\% \]

\[ P = 94.7\% \]

It means that 94.7% students pass the KKM. There were 18 students who pass the KKM. Meanwhile, 1 student didn’t pass the KKM. It can be concluded that students’ progress of their reading comprehension was good. Thus, the implementation of learning cell technique to improve students’ reading skill was successful.

a. Reflection

From the result of cycle II it is shown that students 94.7% students passed exam. Its mean that the target of this researched has been completed. Therefore, the researcher decided to stop the research.

3. Analysis and Discussion

The result of the whole text is compared to know the significant difference of the treatment. The comparison of the all cycle test is as follow:

The following table is the result of pre-test and post-test bot cycle I and cycle II.
Table 4.3 Result of Pre-test 1, Post-test 1, Pre-test II and Post-Test II

<table>
<thead>
<tr>
<th>No</th>
<th>Name of students</th>
<th>Pre test Cycle 1</th>
<th>Post test Cycle 1</th>
<th>Pre test cycle 2</th>
<th>Post test cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AnisSafitri</td>
<td>70</td>
<td>100*</td>
<td>70</td>
<td>100*</td>
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<td>2</td>
<td>ArisMunandar</td>
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<td>4</td>
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<td>Eli Maulana</td>
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<tr>
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<td>ErinnaAzaliaFitr</td>
<td>80*</td>
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</tr>
<tr>
<td>8</td>
<td>HeruArisMunandar</td>
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<td>90*</td>
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</tr>
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<td>ImanAgifta</td>
<td>70</td>
<td>70</td>
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<td>MelisSetyawan</td>
<td>70</td>
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<td>10</td>
<td>100*</td>
</tr>
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<td>11</td>
<td>Puji Lestari</td>
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<td>90*</td>
<td>40</td>
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</tr>
<tr>
<td>12</td>
<td>Sri Lestari</td>
<td>40</td>
<td>100*</td>
<td>40</td>
<td>100*</td>
</tr>
<tr>
<td>13</td>
<td>TeguhMardiyanto</td>
<td>80*</td>
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<td>80*</td>
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</tr>
<tr>
<td>14</td>
<td>Tri Ambarwati</td>
<td>60</td>
<td>90*</td>
<td>70</td>
<td>100*</td>
</tr>
<tr>
<td>15</td>
<td>Wahyu Heni Kurniawati</td>
<td>60</td>
<td>90*</td>
<td>60</td>
<td>100*</td>
</tr>
<tr>
<td>16</td>
<td>Warsini</td>
<td>60</td>
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<td>60</td>
<td>100*</td>
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</tr>
<tr>
<td>19</td>
<td>Zuliyanti</td>
<td>60</td>
<td>100*</td>
<td>40</td>
<td>100*</td>
</tr>
</tbody>
</table>

*students who pass the KKM

Table 4.3 shows that the students pre-test and post-test in cycle I and II. The table includes students’ score of each test. From the table 4.3, students who pass the KKM displays with the star sign.
To make easier to show the improvement, researcher design the table 4.4. The following table is the result of students mean score in number and percentage.

Table 4.4 Students’ mean score

<table>
<thead>
<tr>
<th>No.</th>
<th>Total score</th>
<th>Pre-test 1</th>
<th>Post-test I</th>
<th>Pre-test II</th>
<th>Post-test II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students’ Mean Score</td>
<td>67.89</td>
<td>86.84</td>
<td>64.21</td>
<td>93.68</td>
</tr>
<tr>
<td>2.</td>
<td>Students’ Mean score in percentage</td>
<td>36.8%</td>
<td>84.2%</td>
<td>47.3%</td>
<td>94.7%</td>
</tr>
</tbody>
</table>

From the table 4.4, the students mean score of pre-test I is below from the KKM. The mean of pre-test I is 67.89 and the KKM is 75. Then, in the post-test I students’ mean score is 86.84. It is higher than the KKM. However, the score only has improvement 11.8% from the KKM. It is still low. In the cycle 2, the students mean score are higher than KKM.

From the students percentage, in the pre-test 36.8% students pass the KKM. However, it is really low percentage from the researcher expectatin, 90%. In the post-test I also shows that students percentage is low. Even though pre-test II shows high percentage, it is 47.3%. It is still lower than researcher expectation. Then, in the post-
test II, the percentage is higher than 90% the percentage of post-test II is 94.7%.

The improvement of students’ number who can pass the KKM. In the both pre-test and post-test 1 show that the number of students who can pass the KKM is lower than 90%. However, in the pre-test II, the percentage is high but still can’t reach 90%. Finally, in the post-test II, students number percentage is higher 94.7% from the researcher expectation.

The table show the improvement of the students’ reading comprehension. The improvement was significant from cycle I and cycle II. It means that the implementation of learning cell technique can improve students reading comprehension.
CHAPTER V  
CLOSURE

A. Conclusion

Based on previous theoretical reviews and data analysis. The writer concludes that:

1. The implementation of learning cell technique is effective and can improve students’ reading comprehension. It can be proven by the data such as observation result that shows active students’ participation, shows enthusiastic in the reading activity and actively making and answering question from their partner. The students’ cognitive skill can remember and commit to memory what they have read. As a result, the students can remember the contents of the text they have read, so they do not lose what they read. It also help them to make question and answering question from their partner.

2. Learning cell technique are able to improve students’ reading skill. It can be seen by from the data result that shows 94.7% of students’ score had passed the KKM. Students mean’s score in the pre-test I is 67.89 and post-test I 86.84. Then, students’ mean score in the pre-test II is 64.21 post-test II is 93.68. Meanwhile, the percentage of students’ mean score of pre-test I is 36.8%, post-test I is 84.2%, pre-test II is 47.3% and post-test II is 94.7%. From the definition, it can be meant that 18 of 19 students can pass the KKM after learning by learning
cell technique. As the conclusion, the implementation learning cell technique to improve students’ reading comprehension is success.

B. Implication

The result of the action shows that using Learning cell technique can improve reading comprehension. The implementation of Learning cell technique is reasonable because it encourage students to learn, it can be motivate students to study hard. Learning cell technique is good to improve students’ motivation, students’ interest and students’ achievement on reading. Beside that students fell enjoy in learning and easier to understand the learning subject. The teacher also easier to explain because they do not need much time explain and apply Learning cell technique will make the students feel happy because it is interesting.

C. Suggestion

Based on the result of study and conclusion above, the writer would like to suggest as follows:

1. To the teacher.
   a. Teacher should have sensitivity toward students problem.
      Cooperative method can be alternative solution for students who get trouble in their motivation, interest and their achievement. Learning cell technique and picture encourage students to active. It can be support students to study what they have learned. It can influence students happiness and makes students enjoy in learning.
b. The use of interesting method should be encouraged. It would facilitate the students to understand the learning subject and possibly supply impressive instruction.

2. To the students.
   a. Students should always active in learning process. Students do not be afraid to study English. Students more pay attention to teacher explanation. If teacher have command students can do maximally and they can do exercise well.
   b. Students should improve their motivation. Because motivation is an important factor in the process of English learning.
   c. Students should study English harder, to reduce their difficulties of English learning.

3. To other researcher.
   It has been known from the result of the study that the use of Learning cell technique can improve students’ reading comprehension, interest and motivation. Hereby, it is expected that the result of the study can be use the English teacher as an appropriate method in teaching reading to improve students’ reading comprehension. Based on the explanation, the writer would like to suggest the other researcher, the result of the study will be use as additional reference to further research with the different sample and occasion.
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Silberman, L. Melvin. 2006. *Active Learning*. Bandung: Nusa Media


Millrood. 2001. *Teacher development series: Modular course in English teaching methodology*. 


RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

<table>
<thead>
<tr>
<th>Nama Sekolah</th>
<th>SMA N 1 AMPEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mata Pelajaran</td>
<td>Bahasa Inggris</td>
</tr>
<tr>
<td>Kelas/ Semester</td>
<td>X / 1</td>
</tr>
<tr>
<td>Alokasi Waktu</td>
<td>2 x 45 menit</td>
</tr>
<tr>
<td>Tema</td>
<td>Narrative Text</td>
</tr>
</tbody>
</table>

I. Standar Kompetensi:

Memahami makna teks fungsional pen dek esei sederhana berbentuk *procedure, narrative* dan *recount* dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar:

Merespon makna dan langkah retorika teks esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount, narrative,* dan *procedure*.

III. Indikator:

Dengan membaca teks *descriptive* siswa mampu:
- Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk *narrative text*.
- Merespon wacana monolog dalam betuk narrative text

IV. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:
- Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk *narrative text*.
- Merespon wacana monolog dalam betuk narrative text

V. Materi Pembelajaran

Narrative text

“A narrative text” is a text which is containing an imaginative story in which to entertain people (audience).

*Social Function: To entertain, to gain and hold a reader’s interest*
Generic structure

**Orientation:** It is about the opening of the paragraph where characters, place, and time are introduced in the story.

**Complication:** Where the problems of characters of the story appear and go to climac.

**Resolution:** Where the problems of characters of the story is being solved.

Social Function

- To entertain, to gain and hold a reader's interest.
- To amuse or to tell a story or to provide an aesthetic literary experience.
- To deal with actual or vicarious experience in different ways, problematic events.
- Which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Language feature

- Past tense (was, knocked, came, etc)
- Adverb of time (Once upon a time, one day, etc)
- Time conjunction (When, Then, Suddenly, etc)
- Specific character: The character of the story is specific, not general (Cinderella, Rawa pening, Snow White, etc)
- Direct speech: It is to make the story lively (Snow White said, "My name is Snow White"). The direct speech uses present tense

**Kind of Narrative text**

- Legend: a tale about creation of something which passed down through centuries example: The legend of Toba Lake
- Fable: a fictional tale involving a fictional plot and or characters example: The lion and the mouse
- Folklore: a tale that is invented by particular social group example: Snow White
- Myth: a tale has no proof of true event example: The story of Dewi Sri
- Short stories: Story for one or two pages etc

Example of Narrative text

**The Legend of Rawa Pening**

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy. (Orientation)
Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a “lesung”, a big wooden mortar for pounding rice. She reminded him, “please remember, if there is a flood you must save yourself. Use this “lesung” as a boat”. The “lesung” was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. “Can I try?” asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded. (Complication)

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the “lesung” as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia. (Resolution)

VI. Metode Pembelajaran / Teknik: Sell pembelajaran (Learning cell)

VII. Langkah - Langkah Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th>KEGIATAN</th>
<th>WAKTU</th>
</tr>
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<tbody>
<tr>
<td>Kegiatan Awal</td>
<td>5 menit</td>
</tr>
<tr>
<td>- Salam dan sapa</td>
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<tr>
<td>- Perkenalan</td>
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<td>- Berdoa</td>
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<tr>
<td>- Mengecek kehadiran siswa</td>
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</tr>
<tr>
<td>Kegiatan Inti</td>
<td>35 menit</td>
</tr>
<tr>
<td>- Guru memberikan pre test</td>
<td></td>
</tr>
<tr>
<td>- Brainstorming tentang cerita arrative</td>
<td></td>
</tr>
<tr>
<td>- Guru menjelaskan tentang narrative text, generic structure dan language feature yang di gunakan.</td>
<td></td>
</tr>
<tr>
<td>- Guru membahas sebuah contoh text narrative yang berjudul Rawa Penin</td>
<td></td>
</tr>
<tr>
<td>- Guru menyuruh siswa untuk berpasangan</td>
<td></td>
</tr>
<tr>
<td>- Guru memberikan sebuah cerita narrative</td>
<td></td>
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<td>- Siswa memahami text tersebut</td>
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</tr>
<tr>
<td>- Siswa membuat daftar pertanyaan mengenai text tersebut.</td>
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</tr>
<tr>
<td>- Siswa secara berpasangan bertukar pertanyaan yang telah di buat</td>
<td></td>
</tr>
<tr>
<td>- Siswa menjawab pertanyaan yang telah di buat oleh</td>
<td></td>
</tr>
</tbody>
</table>
pasangannya tersebut.

**Kegiatan Akhir**
- Mengumpulkan hasil yang telah mereka buat.
- Mengakhiri pelajaran dengan memberikan motivasi serta berdoa bersama.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>5menit</td>
<td></td>
</tr>
</tbody>
</table>

VIII. Alat dan Sumber
- Kamus Inggris – Indonesia dan Indonesia – Inggris.
- Alat tulis, white board
- Work sheet

IX. Penilaian
**Teknik Penilaian:**
- Unjuk Kerja

**Bentuk Instrumen:**
- Membuat pertanyaan
- Tanya jawab pertanyaan yang telah dibuat

Activity 1 : Answer the Question

**MISUNDERSTANDING**

In a remote part of Ohio, United States, there is a place called Morrow.

One day, at a London train station, a traveler said to the booking-clerk, “I want a ticket to Morrow, please.” The clerk raised his eyebrows, saying, “If you want a ticket tomorrow, why don’t you come for it tomorrow?”

“But I want a ticket to Morrow today,” the traveler replied. “I told you,” the clerk said, “You can’t have a ticket tomorrow today, you’ll have to come tomorrow for it.”

By this time the traveler was getting more and more annoyed and finally lost his temper and yelled, “Can’t you understand what I mean? I want a ticket to a place called Morrow and I want it now!”

Finally understanding what the traveler really wanted, the clerk said quite calmly, “Why didn’t you say so in the first place? Here is your ticket.”

**Answer the Questions**
1. What did the traveler want?
2. Where does the story take place?
3. Why did the traveler become annoyed?
4. How did the clerk speak when he finally understood what the traveler wants?
5. Have you ever traveled by train? Where and when?

Activity 2: Make 5 question from the text

**Tangkuban Perahu**

Dayang Sumbi was exiled in the jungle, because she was *unmarried* but *pregnant*. She gave a birth to a baby boy and named him SangKuriang. And he became a young and *hardworking* boy. He was a good hunter too.

One day he went hunting with his dog, Si Tumang. In *the bush* he saw a pig, Wayungyang. He wanted to shoot Wayungyang but Si Tumang *hindered* him. He was angry at it and killed it, and then took its heart home. He cooked it and ate it with his mother. When he told that it was Si Tumang’s heart, she was very angry and hit SangKuriang’s head with a spoon. And he ran away and left his mother to the east. He did not know himself and forgot his name. He was about 16 years of age.

After a long time SangKuriang came back to the jungle where his mother lived. She looked younger than her age, so SangKuriang fell in love with her. “Will you marry me?” one day he asked her. But Dayang Sumbi *refused* because she *recognized* that he was her son. He *insisted* to marry her and Dayang Sumbi asked him two *marriage settlements* (requirements). One, he had to dammed Citarum river, and two, had to make a boat in one night.

SangKuriang almost finished his work but Dayang Sumbi *cheated* him. He was angry and kicked the boat. The boat fell *upside down* on the peak of mountain. It was known as mount Tangkuban Perahu, at the northern of Bandung, West Java.
### Scoring Rubric

<table>
<thead>
<tr>
<th>No</th>
<th>Aspek</th>
<th>Tingkat Kualitas</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>4</td>
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<tr>
<td></td>
<td>Afektif</td>
<td>Sangat Aktif</td>
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<td></td>
<td></td>
<td>(Selalu/always)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>85-100</td>
</tr>
</tbody>
</table>

### Koqnitif Essay Scoring Rubric

- **Score Penilaian**
  - 2 = Isi benar, tata bahasa benar
  - 1 = Isi benar, tata bahasa kurang tepat
  - 0,5 = Isi kurang tepat, tata bahasa kurang tepat
  - 0 = Isi salah, tata bahasa salah

- **Making questions**
  - Pertanyaan semua benar = 5 butir soal x 10 = 50

- **Answering question**
  - Jawaban semua benar = 5 butir soal x 10 = 50

- **Total** = Making Question + Answering Question = 100
Mengetahui,
Guru Pamong

Arie Anggraeni
NIP: 196702191995121001

Ampel, 21 September 2015

Mahasiswa

Vivin Nuvitasari
NIM: 11311039
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

<table>
<thead>
<tr>
<th>Nama Sekolah</th>
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<tr>
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</tr>
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<td>2 x 45 menit</td>
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<tr>
<td>Tema</td>
<td>Narrative Text</td>
</tr>
</tbody>
</table>

I. Standar Kompetensi:

Memahami makna teks tulis fsungsi pendek esai sederhana berbentuk procedure, narrative dan recount dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar:

Merespon makna dan langkah setyorika teks tulis esai secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: recount, narrative, dan procedure.

III. Indikator:

Dengan membaca teks descriptive siswa mampu:

- Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk narrative text.
- Memahami wacana monolog dalam bentuk narrative text

IV. Tujuan Pembelajaran:

Pada akhir pembelajaran, siswa dapat:

- Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk narrative text.
- Memahami wacana monolog dalam bentuk narrative text.
Narrative text

"A narrative text" is a text which is containing an imaginative story in which to entertain people (audience).

Social Function: To entertain, to gain and hold a reader's interest

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<tr>
<td>Kegiatan Akhir</td>
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<tr>
<td>- Menngumpulkan hasil yang telah mereka buat.</td>
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<tr>
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<td>5 menit</td>
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</tbody>
</table>
The Rats and the Elephants

Once upon a time there lived a group of rats under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant’s chief and request him to guide his herd through another route. On hearing the sad story, the elephant’s king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He called one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat’s king immediately took his entire group of rats and they cut open the nets which had trapped the elephant’s herd. The elephant herd was totally set free. They danced with joy and thank the rats.

Answer the Questions
1. What type of text is the above text?
2. What destroyed the homes of all rats?
3. What helped the elephant’s herd first?
4. What is generic structure of “once upon a time there lived a group of mice under a tree in peace”?
5. At the end of the story, how was the elephant’s head?

Activity 2: Make 5 questions from the text

The Golden Cucumber
(TIMUN EMAS)

A long long time ago, in a village near a jungle, lived a farmer and his wife. They were not happy, because they did not have a child yet. Everyday they went to the sacred banana tree. There, they burnt incense and prayed, begging for a child.

One day, as they said their prayer, a giant passed by. The Giant heard their prayer and wanted to help. He gave the Farmer and his wife a cucumber seed.

The farmer and his wife planted the cucumber seed. When the cucumber has ripened, the Farmer and his wife brought it home. They carefully cut it with a knife. Wow! They were surprised to find a beautiful baby girl inside it. They named her Timun Emas (The Golden Cucumber), because she was found inside a golden cucumber. The Farmer and his wife were very happy.

On the seventeenth birthday of Timun Emas, the Giant came. He searched for Timun Emas. She took something out of the cloth bag. She threw a handful of salt to the Giant.

Suddenly, the ground between her and the Giant turned into a wide sea. The Giant swam very hard to catch her. He could not swim fast enough. It trapped the Giant.

He tried to cross it, but the sea was very deep and very sticky. At last he was drowned. He could not move or breathe.

Timun Emas was saved. She ran home. Her parents greeted her happily. Finally, they lived happily. No more fear. The Giant had already died.
**Rubrik Penilaian**

<table>
<thead>
<tr>
<th>No</th>
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<td>Jawaban semua benar : 2 x 50 = 100</td>
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<td>Pertanyaan semua benar : 5 butir soal x 10 = 50</td>
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<tr>
<td>Answering question</td>
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<td></td>
<td>Total = Making Question + Answering Question = 100</td>
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</tbody>
</table>

Guru Pamong

Ampel, 22 September 2015
Manasiswi

Arie Anggraeni

NIP: 196702191995121001

Vivin Nuvitasari

NIM: 11311039
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<thead>
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<tr>
<td>1</td>
<td>Menyalut pelajaran dengan mengucapkan salam</td>
<td>V</td>
<td></td>
<td>Anak belum kumpak dalam menjawab salam, masih ada yang berkicau mendid.</td>
<td></td>
<td>Guru hendaknya menyalut salam ketika anak bersinar mudah slap.</td>
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<tr>
<td>2</td>
<td>Bertin selaos menyalut pelajaran</td>
<td>V</td>
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<td>3</td>
<td>Mengadakan kahulatan siswa</td>
<td>V</td>
<td></td>
<td>Seusia siswa mulai kahulatan dengan tegas dan menginformasikan tanpa yang tidak bodeh.</td>
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<td>V</td>
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<td>Apersepi</td>
<td>V</td>
<td></td>
<td>Seusia siswa masih ingin dengan mata lalu dan menggunakan kajian berdasarkan dengan semantik.</td>
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<tr>
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<td>Menginformasikan tugas peolejamos</td>
<td>V</td>
<td></td>
<td>Siswa tidak slap meminta tugas peolejamos yang akan disampaikan dengan teknik learning aid media gambar.</td>
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<td>Penjelasan menggaul pola dan penggunaan kalimat single past</td>
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<td>Penggunaan gambar sebagai media untuk pembelajaran simple past</td>
<td>✓</td>
<td>Ada beberapa siswa yang kurang jelas dengan maksud gambar yang disampaikan.</td>
<td>Guru hendaknya memperbesar gambarunya sambil menjelaskan kejadian yang ada dalam gambar tersebut.</td>
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<tr>
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<td>10</td>
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<td>Setiap pasangan aktif dalam proses kegiatan pembelajaran dan mengejakan tugasnya.</td>
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<tr>
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<td>Guru memberikan penguatan tentang materi</td>
<td>✓</td>
<td>Ada beberapa siswa yang belum jelas tentang pelajaran yang telah diberikan guru.</td>
<td>Guru hendaknya menjelaskan kembali pada pelajaran yang akan datang.</td>
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<td>Guru mengulangi dan menjelaskan kembali dalam pembelajaran yang akan datang.</td>
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<td>Guru dan anak telah tertib dalam mengakhiri pelajaran dengan membaca doa (Hamdalah) bersama-sama.</td>
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Siswa sudah kompak dalam menjawab aksen dari guru.


Siswa sudah menunjukah keselamatan dan menginformasikan termas yang tidak hadir.

Siswa sudah tidak menunjukah pertanyaan guru tentang kahar mula.

Siswa masih ingat dengan materi ble dan menghobi kahfman kahfmaning dengan saung.

Siswa sudah memenuhi tajuk pelajaran yang akan disampaikan dengan teknik learning cell dan media gambar.

Siswa memperhatikan dengan sejum dan menerima dengan baik.
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To be continued.

Dr. Ir., Sp. Ag.
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Salatiga, 04 September 2015

Mengetahui,

Wakil Dekan Bidang Kerjasama

![Signature]

Achmad Maimon, M.Ag
NIP. 19700510 199803 1 003
THE USE OF LEARNING CELL METHOD TO IMPROVE STUDENTS READING COMPREHENSION

Aplikasi metode belajar belajar kelas mata pelajaran IPA di SMK.

Direktif untuk dikembangkan dan dikemas ulang.

Keterangan: [Signature]

Penerima: [Signature]

B. T. 24 K/1.9880.18.1 S. 175/2014

12 November 2014

Yth. Dr. Siti, M.Ag.

Asisten pelaksanaan re-generated

Direktur

STAIN Salatiga (revised version)
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Tegaran-Pelaga SE Telep:0298-333706 Fax: 323413 Salatiga 50721
Website: www.ianasalatiga.ac.id E-mail: admin@iansalatiga.ac.id

Nomor: 25/4/7/DEP.31.08/897/2015
Lampu: Proposal Penelitian,
Hal: Penyebab Penolakan

Kepada
Yth. Kepala SMA N 1 AMPEL
Di Tempel

Assalamualaikum wa alaikum

Yang bertanda tangan di bawah ini, kami saksikan sebagai berikut:

Nama: VIYIN NUVIASARI
NIM: 11310039
Mahasiswa: Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas: Tarbiyah dan Ilmu Keguruan
Jurusan: Pendidikan Bahasa Inggris (PBI)

Dalam rangka penyelesaian studi Program S1 di IAIN Salatiga, disajikan memerlukan sub bahasa persyaratan yang baru pembentukan SKRIPSI.

Adapun judul skripsi adalah:

The Use of Learning Car Techniques and Picture to Improve Students' Reading Comprehension

Dengan Pembimbing: Dr. Sa’di, M.Ag

Untuk penyelesaian skripsi tersebut, kami raih ini kepada Bapak/Ibu semua yang telah membantu ijin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atas keterampilan dan bahasa yang diperlukan; dimulai tanggal 21 September 2015 s.d selesai.

Kami raih kepada pembimbing ijin Bapak/Ibu, kami terima kasih dan terima kasih.

Wassalamualaikum wa alaikum

Salatiga, 18 September 2015
Dekan,
Pakalan Tarbiyah dan Ilmu Keguruan

[Ndpr. 18070121 199903 1082]

Terserah: 1. Mahasiswa yang bersangkutan
PEMERINTAH KABUPATEN BOYOLALI
DINAS PENDEKIAN PEMEDAN DAN OLAH RAGA
SMA NEGERI 1 AMPEL

SURAT KETERANGAN
NOMOR : 422 /876/ 97/2015

Yang bertanda tangan di bawah ini :
Nama   : Drs. DARYANTO
NIK    : 196010101 198503 1 016
Pangkat/ Golongan : Penutup / IVa
Jabatan   : Kepala SMA Negeri 1 Ampel

dengan ini menentukan bahwa
Nama   : VITI NUVITASARI
NIK    : 11311639
Mahasiswa : Institut Agama Islam Negeri (IAIN) Sidrap
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris

Adalah benar – benar telah mafaikunakan Penelitian di SMA Negeri 1 Ampel mulai tanggal 21 sd. 22 September 2015 dengan baik.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Ampel, 22 September 2015,  
Kepala SMA Negeri 1 Ampel

Drs. DARYANTO
NIK. 196010101 198503 1 016
Dayang Sumbi was exiled in the jungle, because she was unmarried but pregnant. She gave birth to a baby boy and named him SangKurian. And he became a young and adventurous boy. He was a good hunter too.

One day he went hunting with his dog, Si Sumber. In the bush he saw a pig, Wayangpang. He wanted to shoot Wayangpang but Si Sumber hindered him. He was angry at it and killed it, and then took it home. He cooked it and ate it with his mother. When he told that it was Si Sumber's heart, she was very angry and hit SangKurian's head with a spear. And he ran away and left his mother to the next. He did not know himself and forgot his name. He was about 16 years of age.

After a long time SangKurian came back to the jungle where his mother lived. She looked younger than her age, so SangKurian fell in love with her. "Will you marry me?" one day he asked her. But Dayang Sumbi refused because she recognized that he was her son. He insisted to marry her and Dayang Sumbi asked him two marriage conditions (requirements). One, he had to construct Cemara cire, and two, had to make a boat in one night.

SangKurian almost finished his work but Dayang Sumbi absolved him. He was angry and kicked the boat. The boat fell upside down on the peak of mountain. It was known as mount Tangkuban Perahu, at the southeast of Bandung, West Java.

1. What is the topic of the text? — Tangkuban Perahu.
2. Who will marry with SangKurian? — Dayang Sumbi.
3. What are marriage conditions? — 2 conditions.
4. Why did Dayang Sumbi refuse to marry SangKurian? — He was angry at it and killed the pig.
5. Why was SangKurian exiled in the jungle? — Because she was unmarried but pregnant.
Tongkohoe Parada

Siang! Sundi was raised in the jungle, because her was somewhat broke. She gave a birth to a baby boy and named him SungKorang. And he became a young and hardworking boy. He was a good hunter too.

One day he went hunting with his dog, Si Tonga. In the back he saw a pig. Wayangong. He wanted to catch Wayangong but Si Tonga tired him. He was angry at it and killed it, and then took it to his house. He cooked it and ate it with his mother. When he told that it was Si Tonga's heart, she was very angry and hit SungKorang, "I live with a queen. And you eat it and tell your mother in the end. You did not know yourself and forgot his name. He was about 10 years of age.

After a long time SungKorang came back to the jungle where his mother lived. She looked younger than her age, so SungKorang fell in love with her. "Will you marry me?" one day he asked her. But Duyang Sundi refused because she recognized that he was her son. He returned to marry her and Duyang Sundi asked him two marriage conditions (requirements). One, he had to destroy Chiron's cave, and two, had to make a boat in one night.

SungKorang almost finished his work but Duyang Sundi accused him. He was angry and kicked the fruit. The fruit fell on the edge of the cliff. It was known as mount Tongkohoe Parada, in the northern of Rimbaug, West Irian.

5. Which is the main character of the story?
A. Si Tonga
B. Siang! Sundi
C. SungKorang
D. You know.

6. a. Where did Siang! Sundi live?
b. Why Duyang Sundi refused to marry him?
c. Where SungKorang met his mother?

Answer:
A. Siang! Sundi
B. Si Tonga
C. SungKorang
D. You know.

8. [Blank]
Tangkahan Perdue

Dayang Sundit was sick in the jungle, because she was bewitched by her parents. She gave a birth to a baby boy and named him SongKerang. And he became a young and hardworking boy. He was a good hunter too.

One day he was hunting with his dog, Si Tumang, in the bush he saw a pig, Waypeng, to hunt. He wanted to catch Waypeng but Si Tumang defeated him. He was angry at it and killed it, and then took its heart home. He cooked it and ate it with his mother. When he told that it was Si Tumang's heart, she was very angry and hit SongKerang 's head with a spoon. And he ran away and left his mother to the rain. He did not know himself and forgot his name. He was about 30 years of age.

After a long time SongKerang came back to the jungle where his mother lived. She looked younger than her age, so SongKerang fell in love with her. "Will you marry me?" one day he asked her. But Dayang Sundit refused because she recognized that he was her son. He invited to marry her and Dayang Sundit asked him two marriage requirements (requirements). One, he had to descend Cimaran river, and two, had to make a boat in one night.

SongKerang almost finished his work but Dayang Sundit advised him. He was angry and killed the boat. The boat fell upside down on the peak of mountain. It was known as mount Tangkahan Perdue, at the northern of Bambangan, West Java.
Dayong Sambri was called in the jungle, because she was unmarried but pregnant. She gave birth to a baby boy and named him SongKoong. And he became a good hunter. He was a good hunter too.

One day he went hunting with his dog, Si Tumang. In the hunt he saw a pig, Wayangung. He wanted to shoot Wayangung but Si Tumang thought him. He was angry at it and killed it, and then took its heart home. He cooked it and ate it with his mother. When he told that it was Si Tumang's heart, she was very angry and hit SongKoong on head with a spade. And he ran away and left his mother to the house. He did not know himself and forgot his name. He was about 10 years of age.

After a long time SongKoong came back to the jungle where his mother lived. She looked younger than her age, so SongKoong fell in love with her. "Will you marry me?" one day he asked her. But Dayong Sambri refused because she recognized that he was her son. He insisted to marry her and Dayong Sambri asked him two marriage requirements. One, he had to dance a dance around, and two, he had to make a boat in one night.

SongKoong almost finished his work but Dayong Sambri returned. He was angry and kicked the boat. The boat fell upside down on the peak of mountain. It was known as Mount Tongkahan Fuoko, at the northern of Hambung, West Java.