



**IMPROVING STUDENTS' READING COMPREHENSION  
BY USING P2R (PREVIEW, READ, REVIEW) AT GRADE VIII  
PONDOK PESANTREN AL-MUKHLISHIN LUMUT**

**A THESIS**

*Submitted to State Institute of Islamic Studies (IAIN)  
Padangsidempuan as a Partial Fulfillment of the Requirement  
for the Degree of Islamic Educational Scholar (S.Pd.I)  
in English*

**By:**

**ARISAN JAYA**  
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**ENGLISH EDUCATION DEPARTMENT**

**FACULTY OF TARBIYAH AND PEDAGOGY  
STATE INSTITUTE OF ISLAMIC STUDIES**

**IAIN**

**PADANGSIDIMPUAN**

**2014**



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IAIN  
PADANGSIDIMPUAN  
2014**

Things : Munaqosyah Padangsidimpuan, 03 June 2014  
a.n. Arisan Jaya To: .  
Appendix : 6 (six) Exemplar Dean of Tarbiyah and Pedagogy Faculty  
In-  
Padangsidimpuan

*Assalamu'alaikum Wr.Wb.*

After reading, studying and giving advice for necessary revise on thesis belong to Arisan Jaya, entitle **"IMPROVING STUDENTS' READING COMPREHENSION BY USING P2R (PREVIEW, READ, REVIEW) AT GRADE VIII PONDOK PESANTREN AL-MUKHLISHIN LUMUT"**. We assume that the thesis has been acceptable to complete the assignments and fulfil the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I), English Department of Tarbiyah and Pedagogy Faculty in IAIN Padangsidimpuan.

Therefore, we hoped that she could be to defend her thesis in munaqosyah. That's all and thank you for the attention.

*Wassalamu'alaikum Wr. Wb.*

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## DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

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The Tittle of Thesis : **IMPROVING STUDENTS' READING COMPREHENSION BY USING P2R (PREVIW, READ, REVIEW) AT GRADE VIII PONDOK PESANTEREN AL-MUKHLISHIN LUMUT**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of IAIN Padangsidimpuan in article 14 subsections 2.

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Padangsidimpuan, 17th June 2014

Declaration maker,



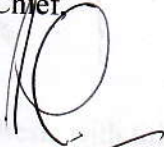
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Reg. No 09 340 0071

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**SCHOLAR MUNAQOSYAH EXAMINATION**

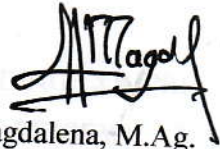
Name : ARISAN JAYA  
Reg. No : 09 340 0071  
Thesis : IMPROVING STUDENTS' READING COMPREHENSION BY USING P2R  
(PREVIEW, READ, REVIEW) AT GRADE VIII PONDOK PESANTREN AL-  
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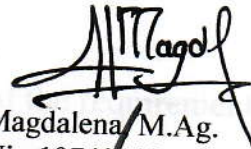


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Nip.19740319 200003 2001

Members,



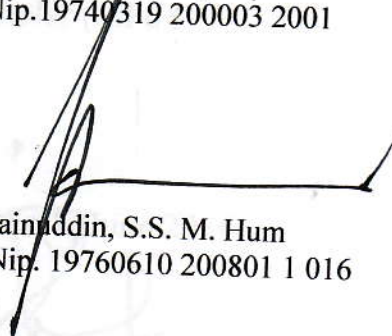
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Proposed  
Place : IAIN Padangsidimpuan  
Date : June, 11<sup>st</sup> 2014  
Time : 14.00 until finish  
Result/Mark : 71.75/ B  
IPK : 3.23  
Predicate : Very Good



MINISTRY OF RELIGION  
INSTITUT AGAMA ISLAM NEGERI  
PADANGSIDIMPUAN  
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## LEGALIZATION

The thesis with title : IMPROVING STUDENTS' READING COMPREHENSION BY USING P2R (PREVIEW, READ, REVIEW) AT GRADE VIII PONDOK PESANTREN AL-MUKHLISHIN LUMUT

Written by : ARISAN JAYA

Reg. No : 09340 0071

Had been accepted as a partial fulfillment of the requirement for the degree of Islamic Educational scholar (S.Pd.I)



Padangsidempuan, 21 June 2014  
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## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, I would like to say thank you to Allah the Almighty who has given me time and healthy in writing and finishing this thesis. Next, I do not forget to send Shalawat to the prophet Muhammad SAW who has brought us from the darkness into the lightness.

In finishing this thesis, I have received suggestion, guidance, and encouragement from many people during writing this thesis. The researcher was also assisted by some people and institution. Therefore, in this opportunity the researcher would like to express his gratitude to the following people:

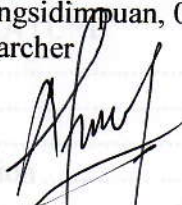
1. Special thanks to the Leader of IAIN Padangsidempuan DR. H. Ibrahim Siregar, M.CL. for his authorization of the thesis, the Deputy Leader I, II and III who gladly provided infrastructures in the case of scholar documents.
2. Rayendriani Fahmei Lubis, M. Ag., as the first advisor who has helped, supported and suggested me to finish this thesis. May God bless Her.
3. Fitri Rayani Siregar, M.Hum., as the second advisor who has given much suggestions and helps in writing this thesis.
4. Mrs. Hj. Zulhimma, S. Ag., M. Pd., the Dean of Tarbiyah Faculty.
5. All lecturers of IAIN Padangsidempuan who have given much, much and much knowledge during I studied in this beloved institute.
6. IAIN Padangsidempuan Librarian (Yusri Fahmi, S. Ag., S. S., M. Hum), for their cooperative and permission to use their books.



7. My beloved parent, (Sutiman and Suliawati) who taught me how to fight the bended life and always be patient in all life conditions, my two elder brothers (Ali Jumaidin and Lukmanul Azri), and my younger sister (Rani Putri Rahayu) who always give their materials, prays, motivation, and moral encouragement to finish my study.
8. Special thanks to the Head Master of MTs S Pondok Pesanteren Al-Mukhlisin Lumut Hasanuddin Lubis, who had allowed me to the research establishment, information giving, and data collection admittance of the thesis. I appreciated much to the co-teacher Mrs. Nurul Uliyah, S. Pd. is the English teacher at the research school to collaborate with me in completing the thesis data collection.
9. Special thanks to my lovely friendship for Sutresno, Sulastri, and Misbahuddin who always give me motivation to be spirit more in learning. Thanks to all of my friends TBI-3.
10. All the people who have helped me to finish my study that I cannot mention one by one.

May Allah, the Almighty bless them all, Amin. Finally, I realize that there must be some weaknesses in this thesis. Therefore, I welcome to all good and value critics that can improve this thesis.

Padangsidempuan, 03 Juni , 2014  
Researcher

  
**ARISA JAYA**  
**Reg. No.09.340.0071**

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Title of Thesis : **“IMPROVING STUDENTS’ READING COMPREHENSION BY USING P2R (PREVIEW, READ, REVIEW) AT GRADE VIII PONDOK PESANTREN AL-MUKHLISHIN LUMUT”**

### **ABSTRACT**

This study is talking about improving students’ reading comprehension by using P2R (Preview, Read, Review) at grade VIII Pondok Pesantren Al-Mukhlishin Lumut. Most of students do not have bravery in reading comprehension. Many students feel that reading is difficult. First, reading happen in real time. Second, reading can not be catched and focus. Furthermore, this is caused students are lazy to do read, tight, and worry in reading, have high anxiety, do not practice it every day, and do not have practice in everiday.

The objective of this research is the improvement students’ reading comprehension in reading ability at grade VIII MTs S Pondok Pesantren Al-Mukhlishin to solve the problem the researcher conducted classroom action research, by implementing P2R strategy. The researcher applied four test and two cycles in this research. The participant of this research was one class consists of 25 students. The instruments for collecting the data the researcher used test.

Based on the research result, showed that the students’ reading comprehension mean score of the students was in the first cycle was 2 tests; in the first test was 40.80 and the second test was 51.60. Then, the second cycle was two tests; in the third test was 80.80 and the last test was 92.40. Therefore, the mean score in the second cycle was higher than the first cycle. In the first cycle was categorized into enough category and the second cycle was categorized into very good category. The data from observation sheet indicated that the students got improvement. It indicated that the application of P2R Strategy improved students’ reading comprehension.

## APPENDIX I

### CYCLE 1 RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

|                    |  |
|--------------------|--|
| SMP/MTs            | : MTs S Pondok Pesanteren Al-Mukhlisin Lumut   |
| Kelas/Semester     | : VIII (Delapan) / II  |
| Standar Kompetensi | : 1. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> yang berkaitan dengan lingkungan sekitar      |
| Kompetensi Dasar   | : 1.1 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar |
| Jenis teks         | : lisan fungsional dan monolog <i>Descriptive/Recount</i>  |
| Tema               | : <i>Nile Crocodiles, The whale Shark.</i>   |
| Aspek/Skill        | : Membaca  |
| Alokasi Waktu      | : 2 x 35 menit (pertemuan 1)   |

#### 1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- Meminta siswa untuk menemukan pieces of information dalam setiap text
- Meminta siswa untuk menemukan topik dalam setiap text
- Meminta siswa untuk menemukan main idea dalam sebuah paragraf
- Meminta siswa untuk menemukan supporting idea dalam sebuah paragraf
- Meminta siswa menemukan kesimpulan dalam sebuah teks

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya ( *Trustworthines* )  
Rasa hormat dan perhatian ( *Respect* )  
Tekun ( *Diligence* )

#### 2. Materi Pembelajaran

- Developing Skills
  - Bacaan teks lisan fungsional: *Reading Comprehension Boosters* by Thomas G. Gunning
  - Menjawab pertanyaan sesuai teks

#### 3. Metode Pembelajaran: P2R (Preview, Read, Review)

#### 4. Langkah-langkah Kegiatan

##### Pertemuan pertama dan kedua.

##### A. Kegiatan Pendahuluan

Apersepsi :

- Tanya jawab tentang *Nile Crocodiles, The whale shark*.

Motivasi :

- Memberikan semangat kepada siswa

##### B. Kegiatan Inti

###### a. Preview

- ☞ Guru menyuruh siswa untuk membaca judul teks yang ada.
- ☞ Kemudian siswa diminta untuk membaca introduction of text, outline, dan structure overview yang terdapat di permulaan capter.
- ☞ Siswa dimintakan untuk membaca kesimpulan pada setiap teks yang dibaca.

###### b. Read

- ☞ Siswa mengidentifikasi kalimat yang pokok/ kalimat yang penting dalam setiap teks *Nile Crocodiles, The whale shark*.
- ☞ Siswa membaca ulang setiap paragraf yang telah dibaca sebelumnya
- ☞ kemudian siswa menggaris bawahi kalimat yang penting, hal ini bertujuan untuk memudahkan pada proses pertanyaan nantinya.

###### c. Review

- ☞ Siswa diminta menceritakan informasi yang penting dalam teks *Nile Crocodiles, The whale shark*.
- ☞ Siswa menjawab pertanyaan-pertanyaan yang terdapat dalam teks *Nile Crocodiles, The whale shark*, kemudian menulis jawaban disamping atau dibawah setiap pertanyaan.

##### C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan membuat rangkuman/simpulan pelajaran.
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

## 5. Sumber belajar

☞ Buku teks yang relevan.

## 6. Penilaian

| Indikator Pencapaian Kompetensi   | Teknik Penilaian | Bentuk Instrumen | Instrumen/ Soal   |
|---|------------------|------------------|---|
| <ul style="list-style-type: none"><li>Mengidentifikasi fungsi sosial teks fungsional pendek Mengidentifikasi ciri kebahasaan teks fungsional pendek</li></ul> | Tes tertulis     | Essay            | <i>Answer the following questions based on the text</i> |

### a. Instrumen:

#### **Nile Crocodiles**

Nile crocodiles are good parents. The mother crocodile lays her eggs in a carefully made nest that she then covers with sand. The mother stands guard over the nest for three months. The father crocodile helps out. He is there to chase away enemies. As the time for the babies to hatch comes near, the mother crocodile listens carefully. When the babies are ready to hatch, they call out. The mother crocodile quickly uncovers the nest. The mother crocodile then carries each newly hatched baby down to the water. If the streams dry up, the mother searches for water holes. Then she carries the babies there.

*Answer the question below based on the text!*

1. What is main idea of the text above....
2. From the text we can conclude that.....
3. What is the topic of the text above....
4. What is piecesof information of the text above...
5. The supporting details are .....

#### **The Whale Shark**

The whale shark was named for its size. It is a shark, but it is as big as a whale. A whale shark is about 30 feet (9 meters) long. Some whale sharks have grown to be 60 feet long (18 meters). That is as long as four large cars parked in a row. A whale shark can weigh as much as 72,000 pounds (32,658 kilograms). That is about how much 20 large cars would weigh. The only sea creatures bigger than the whale shark are the large whales.

6. What is concluding sentence from the text above....
7. What is the topic of the text above.....
8. The main idea of the text above is....
9. Supporting details of the text is.....
10. What is pieces of information of the text.....

**b. Rubrik Penilaian**

| No           | Indicators            | Items     | Number Items | Score              | Mean Score |
|--------------|-----------------------|-----------|--------------|--------------------|------------|
| 1            | Pieces of information | 2         | 4, 10        | 2 items X 5 scores | 20         |
| 2            | Topic                 | 2         | 3, 7         |                    | 20         |
| 3            | Main ideas            | 2         | 1, 8         |                    | 20         |
| 4            | Supporting idea       | 2         | 5, 9         |                    | 20         |
| 5            | Concluding sentence   | 2         | 2, 6         |                    | 20         |
| <b>Total</b> |                       | <b>10</b> |              |                    | <b>100</b> |

**Lumut, 26 Mei 2014**

**Teacher of MTs S Pondok Pesanteren Al-Mukhlishin**

**Lumut**

**As Collaborators**

**Co-Teacher**

**Nurul uliyah, S. Pd**

**NIP.-**

**ARISAN JAYA**

**NIM. 09 340 0071**

**The Headmaster of MTs S Pondok Pesanteren Al-Mukhlishin**

**HASANUDDIN LUBIS**

**NIP.**

## APPENDIX 2

### FIRST TEST

Class : 8 (Eight)

Petunjuk :

1. Isilah essay dibawah ini secara dengan baik dan benar
2. Isilah dengan bahasa Inggris.
3. Test ini hanya bertujuan untuk mengetahui data dari siswa tentang kemampuan siswa dalam menguasai pemahaman membaca.
4. Waktu yang tersedia 35 menit.

#### Nile Crocodiles

Nile crocodiles are good parents. The mother crocodile lays her eggs in a carefully made nest that she then covers with sand. The mother stands guard over the nest for three months. The father crocodile helps out. He is there to chase away enemies. As the time for the babies to hatch comes near, the mother crocodile listens carefully. When the babies are ready to hatch, they call out. The mother crocodile quickly uncovers the nest. The mother crocodile then carries each newly hatched baby down to the water. If the streams dry up, the mother searches for water holes. Then she carries the babies there.

*Answer the question bellow based on the text!*

11. What is main idea of the text above....
12. From the text we can conclude that.....
13. What is the topic of the text above....
14. What is piecesof information of the text above...
15. The supporting details are .....

#### The Whale Shark

The whale shark was named for its size. It is a shark, but it is as big as a whale. A whale shark is about 30 feet (9 meters) long. Some whale sharks have grown to be 60 feet long (18 meters). That is as long as four large cars parked in a row. A whale shark can weigh as much as 72,000 pounds (32,658 kilograms). That is about how much 20 large cars would weigh. The only sea creatures bigger than the whale shark are the large whales.

16. What is concluding sentence from the text above....

17. What is the topic of the text above.....
18. The main idea of the text above is....
19. Supporting details of the text is.....
20. What is pieces of information of the text.....



## **APPENDIX 3**

### **Key Answer The First Question**

1. Nile crocodiles are good parents.
2. Crocodile will guard their babies from gadfly animal
3. Nile crocodiles are good parents.
4. The mother crocodile lays her eggs in a carefully made nest that she then covers with sand.
5. When the babies are ready to hatch, they call out, the mother crocodile quickly uncovers the nest
6. The whale shark is large fish in the sea
7. The whale shark
8. The whale shark is very large
9. A whale shark is about 30 feet (9 meters) long
10. The only sea creatures bigger than the whale shark are the large whales.

## APPENDIX 4

### STUDENTS' READING COMPREHENSION OF THE FIRST TEST

| No                | Name | Indicators            |                |           |                     |                     | Score        |
|-------------------|------|-----------------------|----------------|-----------|---------------------|---------------------|--------------|
|                   |      | Pieces of information | Topic sentence | Main Idea | Supporting sentence | Concluding sentence |              |
| 1                 | APF  | 10                    | 10             | 10        | 0                   | 10                  | 40           |
| 2                 | AP   | 0                     | 10             | 10        | 10                  | 10                  | 40           |
| 3                 | ASP  | 0                     | 10             | 10        | 0                   | 10                  | 30           |
| 4                 | AMH  | 10                    | 0              | 10        | 10                  | 10                  | 40           |
| 5                 | AAAL | 10                    | 10             | 0         | 10                  | 0                   | 30           |
| 6                 | AT   | 0                     | 10             | 10        | 10                  | 10                  | 40           |
| 7                 | ASN  | 10                    | 10             | 10        | 10                  | 10                  | 50           |
| 8                 | DT   | 0                     | 10             | 10        | 0                   | 10                  | 30           |
| 9                 | DRH  | 10                    | 10             | 10        | 10                  | 10                  | 50           |
| 10                | FS   | 0                     | 10             | 0         | 10                  | 10                  | 30           |
| 11                | HY   | 10                    | 0              | 10        | 10                  | 10                  | 40           |
| 12                | HKH  | 10                    | 10             | 10        | 10                  | 10                  | 50           |
| 13                | HZS  | 10                    | 0              | 10        | 0                   | 10                  | 30           |
| 14                | IM   | 0                     | 10             | 10        | 10                  | 10                  | 40           |
| 15                | JFAP | 10                    | 10             | 10        | 10                  | 10                  | 50           |
| 16                | L    | 0                     | 10             | 10        | 10                  | 10                  | 40           |
| 17                | LHH  | 10                    | 10             | 10        | 0                   | 10                  | 40           |
| 18                | MC   | 10                    | 10             | 0         | 10                  | 10                  | 40           |
| 19                | NP   | 0                     | 10             | 10        | 10                  | 10                  | 40           |
| 20                | NH   | 10                    | 10             | 10        | 10                  | 0                   | 40           |
| 21                | NT   | 10                    | 10             | 0         | 10                  | 10                  | 40           |
| 22                | PS   | 10                    | 10             | 10        | 10                  | 10                  | 50           |
| 23                | RP   | 10                    | 10             | 10        | 10                  | 10                  | 50           |
| 24                | RNS  | 10                    | 10             | 10        | 10                  | 0                   | 40           |
| 25                | RSS  | 10                    | 10             | 10        | 10                  | 10                  | 50           |
| <b>SUM</b>        |      |                       |                |           |                     |                     | <b>1020</b>  |
| <b>MEAN SCORE</b> |      |                       |                |           |                     |                     | <b>40.80</b> |

The researcher calculated the score by using the following formula:

$$\begin{aligned}\bar{x} &= \frac{\sum \vec{x}}{\sum N} \times 100\% \\ &= \frac{1020}{25} \times 100\% = 40.80\end{aligned}$$

## APPENDIX 5

### CYCLE II RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

|                    |  |
|--------------------|--|
| SMP/MTs            | : MTs S Pondok Pesanteren Al-Mukhlisin Lumut   |
| Kelas/Semester     | : VIII (Delapan) / II  |
| Standar Kompetensi | : 1. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> yang berkaitan dengan lingkungan sekitar      |
| Kompetensi Dasar   | : 1.1 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar |
| Jenis teks         | : Lisan fungsional dan monolog <i>Descriptive/Recount</i>  |
| Tema               | : <i>Alligators, Rhinos and Tickbirds</i>  |
| Aspek/Skill        | : Membaca  |
| Alokasi Waktu      | : 2 x 35 menit ( pertemuan ke 2 )  |

#### 1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- Meminta siswa untuk menemukan pieces of information dalam setiap text
- Meminta siswa untuk menemukan topik dalam setiap text
- Meminta siswa untuk menemukan main idea dalam sebuah paragraf
- Meminta siswa untuk menemukan suporting idea dalam sebuah paragraf
- Meminta siswa menemukan kesimpulan dalam sebuah teks

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya ( *Trustworthines* )  
Rasa hormat dan perhatian ( *Respect* )  
Tekun ( *Diligence* )

#### 2. Materi Pembelajaran

Developing Skills

- Bacaan teks lisan fungsional: *Reading Comprehension Boosters* by Thomas G. Gunning
- Menjawab pertanyaan sesuai teks

**3. Metode Pembelajaran:** P2R (Preview, Read, Review)

## 4. Langkah-langkah Kegiatan

### A. Kegiatan Pendahuluan

Apersepsi :

- Tanya jawab tentang *Alligators, Rhinos and Tickbirds*

Motivasi :

- Memberikan semangat kepada siswa

### B. Kegiatan Inti

#### a. Preview

- ☞ Guru menyuruh siswa untuk membaca judul teks yang ada.
- ☞ Kemudian siswa diminta untuk membaca introduction of text, outline, dan structure overview yang terdapat di permulaan capter.
- ☞ Siswa dimintakan untuk membaca kesimpulan pada setiap teks yang dibaca.

#### b. Read

- ☞ Siswa mengidentifikasi kalimat yang pokok/ kalimat yang penting dalam setiap teks *Alligators, Rhinos and Tickbirds*
- ☞ Siswa membaca ulang setiap paragraf yang telah dibaca sebelumnya
- ☞ kemudian siswa menggaris bawahi kalimat yang penting, hal ini bertujuan untuk memudahkan pada proses pertanyaan nantinya.

#### c. Review

- ☞ Siswa diminta menceritakan informasi yang penting dalam teks *Alligators, Rhinos and Tickbirds*
- ☞ Siswa menjawab pertanyaan-pertanyaan yang terdapat dalam teks *Alligators, Rhinos and Tickbirds*, kemudian menulis jawaban disamping atau dibawah setiap pertanyaan.

### C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan membuat rangkuman/simpulan pelajaran.
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;

- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

## 2. Sumber belajar

- ☞ Buku teks yang relevan.

## 3. Penilaian

| Indikator Pencapaian Kompetensi  | Teknik Penilaian | Bentuk Instrumen | Instrumen/ Soal   |
|--|------------------|------------------|---|
| <ul style="list-style-type: none"> <li>• Mengidentifikasi fungsi sosial teks fungsional pendek</li> <li>Mengidentifikasi ciri kebahasaan teks fungsional pendek</li> </ul> | Tes tertulis     | Essay            | <i>Answer the following questions based on the text</i> |

### a. Instrumen:

#### **Alligators**

With its strong jaws and slashing tail, the alligator is a killer. But it can be a helpful animal too. Alligators dig large holes about five or six feet deep. When winter comes, the holes are warm homes. The holes also hold water. So when water is hard to find, the holes become the alligators' wells. Other animals can drink from the wells, too. Water from the alligators' wells also keeps many kinds of plants alive. Everyone knows that alligators can be killers. But during very dry times, alligators can be lifesavers.

1. What is pices of information of the text above.....
2. What is the topic sentence of the text above.....
3. Concluding sentences of the text above is.....
4. What is main idea of the paragraph above....
5. What is supporting detail of the text above.....

#### **Rhinos and Tickbirds**

Animals can be a big help to one another. The tickbird spends much of its time on the back of a rhino. It eats bugs off the rhino's back. In return for a free ride and a free

meal, the tickbird acts as a lookout. The rhino has poor eyesight, so the tickbird watches for danger. Should a dangerous animal appear, the tickbird gives out a warning cry.

6. The main idea of the text above is.....
7. What is the topic sentence of the text above.....
8. Pieces of information from the text above is....
9. What is concluding sentence of the text above...
10. Supporting idea of the text above is.....

b. Rubrik penilaian

| No           | Indicators            | Items     | Number Items | Score               | Mean Score |
|--------------|-----------------------|-----------|--------------|---------------------|------------|
| 1            | Pieces of information | 2         | 1, 8         | 2 items x 10 scores | 20         |
| 2            | Topic                 | 2         | 2,7          |                     | 20         |
| 3            | Main ideas            | 2         | 4,6          |                     | 20         |
| 4            | Supporting idea       | 2         | 5,10         |                     | 20         |
| 5            | Concluding sentence   | 2         | 3, 9         |                     | 20         |
| <b>Total</b> |                       | <b>10</b> |              |                     | <b>100</b> |

Lumut, 2 Juni 2014

**Teacher of MTs S Pondok Pesanteren Al-Mukhlisin**

**Lumut**

**As Collaborators**

**Co-Teacher**

**Nurul uliyah, S. Pd**  
NIP.-

**ARISAN JAYA**  
NIM. 09 340 0071

**The Headmaster of MTs S Pondok Pesanteren Al-Mukhlisin**

**HASANUDDIN LUBIS**  
NIP.

## APPENDIX 6

### SECOND TEST

Class : 8 (Eight)

Petunjuk :

1. Isilah essay dibawah ini secara dengan baik dan benar
2. Isilah dengan bahasa Inggris.
3. Test ini hanya bertujuan untuk mengetahui data dari siswa tentang kemampuan siswa dalam menguasai pemahaman membaca.
4. Waktu yang tersedia 35 menit.

#### **Alligators**

With its strong jaws and slashing tail, the alligator is a killer. But it can be a helpful animal too. Alligators dig large holes about five or six feet deep. When winter comes, the holes are warm homes. The holes also hold water. So when water is hard to find, the holes become the alligators' wells. Other animals can drink from the wells, too. Water from the alligators' wells also keeps many kinds of plants alive. Everyone knows that alligators can be killers. But during very dry times, alligators can be lifesavers.

1. What is pices of information of the text above.....
2. What is the topic sentence of the text above.....
3. Concluding sentences of the text above is.....
4. What is main idea of the paragraph above....
5. What is supporting detail of the text above.....

#### **Rhinos and Tickbirds**

Animals can be a big help to one another. The tickbird spends much of its time on the back of a rhino. It eats bugs off the rhino's back. In return for a free ride and a free meal, the tickbird acts as a lookout. The rhino has poor eyesight, so the tickbird watches for danger. Should a dangerous animal appear, the tickbird gives out a warning cry.

6. The main idea of the text above is.....
7. What is the topic sentence of the text above.....
8. Pieces of information from the text above is....
9. What is concluding sentence of the text above...
10. Supporting idea of the text above is.....

## **APPENDIX 7**

### **Key Answer The second Question**

1. Alligator is a killer
2. alligator
3. so, when water is hard to find, the holes become the alligators' wells.
4. Its strong jaws and slashing tail, the alligator is a killer.
5. Alligators dig large holes about five or six feet deep
6. Animals can be a big help to one another.
7. Rhinos and Tickbirds
8. The tickbird spends much of its time on the back of a rhino
9. The rhino has poor eyesight, so the tickbird watches for danger
10. In return for a free ride and a free meal, the tickbird acts as a lookout



**APPENDIX 8****STUDENTS' READING COMPREHENSION OF THE SECOND TEST**

| No                | Name | Indicators            |                |           |                     |                     | Score        |
|-------------------|------|-----------------------|----------------|-----------|---------------------|---------------------|--------------|
|                   |      | Pieces of information | Topic sentence | Main Idea | Supporting sentence | Concluding sentence |              |
| 1                 | APF  | 10                    | 10             | 10        | 10                  | 10                  | <b>50</b>    |
| 2                 | AP   | 10                    | 10             | 10        | 10                  | 20                  | <b>60</b>    |
| 3                 | ASP  | 10                    | 10             | 10        | 0                   | 10                  | <b>40</b>    |
| 4                 | AMH  | 10                    | 10             | 10        | 10                  | 10                  | <b>50</b>    |
| 5                 | AAAL | 10                    | 10             | 10        | 10                  | 10                  | <b>50</b>    |
| 6                 | AT   | 10                    | 10             | 10        | 20                  | 10                  | <b>60</b>    |
| 7                 | ASN  | 10                    | 10             | 10        | 10                  | 10                  | <b>50</b>    |
| 8                 | DT   | 10                    | 10             | 10        | 0                   | 10                  | <b>40</b>    |
| 9                 | DRH  | 10                    | 10             | 10        | 10                  | 10                  | <b>50</b>    |
| 10                | FS   | 0                     | 10             | 10        | 10                  | 10                  | <b>50</b>    |
| 11                | HY   | 10                    | 10             | 10        | 10                  | 10                  | <b>50</b>    |
| 12                | HKH  | 10                    | 10             | 10        | 10                  | 10                  | <b>50</b>    |
| 13                | HZS  | 10                    | 10             | 10        | 10                  | 10                  | <b>50</b>    |
| 14                | IM   | 10                    | 20             | 10        | 10                  | 10                  | <b>60</b>    |
| 15                | JFAP | 10                    | 10             | 10        | 10                  | 10                  | <b>50</b>    |
| 16                | L    | 10                    | 10             | 20        | 10                  | 10                  | <b>60</b>    |
| 17                | LHH  | 10                    | 10             | 10        | 10                  | 10                  | <b>50</b>    |
| 18                | MC   | 10                    | 10             | 10        | 10                  | 10                  | <b>50</b>    |
| 19                | NP   | 10                    | 10             | 10        | 10                  | 10                  | <b>50</b>    |
| 20                | NH   | 10                    | 10             | 10        | 10                  | 10                  | <b>50</b>    |
| 21                | NT   | 10                    | 10             | 10        | 10                  | 10                  | <b>50</b>    |
| 22                | PS   | 10                    | 20             | 10        | 10                  | 10                  | <b>60</b>    |
| 23                | RP   | 10                    | 10             | 10        | 20                  | 10                  | <b>60</b>    |
| 24                | RNS  | 10                    | 10             | 10        | 10                  | 10                  | <b>50</b>    |
| 25                | RSS  | 10                    | 10             | 10        | 10                  | 10                  | <b>50</b>    |
| <b>SUM</b>        |      |                       |                |           |                     |                     | <b>1290</b>  |
| <b>MEAN SCORE</b> |      |                       |                |           |                     |                     | <b>51.60</b> |

The researcher calculated the score by using the following formula:

$$\begin{aligned} \bar{x} &= \frac{\sum \vec{x}}{\sum N} \times 100\% \\ &= \frac{1290}{25} \times 100\% = 51.60 \end{aligned}$$

## APPENDIX 9

### CYCLE III RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

|                    |  |
|--------------------|--|
| SMP/MTs            | : MTs S Pondok Pesanteren Al-Mukhlisin Lumut   |
| Kelas/Semester     | : VIII (Delapan) / II  |
| Standar Kompetensi | : 1. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>Descriptive</i> yang berkaitan dengan lingkungan sekitar      |
| Kompetensi Dasar   | : 1.1 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar |
| Jenis teks         | : lisan fungsional dan monolog <i>Descriptive/ Recount</i>   |
| Tema               | : <i>Keeping Safe and The Fish That Fishes</i>   |
| Aspek/Skill        | : Membaca  |
| Alokasi Waktu      | : 2 x 35 menit ( pertemuan ke 3)   |

#### 1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- Meminta siswa untuk menemukan pieces of information dalam setiap text
- Meminta siswa untuk menemukan topik dalam setiap text
- Meminta siswa untuk menemukan main idea dalam sebuah paragraf
- Meminta siswa untuk menemukan supporting idea dalam sebuah paragraf
- Meminta siswa menemukan kesimpulan dalam sebuah teks

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya ( *Trustworthines* )  
Rasa hormat dan perhatian ( *Respect* )  
Tekun ( *Diligence* )

#### 2. Materi Pembelajaran

5. Developing Skills

- Bacaan teks lisan fungsional: *Reading Comprehension Boosters* by Thomas G. Gunning
- Menjawab pertanyaan sesuai teks

3. **Metode Pembelajaran:** P2R (Preview, Read, Review)

#### 4. Langkah-langkah Kegiatan

##### A. Kegiatan Pendahuluan

Apersepsi :

- Tanya jawab tentang : *Keeping Safe and The Fish that Fishes*

Motivasi:

- Memberikan semangat kepada siswa

##### B. Kegiatan Inti

###### a. Preview

- ☞ Guru menyuruh siswa untuk membaca judul teks yang ada.
- ☞ Kemudian siswa diminta untuk membaca introduction of text, outline, dan structure overview yang terdapat di permulaan capter.
- ☞ Siswa dimintakan untuk membaca kesimpulan pada setiap teks yang dibaca.

###### b. Read

- ☞ Siswa mengidentifikasi kalimat yang pokok/ kalimat yang penting dalam setiap teks *Keeping Safe and The Fish That Fishes*
- ☞ Siswa membaca ulang setiap paragraf yang telah dibaca sebelumnya
- ☞ kemudian siswa menggaris bawahi kalimat yang penting, hal ini bertujuan untuk memudahkan pada proses pertanyaan nantinya.

###### c. Review

- ☞ Siswa diminta menceritakan informasi yang penting dalam teks *Keeping Safe and The Fish That Fishes*
- ☞ Siswa menjawab pertanyaan-pertanyaan yang terdapat dalam teks *Keeping Safe and The Fish That Fische*, kemudian menulis jawaban disamping atau dibawah setiap pertanyaan.

##### C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;

☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

## 2. Sumber belajar

- Buku teks yang relevan.

## 3. Penilaian

| Indikator Pencapaian Kompetensi   | Teknik Penilaian | Bentuk Instrumen | Instrumen/ Soal   |
|---|------------------|------------------|---|
| <ul style="list-style-type: none"><li>Mengidentifikasi fungsi sosial teks fungsional pendek</li><li>Mengidentifikasi ciri kebahasaan teks fungsional pendek</li></ul> | Tes tertulis     | Uraian           | <i>Answer the following questions based on the text</i> |

a. Instrumen:

### Keeping Safe

Some fish have unusual ways of keeping themselves safe. When puffer fish are in danger, they fill themselves with water or air. They puff themselves up to twice their normal size. This makes the puffer fish look frightening. It makes them harder to eat, too. Porcupine fish also double their size by gulping water or air when attacked. But a porcupine fish is covered with needles. These needles lie flat until the porcupine fish swells up. Then they stick out. Any enemy who tries to bite a porcupine fish gets a mouthful of cuts.

1. What is the topic sentence of the text above.....
2. What is pieces of information from the text ....
3. What is main idea of the text
4. What is supporting detail of the text above.....
5. Congcluding sentences of the text is.....

### The Fish That Fishes

Anglerfish (ANG-glur-fish) get their food in a surprising way. They fish for it. Anglerfish have a spine that grows out of their back fin. The spine can be very long or very short, but it bends over the mouth of the anglerfish like a fishing rod. On the end of this living fishing rod is a part that looks like a bug or a worm. The end part also lights up with a blue-green light. Most anglerfish live deep in the ocean. It is very dark deep in the ocean, so if the bait didn't light up, other fish wouldn't be able to see it.

The anglerfish has a round body and a very large mouth that is full of sharp teeth. When other fish stop to look at the lighted bait or try to eat it, the anglerfish snaps them up. Anglerfish have large jaws, so they can eat fish that are as big as they are, or even bigger. The anglerfish's teeth point inward so its prey cannot escape. Anglerfish are usually dark. That way, other fish can't see them. All they see is the bait.

6. What is concluding sentence from the text above....
7. What is the topic of the text above.....
8. The main idea of the text above is....
9. Supporting details of the text is.....
10. What is pieces of information of the text.....

a. Rubrik Penilaian

| No           | Indicators            | Items     | Number Items | Score               | Mean Score |
|--------------|-----------------------|-----------|--------------|---------------------|------------|
| 1            | Pieces of information | 2         | 2,10         | 2 items x 10 scores | 20         |
| 2            | Topic                 | 2         | 1,7          |                     | 20         |
| 3            | Main ideas            | 2         | 3, 8         |                     | 20         |
| 4            | Supporting idea       | 2         | 4,9          |                     | 20         |
| 5            | Concluding sentence   | 2         | 5, 6         |                     | 20         |
| <b>Total</b> |                       | <b>10</b> |              |                     | <b>100</b> |

Lumut, 9 Juni 2014

Teacher of MTs S Pondok Pesanteren Al-Mukhlisin  
Lumut

As Collaborators

Nurul uliyah, S. Pd  
NIP.-

Co-Teacher

ARISAN JAYA  
NIM. 09 340 0071

The Headmaster of MTs S Pondok Pesanteren Al-Mukhlisin

HASANUDDIN LUBIS  
NIP.

## APPENDIX 10

### THIRD TEST

Class : 8 (Eight)

Petunjuk :

1. Isilah essay dibawah ini secara dengan baik dan benar
2. Isilah dengan bahasa Inggris.
3. Test ini hanya bertujuan untuk mengetahui data dari siswa tentang kemampuan siswa dalam menguasai pemahaman membaca.
4. Waktu yang tersedia 35 menit.

#### Keeping Safe

Some fish have unusual ways of keeping themselves safe. When puffer fish are in danger, they fill themselves with water or air. They puff themselves up to twice their normal size. This makes the puffer fish look frightening. It makes them harder to eat, too. Porcupine fish also double their size by gulping water or air when attacked. But a porcupine fish is covered with needles. These needles lie flat until the porcupine fish swells up. Then they stick out. Any enemy who tries to bite a porcupine fish gets a mouthful of cuts.

*Answer the essay bellow based on the text above!*

1. What is the topic sentence of the text above.....
2. What is pieces of information from the text ....
3. What is main idea of the text
4. What is supporting detail of the text above.....
5. Congcluding sentences of the text is.....

#### The Fish That Fishes

Anglerfish (ANG-glur-fish) get their food in a surprising way. They fish for it. Anglerfish have a spine that grows out of their back fin. The spine can be very long or very short, but it bends over the mouth of the anglerfish like a fishing rod. On the end of this living fishing rod is a part that looks like a bug or a worm. The end part also lights up with a blue-green light. Most anglerfish live deep in the ocean. It is very dark deep in the ocean, so if the bait didn't light up, other fish wouldn't be able to see it.

The anglerfish has a round body and a very large mouth that is full of sharp teeth. When other fish stop to look at the lighted bait or try to eat it, the anglerfish snaps them up. Anglerfish have large jaws, so they can eat fish that are as big as they are, or even bigger. The anglerfish's teeth point inward so its prey cannot escape. Anglerfish are usually dark. That way, other fish can't see them. All they see is the bait.

6. What is concluding sentence from the text above....

7. What is the topic of the text above.....
8. The main idea of the text above is....
9. Supporting details of the text is.....
10. What is pieces of information of the text.....

## Appendix 11

### Key Answer The Third Question

1. Keeping safe
2. These needles lie flat until the porcupine fish swells up
3. Some fish have unusual ways of keeping themselves safe
4. They puff themselves up to twice their normal size
5. Keeping safe have protector to keep their self
6. The anglerfish
7. The Fish That Fishes is the fish that lived deep in the ocean, it has many protected of its body.
8. Anglerfish (ANG-glur-fish) get their food in a surprising way
9. Anglerfish have large jaws, so they can eat fish that are as big as they are, or even bigger
10. The anglerfish has a round body and a very large mouth that is full of sharp teeth.



**APPENDIX 12****STUDENTS' READING COMPREHENSION OF THE THIRD TEST**

| No                | Name | Indicators            |                |           |                     |                     | Score        |
|-------------------|------|-----------------------|----------------|-----------|---------------------|---------------------|--------------|
|                   |      | Pieces of information | Topic sentence | Main Idea | Supporting sentence | Concluding sentence |              |
| 1                 | APF  | 20                    | 10             | 20        | 10                  | 10                  | <b>70</b>    |
| 2                 | AP   | 20                    | 20             | 10        | 10                  | 20                  | <b>80</b>    |
| 3                 | ASP  | 10                    | 10             | 20        | 10                  | 20                  | <b>70</b>    |
| 4                 | AMH  | 20                    | 20             | 20        | 10                  | 10                  | <b>80</b>    |
| 5                 | AAAL | 10                    | 10             | 20        | 10                  | 20                  | <b>80</b>    |
| 6                 | AT   | 20                    | 20             | 20        | 20                  | 10                  | <b>90</b>    |
| 7                 | ASN  | 20                    | 10             | 10        | 10                  | 20                  | <b>70</b>    |
| 8                 | DT   | 20                    | 10             | 10        | 10                  | 20                  | <b>70</b>    |
| 9                 | DRH  | 20                    | 20             | 10        | 20                  | 10                  | <b>80</b>    |
| 10                | FS   | 10                    | 20             | 10        | 10                  | 20                  | <b>70</b>    |
| 11                | HY   | 20                    | 20             | 20        | 10                  | 10                  | <b>80</b>    |
| 12                | HKH  | 20                    | 10             | 10        | 20                  | 20                  | <b>80</b>    |
| 13                | HZS  | 20                    | 20             | 10        | 20                  | 20                  | <b>90</b>    |
| 14                | IM   | 20                    | 20             | 20        | 10                  | 10                  | <b>80</b>    |
| 15                | JFAP | 20                    | 20             | 10        | 10                  | 20                  | <b>80</b>    |
| 16                | L    | 20                    | 20             | 20        | 20                  | 10                  | <b>90</b>    |
| 17                | LHH  | 20                    | 20             | 10        | 10                  | 20                  | <b>80</b>    |
| 18                | MC   | 20                    | 20             | 10        | 20                  | 20                  | <b>90</b>    |
| 19                | NP   | 20                    | 10             | 20        | 10                  | 20                  | <b>80</b>    |
| 20                | NH   | 10                    | 20             | 20        | 20                  | 10                  | <b>80</b>    |
| 21                | NT   | 20                    | 10             | 10        | 20                  | 20                  | <b>80</b>    |
| 22                | PS   | 20                    | 20             | 10        | 20                  | 20                  | <b>90</b>    |
| 23                | RP   | 20                    | 20             | 20        | 20                  | 10                  | <b>90</b>    |
| 24                | RNS  | 20                    | 20             | 10        | 20                  | 10                  | <b>80</b>    |
| 25                | RSS  | 20                    | 20             | 20        | 10                  | 20                  | <b>90</b>    |
| <b>SUM</b>        |      |                       |                |           |                     |                     | <b>2020</b>  |
| <b>MEAN SCORE</b> |      |                       |                |           |                     |                     | <b>80.80</b> |

The researcher calculated the score by using the following formula:

$$\begin{aligned} \bar{x} &= \frac{\sum \bar{x}}{\sum N} \times 100\% \\ &= \frac{2020}{25} \times 100\% = 80.80 \end{aligned}$$

## APPENDIX 13

### CYCLE IV RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

|                    |  |
|--------------------|--|
| SMP/MTs            | : MTs S Pondok Pesanteren Al-Mukhlisin Lumut   |
| Kelas/Semester     | : VIII (Delapan) / II  |
| Standar Kompetensi | : 1. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>Descriptive</i> yang berkaitan dengan lingkungan sekitar      |
| Kompetensi Dasar   | : 1.1 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar |
| Jenis teks         | : Lisan fungsional dan monolog <i>Descriptive Text</i>   |
| Tema               | : <i>The Giant Squid, Robots</i>   |
| Aspek/Skill        | : Membaca  |
| Alokasi Waktu      | : 2 x 35 menit ( pertemuan ke 4)   |

#### 5. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- f. Meminta siswa untuk menemukan pieces of information dalam setiap text
- g. Meminta siswa untuk menemukan topik dalam setiap text
- h. Meminta siswa untuk menemukan main idea dalam sebuah paragraf
- i. Meminta siswa untuk menemukan supporting idea dalam sebuah paragraf
- j. Meminta siswa menemukan kesimpulan dalam sebuah teks

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya ( *Trustworthines* )  
Rasa hormat dan perhatian ( *Respect* )  
Tekun ( *Diligence* )

#### 6. Materi Pembelajaran

Developing Skills

- a. Bacaan teks lisan fungsional: *Reading Comprehension Boosters* by Thomas G. Gunning.
- b. Menjawab pertanyaan sesuai teks

#### 7. Metode Pembelajaran: P2R (Preview, Read, Review)

## 8. Langkah-langkah Kegiatan

### A. Kegiatan Pendahuluan

Apersepsi :

- Tanya jawab tentang : *The Giant Squid, Robots*

Motivasi :

- Memberikan semangat kepada siswa

### B. Kegiatan Inti

#### a. Preview

- ☞ Guru menyuruh siswa untuk membaca judul teks yang ada.
- ☞ Kemudian siswa diminta untuk membaca introduction of text, outline, dan structure overview yang terdapat di permulaan chapter.
- ☞ Siswa dimintakan untuk membaca kesimpulan pada setiap teks yang dibaca.

#### b. Read

- ☞ Siswa mengidentifikasi kalimat yang pokok/ kalimat yang penting dalam setiap teks *The Giant Squid, Robots*
- ☞ Siswa membaca ulang setiap paragraf yang telah dibaca sebelumnya
- ☞ kemudian siswa menggaris bawahi kalimat yang penting, hal ini bertujuan untuk memudahkan pada proses pertanyaan nantinya.

#### c. Review

- ☞ Siswa diminta menceritakan informasi yang penting dalam teks *The Giant Squid, Robots*
- ☞ Siswa menjawab pertanyaan-pertanyaan yang terdapat dalam teks *The Giant Squid, Robots*, kemudian menulis jawaban disamping atau dibawah setiap pertanyaan.

### C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

#### 4. Sumber belajar

- Buku teks yang relevan.

#### 5. Penilaian

| Indikator Pencapaian Kompetensi  | Teknik Penilaian | Bentuk Instrumen | Instrumen/ Soal   |
|--|------------------|------------------|---|
| <ul style="list-style-type: none"> <li>• Mengidentifikasi fungsi sosial teks fungsional pendek</li> <li>• Mengidentifikasi ciri kebahasaan teks fungsional pendek</li> </ul> | Tes tertulis     | Uraian           | <i>Answer the following questions based on the text</i> |

b. Instrumen:

#### The Giant Squid

Giant squids, it seems, sometimes fight with whales. Toothed whales prey on giant squids. But giant squids fight back. No one has ever seen a giant squid fight a whale. But they have found marks on whales that were made by the tentacles (TEN-tuh-kuhlz) of a giant squid.

A giant squid has a long body. At the upper tip of its body are its fins. It uses these to guide itself through the water. Next comes the mantle. The mantle is the main part of the squid's body. Squid have a hard shell, but the shell is inside the mantle. Connected to the mantle is the funnel. A giant squid jets through the water by forcing water through the

funnel. Sitting on top of the mantle is the head. The head holds a very large brain. Growing out of the head are eight arms known as “tentacles” (TEN-tuh-kehlz). Two of the tentacles are longer than the other six. From the tip of the fins to the tip of the longest tentacles,

No other creature has eyes as big as the giant squid has. Its eyes are as big as basketballs. It is very dark deep beneath the sea. The giant squid uses its giant eyes to find food.

*Answer the essay bellow based text above!*

1. What is main idea of the text above....
2. From the text we can conclude that.....
3. What is the topic of the text above....
4. What is pieces of information of the text above...
5. The supporting details are .....

### **Robots**

Robots make good workers. They never get tired. They can work 24 hours a day, 7 days a week, 52 weeks a year. And they never get bored. They can do the same job over and over again. They can put car parts together and paint cars faster and better than people can. And they won't get sick from paint fumes (fyuoomz) or burn themselves with a welding torch.

6. What is concluding sentence from the text above....
7. What is the topic of the text above.....
8. The main idea of the text above is....
9. Supporting details of the text is.....
10. What is pieces of information of the text.....

c. Rubrik Penilaian

| No | Indicators            | Items | Number Items | Score               | Mean Score |
|----|-----------------------|-------|--------------|---------------------|------------|
| 1  | Pieces of information | 2     | 4,10         | 2 items x 10 scores | 20         |
| 2  | Topic                 | 2     | 3,7          |                     | 20         |
| 3  | Main ideas            | 2     | 1,8          |                     | 20         |
| 4  | Supporting idea       | 2     | 5,9          |                     | 20         |
| 5  | Concluding sentence   | 2     | 2, 6         |                     | 20         |

|              |           |  |  |            |
|--------------|-----------|--|--|------------|
| <b>Total</b> | <b>10</b> |  |  | <b>100</b> |
|--------------|-----------|--|--|------------|

**Lumut, 16 Juni 2014**

**Teacher of MTs S Pondok Pesanteren Al-Mukhlisin**

**Lumut**

**As Collaborators**

**Co-Teacher**

**Nurul uliyah, S. Pd**

**NIP.-**

**ARISAN JAYA**

**NIM. 09 340 0071**

**The Headmaster of MTs S Pondok Pesanteren Al-Mukhlisin**

**HASANUDDIN LUBIS**

**NIP.**

## APPENDIX 14

### FOURTH TEST

Class : 8 (Eight)

Petunjuk :

1. Isilah essay dibawah ini secara dengan baik dan benar
2. Isilah dengan bahasa Inggris.
3. Test ini hanya bertujuan untuk mengetahui data dari siswa tentang kemampuan siswa dalam menguasai pemahaman membaca.
4. Waktu yang tersedia 35 menit.

#### The Giant Squid

Giant squids, it seems, sometimes fight with whales. Toothed whales prey on giant squids. But giant squids fight back. No one has ever seen a giant squid fight a whale. But they have found marks on whales that were made by the tentacles (TEN-tuh-kuhlz) of a giant squid.

A giant squid has a long body. At the upper tip of its body are its fins. It uses these to guide itself through the water. Next comes the mantle. The mantle is the main part of the squid's body. Squid have a hard shell, but the shell is inside the mantle. Connected to the mantle is the funnel. A giant squid jets through the water by forcing water through the funnel. Sitting on top of the mantle is the head. The head holds a very large brain. Growing out of the head are eight arms known as "tentacles" (TEN-tuh-kehlz). Two of the tentacles are longer than the other six. From the tip of the fins to the tip of the longest tentacles,

No other creature has eyes as big as the giant squid has. Its eyes are as big as basketballs. It is very dark deep beneath the sea. The giant squid uses its giant eyes to find food.

*Answer the essay below based on the text above!*

1. What is main idea of the text above....
2. From the text we can conclude that.....
3. What is the topic of the text above....
4. What is pieces of information of the text above...
5. The supporting details are .....

#### Robots

Robots make good workers. They never get tired. They can work 24 hours a day, 7 days a week, 52 weeks a year. And they never get bored. They can do the same job over and over again. They can put car parts together and paint cars faster and better than people can. And they won't get sick from paint fumes (fyuoomz) or burn themselves with a welding torch.

6. What is concluding sentence from the text above....
7. What is the topic of the text above.....
8. The main idea of the text above is....
9. Supporting details of the text is.....
10. What is pieces of information of the text.....

## Appendix 15

### Key Answer The Fourth Question

1. Giant squids, it seems, sometimes fight with whales
2. The giant is the animal that do not spinal column, but it has protected of their body like tentacles
3. The giant squid
4. A giant squid jets through the water by forcing water through the funnel
5. A giant squid has a long body, growing out of the head are eight arms known as “tentacles” (TEN-tuh-kehlz), two of the tentacles are longer than the other six.
6. Robot can easier the people works.
7. Robot
8. Robots make good workers
9. They never get tired, they can work 24 hours a day, 7 days a week, 52 weeks a year, . and they never get bored
10. Robot can put car parts together and paint cars faster and better than people can



## APPENDIX 16

### STUDENTS' VOCABULARY MASTERY OF THE FOURTH TEST

| No                | Name of Students | Indicators  |             |                |                   | Test Score   |
|-------------------|------------------|-------------|-------------|----------------|-------------------|--------------|
|                   |                  | Common Noun | Proper Noun | Countable Noun | Un-countable Noun |              |
| 1                 | Abdul Narendra   | 5           | 5           | 5              | 5                 | 100          |
| 2                 | AfifFahrulRifqi  | 5           | 5           | 5              | 4                 | 95           |
| 3                 | Ahmad Fauzi      | 5           | 5           | 4              | 3                 | 85           |
| 4                 | Ahmad Sulaiman   | 5           | 3           | 3              | 5                 | 80           |
| 5                 | AjieFebrian      | 5           | 4           | 5              | 5                 | 95           |
| 6                 | AgungPermana     | 5           | 4           | 4              | 5                 | 90           |
| 7                 | AnggaAuliaNst    | 5           | 4           | 4              | 5                 | 90           |
| 8                 | AndikaAbadi      | 5           | 5           | 5              | 5                 | 100          |
| 9                 | AyuJuhairiyah    | 5           | 5           | 5              | 5                 | 100          |
| 10                | DesiArisanti     | 5           | 5           | 5              | 5                 | 100          |
| 11                | DoharMarihot     | 5           | 5           | 5              | 5                 | 100          |
| 12                | FitriFadillah    | 5           | 5           | 5              | 5                 | 100          |
| 13                | HafizulFitra     | 5           | 5           | 5              | 5                 | 100          |
| 14                | HasanBasri       | 5           | 5           | 4              | 5                 | 95           |
| 15                | Herlindyah A.    | 5           | 5           | 5              | 5                 | 100          |
| 16                | KhofifahRizkiah  | 5           | 5           | 5              | 5                 | 100          |
| 17                | Khoirunnisa      | 4           | 4           | 4              | 4                 | 80           |
| 18                | MahrainiRambe    | 5           | 3           | 3              | 5                 | 80           |
| 19                | Martua H.        | 5           | 4           | 3              | 5                 | 80           |
| 20                | Mhd. Darwis      | 5           | 3           | 3              | 5                 | 80           |
| 21                | MuasFadil        | 5           | 3           | 5              | 3                 | 80           |
| 22                | RahmadMuliadi    | 4           | 4           | 5              | 5                 | 90           |
| 23                | RasyidAkram      | 5           | 4           | 5              | 4                 | 90           |
| 24                | Ratih            | 5           | 5           | 5              | 5                 | 100          |
| 25                | Riswan Salman    | 5           | 4           | 5              | 5                 | 95           |
| 26                | Shofiyatul H.    | 5           | 4           | 5              | 5                 | 95           |
| 27                | Santos Drey      | 4           | 5           | 5              | 4                 | 90           |
| 28                | WulanSuci        | 4           | 4           | 4              | 4                 | 80           |
| <b>SUM</b>        |                  |             |             |                |                   | <b>2570</b>  |
| <b>MEAN SCORE</b> |                  |             |             |                |                   | <b>91.78</b> |

The researcher calculated the score by using the following formula:

$$\begin{aligned}\bar{x} &= \frac{\sum \vec{x}}{\sum N} \times 100\% \\ &= \frac{2570}{28} \times 100\% = 91.78\end{aligned}$$

**APPENDIX 17**

**Observation Sheet**  
**Students' Activity in Teaching Learning Process**  
**Classroom Action Research**

**Subject Matter** : English  
**Class / semester** : VIII/ II  
**Days / Date Of** : MONDAY/26 MAY 2014  
**Cycles** : I

| No. | Activities  | Yes | No |
|-----|---|-----|----|
| 1   | Students active write learning material                                       |     | √  |
| 2   | Students have motivation when learning vocabulary through crossword puzzle.   |     | √  |
| 3   | Students have full attention when learning vocabulary trough crossword puzzle |     | √  |
| 4   | Students active ask some question   | √   |    |
| 5   | Students enthusiastic when learning vocabulary through crossword puzzle       |     | √  |
| 6   | Students doing all the task   |     | √  |
| 7   | Students collect the task on time   |     | √  |
| 8   | Students doing task living up instruction                                     | √   |    |

**Observation Sheet**  
**Students' Activity in Teaching Learning Process**  
**Classroom Action Research**

**Subject Matter** : English  
**Class / semester** : VIII/II  
**Days / Date Of** : Friday/21 February 2014  
**Cycles** : II

| No. | Activities  | Yes | No |
|-----|---|-----|----|
| 1   | Students active write learning material                                       | √   |    |
| 2   | Students have motivation when learning vocabulary through crossword puzzle.   | √   |    |
| 3   | Students have full attention when learning vocabulary trough crossword puzzle | √   |    |
| 4   | Students active ask some question   | √   |    |
| 5   | Students enthusiastic when learning vocabulary through crossword puzzle       | √   |    |
| 6   | Students doing all the task   | √   |    |
| 7   | Students collect the task on time   | √   |    |
| 8   | Students doing task living up instruction                                     | √   |    |

## Observation Sheet

### Teacher Activity in Teaching Learning Process

### Classroom Action Research

**Subject Matter** : English  
**Class / semester** : VI/II  
**Days / Date Of** : Friday/ 14 February 2014  
**Cycles** : I

| No. | Activities  | Yes | No |
|-----|---|-----|----|
|     | A. Introduction   |     |    |
| 1   | Teacher says greeting and introducing patiently   | √   |    |
| 2   | Teacher reviews the previous lesson   | √   |    |
| 3   | Teacher explains little about <i>Back to School</i> and <i>Animal Wonders</i> topic through crossword puzzle. | √   |    |
|     | B. Content  |     |    |
| 4   | Teacher gives explanation how to do the activity by using crossword puzzle by doing one of the essay items.   | √   |    |
| 5   | Teacher hangs the blank crossword puzzle in the black board.  | √   |    |
| 6   | Teacher gives the crossword puzzle that should be done for each student.                                      | √   |    |
| 7   | C. CLOSE  |     |    |
|     | Teacher and students answer the blank crossword   | √   |    |

|  |                  |  |  |
|--|------------------|--|--|
|  | puzzle together. |  |  |
|--|------------------|--|--|

## Observation Sheet

### Teacher Activity in Teaching Learning Process

### Classroom Action Research

**Subject Matter** : English  
**Class / semester** : VI/II  
**Days / Date Of** : Friday/ 21 February 2014  
**Cycles** : II

| No. | Activities   | Yes | No |
|-----|--|-----|----|
|     | A. Introduction  |     |    |
| 1   | Teacher says greeting and introducing patiently  | √   |    |
| 2   |  | √   |    |
| 3   | Teacher reviews the previous lesson  | √   |    |
|     | Teacher explains little about <i>The Clothes We Wear</i>   |     |    |
| 4   | and <i>The Food We Eat</i> topic through crossword puzzle.   | √   |    |
| 5   |  | √   |    |
|     | B. Content   |     |    |
| 6   | Teacher gives explanation how to do the activity by using crossword puzzle by doing one of the essay | √   |    |
| 7   | items.   | √   |    |
|     | Teacher hangs the blank crossword puzzle in the black board.   |     |    |
|     | Teacher gives the crossword puzzle that should be done for each student.                             |     |    |
|     | C. CLOSE   |     |    |
|     | Teacher gives the crossword puzzle that should be done for each student.                             |     |    |

**APPENDIX 18**

**List of Interview**

**A. Interviews to the Students**

1. Apakah adik suka belajar bahasa inggris?

(Do you like study English?)

Answer:

.....

2. Apa yang membuat kamu tertarik ketika belajar bahasa Inggris ?

( what is your make interest while study English?)

.....

3. Apa yang membuat kamu malas ketika belajar bahasa Inggris ?

( what is your make lazy while study English?)

.....

4. Apakah adik mendapat kesulitan dalam belajar bahasa inggris?

(Do you have difficulties in learning English?)

Answer: ..... Why?.....

.....

5. Kesulitan-kesulitan apa yang adik dapatkan dalam belajar bahasa Inggris?

(What are the difficulties in learning English?)

Answer:

.....

**B. Interviews to the Teachers**



1. Bagaimana menurut Ibu kemampuan siswa dalam belajar bahasa Inggris?

(How are the students' ability in study English?)

Answer:

The students' ability in study English is categorized into enough.

2. Metode apa saja yang digunakan Ibu dalam mengajar bahasa Inggris?

(What are your methods in teaching English?)

Answer:

Cooperative, singing method, opening dictionary and reading.

3. Bagaimana teknik Ibu dalam mengajar bahasa Inggris khususnya mengenai reading?

(How is your technique in teaching English especially on reading?)

Answer:

1). I usually give some text to know reading ability of the students, than I commanded to read text.

2). I usually give some English text and then ask the students about the vocabulary that unfamiliar words.

3). I usually ask the students to translate the materials that are in the English book

4. Kesulitan-kesulitan apa saja yang dihadapi siswa dalam belajar bahasa Inggris khususnya mengenai reading?

(What are the difficulties of students' in study English especially about reading?)

Answer :

They are difficult to read and read the text. They are also difficult to pronounce the new vocabularies that just been found by them. Then, although they don't have

many vocabularies, they still lazy to open dictionary to know the meaning. I have to force them opening dictionary. Furthermore, they are still confuse how to read the English text.

5. Bagaimana Ibu mengatasi masalah- masalah dan kesulitan siswa dalam belajar reading ?

(How do you solve the problems in students' study English especially reading?)

Answer:

I motivate them that English is fun. If they find the difficulties, we solve them together and if they we bored in English material, I ask them for singing fun song that are in English book.

Padangsidempuan, 26 Mei 2014  
The English teacher of  
MTs S Pondok Pesanteren Al-Mukhlishin

**(Nurul Uliyah, S.Pd)**

**APPENDIX 19****STUDENTS' VOCABULARY MASTERYIMPROVEMENT**

| <b>No</b>         | <b>Name of students</b> | <b>First test</b> | <b>Second test</b> | <b>Third test</b> | <b>Fourth test</b> |
|-------------------|-------------------------|-------------------|--------------------|-------------------|--------------------|
| 1.                | AdadNarendra            | 75                | 75                 | 85                | 100                |
| 2.                | AfifFahrulRifqi         | 75                | 80                 | 90                | 95                 |
| 3.                | Ahmad Fauzi             | 75                | 75                 | 90                | 85                 |
| 4.                | Ahmad Sulaiman          | 50                | 50                 | 85                | 80                 |
| 5.                | AjieFebrian             | 70                | 75                 | 80                | 95                 |
| 6.                | AgungPermana            | 55                | 55                 | 80                | 90                 |
| 7.                | AnggaAuliaNst           | 70                | 70                 | 100               | 90                 |
| 8.                | AndikaAbadi             | 70                | 70                 | 85                | 100                |
| 9.                | AyuJuhairiyah           | 50                | 50                 | 80                | 100                |
| 10.               | DesiArisanti            | 50                | 65                 | 100               | 100                |
| 11.               | DoharMarihot            | 50                | 50                 | 100               | 100                |
| 12.               | FitriFadillah           | 70                | 50                 | 80                | 100                |
| 13.               | HafizulFitra            | 70                | 70                 | 90                | 100                |
| 14.               | HasanBasri              | 70                | 70                 | 100               | 95                 |
| 15.               | HerlindyahAngraini      | 60                | 65                 | 100               | 100                |
| 16.               | KhofifahRizkiah         | 70                | 70                 | 75                | 100                |
| 17.               | Khoirunnisa             | 65                | 50                 | 50                | 80                 |
| 18.               | MahrainiRambe           | 60                | 60                 | 70                | 80                 |
| 19.               | MartuaHamonangan        | 40                | 45                 | 80                | 80                 |
| 20.               | Mhd. Darwis             | 40                | 45                 | 80                | 80                 |
| 21.               | MuasFadil               | 65                | 65                 | 90                | 80                 |
| 22.               | RahmadMulyadi           | 75                | 75                 | 90                | 90                 |
| 23.               | RasyidAkram             | 75                | 75                 | 90                | 90                 |
| 24.               | Ratih                   | 50                | 60                 | 90                | 100                |
| 25.               | Riswan Salman           | 40                | 45                 | 80                | 95                 |
| 26.               | ShofiyatulHusnah        | 65                | 65                 | 80                | 95                 |
| 27.               | Santos Drey             | 70                | 70                 | 70                | 90                 |
| 28.               | WulanSuci               | 45                | 45                 | 70                | 80                 |
| <b>Sum</b>        |                         | <b>1720</b>       | <b>1740</b>        | <b>2360</b>       | <b>2570</b>        |
| <b>Mean Score</b> |                         | <b>61.42</b>      | <b>62.14</b>       | <b>84.28</b>      | <b>91.78</b>       |

The researcher calculated the score by using the following formula:

**1. First Test**

$$\begin{aligned}\bar{x} &= \frac{\sum \vec{x}}{\sum N} \times 100\% \\ &= \frac{1720}{28} \times 100\% = 61.42\end{aligned}$$

**2. Second Test**

$$\begin{aligned}\bar{x} &= \frac{\sum \vec{x}}{\sum N} \times 100\% \\ &= \frac{1740}{28} \times 100\% = 62.14\end{aligned}$$

**3. Third Test**

$$\begin{aligned}\bar{x} &= \frac{\sum \vec{x}}{\sum N} \times 100\% \\ &= \frac{2360}{28} \times 100\% = 84.28\end{aligned}$$

**4. Fourth Test**

$$\begin{aligned}\bar{x} &= \frac{\sum \vec{x}}{\sum N} \times 100\% \\ &= \frac{2570}{28} \times 100\% = 91.78\end{aligned}$$

## **CURRICULUM VITAE**

### **A. Identity**

Name : ARISAN JAYA  
Reg. No : 09 340 0071  
Place and Birthday : Sidomulyo and 14 Juli 1991  
Sex : Male  
Religion : Islam  
Address : Jl. Sori Pada Mulya Lumut  
Parents  
Father's name : Sutiman  
Mother's name : Suliawati

### **B. Educational Background**

1. Primary School : SDN 157011 Lumut (2003)
2. Junior High School : MTs S Pondok Pesanteren Al-Mukhlisin Lumut (2006)
3. Senior High School : MAS 2 Pondok Pesanteren Al-Mukhlisin Lumut (2009)
4. Institute : Educational English Department of Tarbiyah Faculty at IAIN Padangsidempuan (2014)



## CHAPTER I

### INTRODUCTION

#### A. Background of the Problems

English is an international language which is spoken in most international events and the medium of information flow on science, technology and culture. It is because of the foreign language has completely different aspects and systems which should be understood by the students or the learners, such as pronunciation, spelling, and the cultural background of the language. Therefore, knowing and studying English become necessity for most people worldwide to communicate and to get information around the world.

There are four skills in English. They are listening, speaking, reading, and writing. Reading receives a special focus. There are number of reasons for this. Learning English Language text, it means that the studying of meaning of word and sentences. Some foreign language students often read as one of their most important goals. They want to be able to read for taking some information of the text. In the other word, students have to read English material for their subject. The students often think to be easier to obtain information from written text by reading

Allah said in the Holy Qur'an Q.S. Tahaa: 114:

فَتَعَلَىٰ اللَّهُ الْمَلِكُ الْحَقُّ وَلَا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُقْضَىٰ إِلَيْكَ وَحْيُهُ ۗ وَقُل رَّبِّ

زِدْنِي عِلْمًا ﴿١٤﴾

*Means: "High above all is Allah, the King, the Truth! Be not in haste with the Qur'an before its revelation to thee is completed, but say, "O my Lord, advance me in knowledge".<sup>1</sup>*

According to surah Tahaa 144, thus verses has described to people how important reading in people life, until Allah ordered human to read, it is caused from reading act students can comprehend something, and also from the reading of nature in around people, students will comprehend that there are creature of nature, that is Allah. So from the reading students will know their creature, as a result from verses above Allah have thought people how to know him, and how to know life and also to know everything that students' want. And from this verse, Allah has told people that He has taught people everything. And also He has created people.

In English, reading is one of the important skills in language learning. In reading, there is a process of interaction between the reader and the text. The reader aims is to take some information or message in the text. Reading holds important matter in teaching English. Reading is an activity to transfer the knowledge from the text to people mind, as students know the knowledge is very important to them, the knowledge usually take place in the book, journals, newspaper, magazines, tabloids, and novels. It is impossible to students to gain information from the text without reading it. In reading, the students are expected to be able to get the knowledge and familiar with what the teacher has explained about the context, it means that in reading comprehension, the students are expected to have more skill to understand the text. Therefore there are few reason why reading necessary for studernts' life.

---

<sup>1</sup> Mahmud Y. Zayid, *The Qur'an: An English Translation of The Meaning of The Qur'an*, (Lebanon: Dar Al-Chaura, 1980) p. 457



First, reading is a receptive skills, it is a transactional between a reader and a writer. A writer can communicate with a reader throughout a text. Reading is an interactive proces between the reader and the text. An interactive process happens when the readers try to undserstand the text. While understanding the text, the readers want to communicate with ideas proposed by the writers. Than, reading is regarged as one of English skills that need reader's interpretation from text. In this sense, Nuttal viewed that reading essentially focuses on meaning, especially delivering meaning from writer to reader.<sup>2</sup> It means that, the reading activity builds thinking collaboratively among the reader, the writer, and the text. Finally, reading is an important language skill either for academic purpose or daily life demands. Students find information which are presented in written form everyday and almost everywhere in the world, which demands students to read them in order to fulfill their needs, besides, reading in educational setting is the commonest way of learning beside listening, writing, speaking, practicing and other ways modeled by the scientist of education. The following illustration will present some significance of reading for students' life.

First, students can get knowledge through reading, a lot of information are presented in written form such as newspaper, journals, tabloids, magazines, and novels books. Thus, students cannot get knowledge and information from this source without reading them, the more students read, the more students know; the fewer students read, the fewer students know. In short, the extent of somebody's reading related to the extent of his knowledge and wisdom.

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<sup>2</sup> Christine Nuttal, *Teaching Reading Skill*, (London: Macmillan Publisher, 2005), p. 3.

Second, reading activates students' brain for thinking and problem solving. In the process of reading, students' brain is activated to remember, analyze information, brain gives images of the knowledge's applications and implications in the real world and relates them to the prior knowledge that students have before reading the text. Besides it also, advances the brain to acquire way to facilitate the gathering of information whenever we find difficulties. Such impact on students' brain in turn will develop their ability in thinking and solving their problem in the real world. Finally, students can learn though through reading, written text are representation of the author's thought, so that reading is away to understand the thought.

Based on the illustration above, the researcher can make inference that reading is very important in our life, beside it, reading is very necessary for everybody in variety of purposes and needs. Especially for students, however, the reading is still a big problem in school, especially at Pondok Pesantren Al-Mukhlisin Lumut, where are many students that low of reading proved by many various factors. There are as bellow:

Based on researchers' survey, students are lazy to read. They are rarely read a book in their house except they have a task from their teacher. Therefore they are difficult to understand about the text. So, when they read a difficult word such us figurative, they are hopeless and give up, it is caused they are just read one times. Next, students are passive in the class, it caused the strategy of teaching is not suitable. The teachers usually teach reading comprehension by translating the text. Therefore, the students always open the dictionary when they want to find out the main idea of the reading text. Beside it, the students have less vocabularies, as a result the students did

not know the meaning of sentence, and they can not reach idea for what they have read, so if the teacher explain about the lesson or give them the task to translate, they did not understand because they do not know the meaning what the teacher said and did not know the meaning of the text of the task. Furthermore, most of them state that English subject is difficult, and can make them lazy to learn, so the process of teaching reading could not run well. The last, students seldom to analyze the word when they are reading, therefore they are not able to understand the text, certainty they are lazy to read the text again and again.

Accordingly, the problems above need to be solved, there are same strategies that can improve students' ability in reading comprehension, such as skimming, scanning and P2R (Preview Read Review), these strategies, and theoretically, we can use to improve comprehending students in reading. So, from some alternative the strategies above, the writer chose the P2R strategy. The writer will give few reason why chose P2R as my strategy to improve students in reading comprehension, those are:

Firstly, read many times is better than read once, it is very important to us, mainly read the text of English, especially for beginner level, they must read two or three times so that they comprehend the passage, therefore the scanning technique is different with P2R where scanning's technique read once to find the specific information. Secondly, every sentence in a passage must be having a structure; the structure may consist of verb, noun, conjunction, and adverb. The sentences is combine from few structure, so that the reader is easy to understand the text, the students must pay attention to the structure of the text so that they easy to understand the text. Thus the reader needs the P2R strategy to solve it, difference from skimming technique that

only find the main idea and supporting idea from the text which do not care about structure of the text. Finally, in the P2R strategy the reader must read all the text carefully without passing one word to another word, the reader must analyze word by word, it is the significant difference P2R with Skimming and Scanning that read quickly without analyzing word by word.

Based on the explanation above, the writer is interested in conducting classroom action research of which purpose to improve students' in reading comprehension by title: **“Improving Students’ Reading Comprehension by Using P2r (Preview, Read, Review) at Grade VIII Pondok Pesantren Al-Mukhlisin Lumut”**. This research is to improve reading comprehension of students by using P2R (Preview, Read, Review).

## **B. Identification of the Problems**

Students are lazy to read, students are passive in the class, students seldom to analyze the word when they are reading, Based on observation of the researcher about students' reading comprehension, there are still many students who can not comprehend the text when they read, the problem might occurs because they have less vocabulary and then, more students are passive in the class, it caused the strategy of teaching is not suitable. The Other factor is students do not have a good a strategy in reading or they do not know reading strategy. It caused the teacher don't use the strategy in reading process.

From the problems above, the researcher only focus to solve their problem in reading comprehension by using P2R strategy, where they are very difficult to

comprehend the text because they did not use the strategy, when they are reading a text. Therefore, researcher will use P2R strategy in teaching reading comprehension.

### **C. Limitation of the Problems**

Based on identification of the problem described in the previous section, this research is limited to see the improvement of reading comprehension by using P2R (Preview, Read, Review). This research is conducted by classroom action research.

### **D. Definition of Key Terms**

To avoid ambiguity there are three variable, they are:

#### **1. Reading**

Reading is a receptive skill, it is transactional between a reader and writer, reading is an interactive process between a reader and the text, reading is the process cognition, interpretation and perception of a written and printed material. According to Soedarso in Mulyono quotation that: "Reading as a complex activity that needed a great number in separated action, it include to using of understand, image observation and memories, human are impossible to enable reading without activating their eye and intelligence".<sup>3</sup> It means, if the reader reads some books, they must activate their intelligence and their eye to more faster understanding of meaning from the text.

From the explanation above, it can be concluded that reading is an interactive process that happened human minds to reconstruct the meaning or

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<sup>3</sup> Abdurrahman Mulyono, *Pendidikan Bagi Anak yang Berkesulitan Belajar*, ( Jakarta: Rineka Cipta, 1999) p. 20.

getting purpose the information whether they have read by their intelligence. So, reading is needed in our life, without reading some books the reader can not take information or add knowledge in the reader's mind. In conclusion, reading is an activity reader must be focused to attend and from printed or written message and process obtaining meaning from written text.

## 2. Reading Comprehension

Reading comprehension is the ability to understand information presented in written form. According to Goodman, reading is a receptive language process in which the reader extracts meaning from the text.<sup>4</sup> While Oxford says that the comprehension is the ability in understanding.<sup>5</sup> It means comprehension is the process by which a person understands the meaning of written or spoken language. So, the researcher concludes that reading comprehension is the ability to understand in written form and the meaning of the text.

## 3. P2R

P2R is method of reading that comprise of phase *preview*, *read*, and *review* one that usually been utilized a large part expeditious reader. P2R is consisting of preview, read, and review. It will be explained in following explanation:

- a. *Priview* : Begin by reading the introduction or, if there is none, the first couple of paragraphs. Next, page through the book and the headings. Glance at any charts, graphs, diagrams, or pictures. Finally, read the last paragraph or two. The goal of this step is to get an overview of the material and develop asense of the progression of ideas.

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<sup>4</sup> Kenneth Goodman, *Interactive Approach to Second Language Reading*, (Cambridge: Cambridge University Press, 1990 ) p. 12.

<sup>5</sup> A. S. Hornby, *Oxford Advanced Learners Dictionary of Current English New 8 Edition*, (New York: Oxford University Press, 2010) p. 311.

- b. **Read** : Now mark ten page of reading and read the material, taking notes or highlighting important information. The number of pages you read can be adapted to the particular book you are reading.
- c. **Review** : After reading ten pages, review the information. You can do this in a number of ways: 1) summerize, in your own words, the author's main points; 2) write down three or four sentence summarizing what you have read; 3) close the book and recite the key information under each heading; 4) quiz yourself on questions or problems at the end of the chapter; 5) create questions you may see on the exam about this material and answer them.<sup>6</sup>

#### 4. Improving

Improving is making the best way than before. According to the Oxford Paperback dictionary and thesaurus improving is a verb that has made something or become better.<sup>7</sup> So, improving is going through better work to reach something. Improving consist of three steps, doing work in a simple way, doing a work in a different way but in a correct manner and doing a work in different way with a great quality and correctly. Crossing these in a step by step process is called improving.

#### E. Formulation of The Problems

Based on limitation of problem mentioned above, the problem of the research can be formulated as follows: Is there P2R (Preview, Read, Review) can improve the students' reading comprehension at grade VIII Pondok Pesanteren Al-Mukhlishin Lumut?

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<sup>6</sup> Van blerkom, D.L, *College Study Skills: Becoming a Strtegitic Learning*, (1994) p. 3.

<sup>7</sup> Maurice Waite. *Oxford Paperback Dictionary and Tresaurus*, (Great Britain: Oxford University Press, 2009) p. 480.

#### **F. The Purpose of The Research**

The purpose of research is to examine the formulation of the problem. So that, based on formulation above the writer determines the purposes of the research is to examine whether students' reading can be improved if it will be used by P2R (Preview, Read, Review).

#### **G. Significances of The Research**

This research is expected to be useful at least in three domains namely; for the science of education, for teachers and for future researchers. The following illustration describes the significant for these parties:

Firstly, this research will give contribution and enrich the science of language education in general and specifically to the field of reading ability. Second, this research is useful for English teachers to improve their learners' ability in English. Than enriching readers the scientific in Improving Student's Reading comprehension by Using P2r, especially English students at Pondok Pesanteren Al-Mukhlisin Lumut. Finally, this research can be used as one of references for next researchers in the same problem and for the other writers in conducting further researcher in the same topic.

#### **H. Indicator of Actions**

The P2R strategy has five indicators. They are:

1. The students can be able to find the pieces of information in the text.
2. The students can be able to identify the topic of the text.
3. The students can be able to find the main idea of in the text.
4. The students can be able to determine supporting idea of the text.
5. The students can be able to conclude the sentences of the text.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Theoretical Review

In conducting a research, theories are needed to explain some concepts or terms applied in research concerned. The terms are as follows:

##### 1. Reading Comprehension

###### a. Defenition of Reading

Reading is regarded as one of English skill that need reader's interpretation from text. As a result a writer can communicate with a reader through a text, and also reading is an interactive process between the reader and text. An interactive process happens when reader try to understand the text, while understanding the text, the readers want to communicate with ideas proposed by the writers. Therefore, reading is the process of communication between the readers and the writer.

Moreover, according to Aebersold and Field claimed that "learning to read stars by exploring what happens when readers read-that it is, when they conscious pay close attention to, think about the elements in, or identify the interaction taking place in the reading process".<sup>1</sup> It means, the reader can active the background of knowledge, then the reader can interact, another words can appropriate the place in the reading process. when they read the text. In addition, according to Marilyn that, "Reading is one of the principal means of obtaining

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<sup>1</sup> Jo ann Aebersold and Mary Lee Field, *From Reader to Reading Teacher*, (Cambridge: Cambridge University Press, 1997) p. 95.

information.” The information may be in printed form, such as a book magazine, or in electronic form on a computer screen. Reading is an efficient way to learn because it allows you to control the flow of information.<sup>2</sup> Furthermore David Nunan Stated that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.<sup>3</sup> The reader can combine information from a text, and it can active background knowledge to build meaning of mind readers. While according to Kathelen that “Reading”, at first, may appear to be routine activity in which individual words are combined to produce meaning.<sup>4</sup> Actually reading a textbook is how reader can build a complete comprehension base on many words structurally in a text. Also, the process must be routine to enrich our comprehension what the text tell about.

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader’s prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement. And then reading is the meaningful interpretation of written or printed verbal symbol. It can apply also to the interpretation of mathematical symbols, codes, and other symbolic systems. Beside that reading is extension of oral communication and built upon listening and speaking skills.<sup>5</sup>

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<sup>2</sup> Sue C. Camp. Marilyn L. Satterwhite, *Collage and English Communication*, (New York : Mc Green- Hill, 2003) p.68.

<sup>3</sup> David Nunan. *Practical English Language Teaching*, (New York: Mc Graw Hill, 2003) p. 68.

<sup>4</sup> Kathelen T. McWhorter. *Efficient and Flexible Reading*, (USA: Harper Collins Publisher, 1992) p. 23.

<sup>5</sup> Albert J.Haris, *How to Increase Reading Ability*, (New York: David Mckay Company, 1969) p.3.

It means, reading is combined with writing to make précis of information, make notes, integrate information in reports and write critique. Another word, reading is an essential skill for learners of English as a second language.<sup>6</sup> For most of these learners, it is the most important skill to master in order to ensure success not only in learning English but also in learning in any content class where reading English is required. By strengthening reading skills, learners is made greater progress and development in all of learning areas. Therefore, reading is a skill that needs an understanding for making meaning with text. Beside it, reading is a fluent process of reader combining information from a text or passage and their own background knowledge in bringing meaning and getting meaning from printed or written material.

Finally, reading is the process of cognition, interpretation and perception of a written or printed material. Reading is fluent process of readers combining information from a text and their own background knowledge to build meaning. Than, reading can help people to improve their comprehension. So reading is an interactive process that happens in human minds to reconstruct the meaning for what they have read and the reader can add the knowledge when they are comprehending the text.

Henry Guntur Taringan stated there two aspects in reading, they are:

- a. Mechanical skills in the lower order and it include: letters recognition, linguistics recognition (words, phrase, sentences, phoneme, and clause roles), pronunciations recognition, and the speed reading.

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<sup>6</sup> David Nunan. *Practical English Language Teaching*, (New York: Mc Graw Hill, 20003) p. 65.

b. Comprehension skill in higher order, these aspects includes comprehension simple definition, understanding significance or meaning evaluation of speed flexible reading.<sup>7</sup>

It can be concluded that reading have two aspect. The first consist of recognition of letter or linguistics and pronunciation. So, students have to recognize the linguistics that related with word, phrase, sentences, phoneme, and clause. The second consist of comprehension skill, so students have to comprehend simple definition and understanding meaning of text by using speed flexible meaning.

#### **b. Defenition of Comprehension**

Comprehension is a highly complex cognitive process involving the intentional interaction the reader and the text to create meaning. In other words, comprehension does not just happen; it requires effort. Readers must intentionally and purposefully work to create meaning from what they read. According to Donald “Comprehension is activities that students require to demonstrate an understanding of the material through some type of manipulation or alternation of the material before answering a question. In addition, comprehension is the ability to understand the meaning from the writer or spoken language. While According to Oxford’s Dictionary comprehension is the power of understand.<sup>8</sup> According to Webster’s Dictionary comprehension is the act of grasping with the mind, understanding or knowledge that results form

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<sup>7</sup> Henry Guntur Tarigan. *Membaca Sebagai Sebuah Keterampilan Berbahasa*, (Bandung: Agkasa, 2005) p. 6.

<sup>8</sup> A.S Hornby, *Oxford Advanced Learner’s Dictionary of Current English*, (London: Casel, 2000) p. 235.

this, the capacity for understanding ideas, facts.<sup>9</sup> So, comprehension is understanding of written or spoken.

Comprehension is interpreting translating from one to understanding to another. In addition, according to Richard states that “Comprehension is the process by which a person understanding the meaning of written or spoken language clearly”<sup>10</sup>. The comprehension or understanding may be evidenced by oral, writing, pictorial, or concrete presentations”.<sup>11</sup> Further David says “Comprehension is essential to succeed the reading, for succeeding the comprehending, the reader must use cognitive and metacognitive skills, cognition can be defined as thinking and meta cognitive skills.”<sup>12</sup> The researcher can conclude that, comprehension is improving or testing to understand of language (written and spoken) and comprehension is needed on reading and listening.

### c. Reading Comprehension

Reading comprehension is the ability to understand information presented in written form. Paris and Hamilton stated that “reading comprehension is only a subset of an ill-defined larger set of knowledge that reflects the communicative interactions among the intentions of the reader/listener, the context/situation of the interaction”.<sup>13</sup> In other sources,

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<sup>9</sup> Victoria New feldt, *Webster's New World College Dictionary*, (USA: Macmillan, 1991) p. 286.

<sup>10</sup> Ricard A. Renandya, *Language Teaching Methodology*, (Cambridge University, 2006) p.54.

<sup>11</sup> Donalt C. Orlict *Strategies Acuided to Better Instruction*, (Bandung: Aksara, 2008) p. 65.

<sup>12</sup> David Nunan , *Op. Cit*, p. 67.

<sup>13</sup> Acott G. Paris and Ellen E. Hamilton, *The Development of Children's Reading Comprehension*, (New York: Taylor and Francis Group, 2009) p. 32.

reading comprehension are complex process which take part of useful of good and poor ability.<sup>14</sup> Generally, reading comprehension is ability of the reader to understand the text and comprehend the meant of the text.

Reading comprehension is an active, not a passive process: it involves a triangular relationship between reader, author and text, rather than a linear trasmission of meaning from author to reader.

In addition, Jeremy Harmer stated reading comprehension is not stopping for every word, not analyzing everything that the reader or speaker includes in the text, it is means the readers are able to take in a stream of discourse and understand the gist of it without worrying too much about the details.<sup>15</sup> So, reading comprehension is the power of understand about reading the text.

Next, reading is one of the important skills in learning language besides listening, writing, and speaking. The main goal of reading is comprehension.<sup>16</sup> The people can define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

In fact, reading without comprehension or understanding is not reading.

Many readers can pronoun words fluently but what they have just read, they are

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<sup>14</sup> Golden Wainwright, *Speed Reading Better Recalling*, (Jakarta: Gramedia, 2007) p. 42.

<sup>15</sup> Jeremy Harmer, *The Practice of English Language Teaching* (Malaysia: Longman, 2003) p. 202.

<sup>16</sup> David Nunan. *Op. Cit*, p. 68.

unable to respond and to understand, although they have high score in terms reading rate or fluently, but they are not really good readers. Furthermore, reading comprehension is very important by the reader when reading the text.

Generally, the comprehension entails three elements:

- 1) The *reader* who doing the comprehending.
- 2) The *text* that to be comprehend.
- 3) The *activity* in which comprehension is a part.<sup>17</sup>

In considering the reader, students include all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. Text is broadly construed to include any printed text or electronic text. In considering activity, students include the purposes, the processes, and consequences associated with the act of reading.

1) The reader

To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (for example attention, memory, critical analytic ability, inference, visualization ability), motivation (a purpose for reading, an interest in content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistics and discourse knowledge, knowledge of specific comprehension strategies). Of course, above elements have to relate each other such as specific knowledge and texts are engaged.

2) The text

To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (for example attention, memory, critical analytic ability, inference, visualization ability), motivation (a purpose for

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<sup>17</sup> Catherine Snow. *Reading for Understanding*, (USA: Rand, 2002) p. 11.

reading, an interest in content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistics and discourse knowledge, knowledge of specific comprehension strategies). So, the reader must activate the knowledge when they read books.

### 3) The activity

Reading doesn't occur in vacuum. It is done for a purpose, to achieve some end. A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing activity. Prior to reading, a reader has a purpose which can be motivated the reader for example completing a class assignment, for pleasure, collecting a data. It means that, the activity is going easier if the reader has been motivated.<sup>18</sup>

That is way, the researcher can be concluded that a reader can be a good reader if, three elements is related each other. The reader has wide range capacities and abilities. The text can be extract and reconstruct by the teacher, and reader done a related activities. Then, to get comprehension a reader have a wide range capacities and abilities, the reader can ectrac and reconstruct a meaning from a text, beside it the reading activities have to related each other. So, as students must know that reading is very important, cause comprehension is the process which a person understanding the meaning of the written or spoken language.

#### **d. Kinds of Reading**

Reading is important to guide the information of the text. It means reading is a key to take some information of the text. Furthermore, the reader can use some manner of reading that can used by the reader. The manner as follows:

##### a. Silent Reading

Silent reading is using visual memory and condition of not speaking and a sound track, to train the students to really pay attention to can understand the

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<sup>18</sup> *Ibid*, p. 14.



text. According to Oxford dictionary silent is condition of not speaking and a sound track.<sup>19</sup> Then Guntur Taringan said “Reading is process who done and be used by reader to get message from written.<sup>20</sup> In addition, Kasihani said that silent reading is to train the students to really pay attention to can understand the text.<sup>21</sup> That is way, the reader can more pay attention to understand the text.

Further according to David Nunan, silent reading generally focus in the classroom should be on getting the meaning from print when comparison is the goal of reading.<sup>22</sup> That is why, it concluded that by silent reading, the students train to understand the material of the text, so silent reading is a process who done and used by reader to get message from the written by condition not speaking and without sound track, the researcher conclude that silent reading is reading activity who did without voice of the text.

There are many skill is calimed in silent reading, as follows:

- 1) Reading without voice, without move of lip
- 2) Reading without the move of head
- 3) Silent reading is faster than voice reading
- 4) Reading without finger of things as director
- 5) The speed of the eye is claimed in reading

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<sup>19</sup> Hornby, *Oxford Advanced Learners Dictionary*, (New York: Oxford University Press: 1995) p. 887.

<sup>20</sup> Henry Guntur Taringan, *Membaca Sebagai Suatu Keterampilan Membaca*, (Bandung: Angkasa, 1990) p. 22.

<sup>21</sup> Kasihani, K..E Suyanto, *English For Young Learners*, (Jakarta: Bumi Aksara, 2008) p. 65.

<sup>22</sup> David Nunan, *Op. Cit.*, p. 58.

6) Reading with the good understanding

b. Loud Reading

There are some experts talking about loud reading: According to Kasihani, loud reading is to train the students able to read with good pronunciation or speaking, the aim of loud reading is able to tell good words, phrase, and sentence of English. In addition According to H. Douglas Brown, loud reading is the test – taker separate letters, word or short sentences and read them loudly, one by one, in the presence of an administrator since the easement is reading comprehension, any recognize able to oral approximation of the target response is considered correct.<sup>23</sup> Therefore, loud reading is to train the students to be able to read with good pronunciation and to say the correct intonation.

Oral reading is the ability to read, speak, or write easily, smoothly, and expressively. Bambang Setiyadi said “Oral reading is relatively uncommon in modern language process, this type of reading is still important in improving learners pronunciation.<sup>24</sup> The working in groups will make language learners feel confident to pronounce word in foreign accent and practice is really recommended in this method, this is really helpful for language learners who are reluctant and say to imitate the teacher expression individually.<sup>25</sup> Therefore, oral reading is an instructional strategy that can help students a variety of heading skills, including fluency.

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<sup>23</sup> H. Douglas Brown , *Op.Cit.* p. 90.

<sup>24</sup> Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006) p. 67.

<sup>25</sup> H. Douglas Brown , *Op.Cit.* p. 69.

Loud reading is when you are on the top of your voice and it helps you with your oral expression. In addition, Henry Guntur Taringan said loud reading is activity to read, using voice and saying the correct intonation, so the listener and reader can get information like thinking, feeling, attitude, or writer's experience.<sup>26</sup> Generally, loud reading is oral matter, therefore, in teaching foreign language, loud reading activity is more depend to pronunciation instead of reading comprehension, for this case, reading text must be chosen which the content and language is easier to understand.

#### **e. Types of Reading**

There are many types of reading that can be used by the reader to develop the readers ability. There are types of reading as follows:

##### **a. Developmental Reading**

- 1) Skill in the mechanics of reading; developing of large sight of vocabulary, development of skill in identifying unfamiliar words, development of good eye movement habits, development of proper habits of posture, holding books, and soon, development of speed and fluency in silent reading, development of oral reading skill, phrasing, expression, pronunciation.
- 2) Skill in reading comprehension ; acquisition of a rich, extensive, and accurate vocabulary, ability to grasp the meaning of unit of increasing size; phrase, sentence, paragraph, whole selection, ability to find answers to specific questions, ability to select and understand a sequence of events, ability to note and recall details, ability to grasp the organization of the author's plan, ability to follow direction accurately, ability to evaluate what one reads, ability to remember what one has read.

##### **b. Functional Reading**

- 1) Ability to locate needed reading material; use of index, use table of content, use of dictionary , use of encyclopedia, use of library card files, use of other bibliographic aids.
- 2) Ability to comprehend informational material, development of specific skills needed by special subject matter e.g; reading of arithmetic

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<sup>26</sup> Henry Guntur Taringan. *Op.Cit.*, p. 22.

problems, reading of maps, charts, and graphs, ability to select material needed, ability to organize what is read; ability to summarize, ability to out line.

c. Reactional Reading

- 1) Development of interest; enjoyment of reading as a voluntary leisure time activity, skill in selecting appropriate reading matter for one self ,satisfaction of present interest and tastes through reading.
- 2) Improvement and refinement of reading interest; development of more varied reading interest ,development of more nature reading interest, achievement of personal development through reading.
- 3) Refinement of literary judgment and taste; establishment of differential criteria for fiction and nonfiction prose, and poetry and drama, development of appreciation for style and beauty of language, learning to sect for deeper symbolic messages.<sup>27</sup>

So, from types of reading above can be concluded that, the reader can choose some types of reading to read some English textbooks. Then, the reader can aplicate one of types of reading in process reading, where is in types of reading above can improve reading comprehension of the students. Therefore, in this reserach, the researcher trys P2R strategy as a strategy that can improve the students reading comprehension.

**f. The level of Comprehension**

Reading with comprehension means reading with understanding the comprehension of written language involves the knowledge of vocabulary, structure, and then situation in which language used, in other word, comprehension is the combination if knowledge among structure, vocabulary and situation on largely comprehension, because the same structure or vocabulary on the combination of them might have the different situation.

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<sup>27</sup> Albert J. Harris , *Op.Cit*, 32.

Smith in Wayne Otto said that there are four level of comprehension:

1. **Literal Comprehension**  
Literal comprehension is generally accepted as the most simple, basic, comprehension skills, and one that requires little thinking or reasoning.
2. **Interpretation**  
Definitely involves thinking skill and readers requires to identify ideas and meaning that are not stated in the written text within the interpretive level, the form of language in a literature, so, it is easy to understand content and to differ between origin language and literary language, the reader may make generalization determine clause and affect, identify motives, find relationship, predict ending, and make comparison.
3. **Critical Reading**  
When individuals read critically they evaluate what they read, that is way, they examine critically the though of the writer, which have been identified through the two lower levels of comprehension and judge their validity of worth.
4. **Creative Reading**  
Creative reading going beyond what the author has written applying ideas from the text to new situation and recombining the author ideas to form new concept or to expend add ones, through creative reading the reader creates something new idea, the solution to a problem, a new way of looking at something from the ideas gleaned from the text.<sup>28</sup>

From the statement above can conclude that to form the skill of efficient reading must make literal, critical and creative reading which is reader just caught information printed literary in reading, reader must be able to find meaning of the reading material to express meaning, and reader not just capture implicit meaning but able to apply their reading.

#### **g. Aspect of Reading Comprehension**

It is know that although a reader's background knowledge is important to successful reading comprehension mastery, specific skill knowledge is also important and must be learned by students, model of reading comprehension

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<sup>28</sup> Wayne Otto, *Op. Cit.* p. 152-153.

instruction is similar to the one for decoding and consist of the following common elements, they are :

- 1) **Comprehension Units**  
The units of instruction in reading comprehension increase in complexity ranging from words, phrase, sentences, and paragraphs to passages and pages of texts.
- 2) **Processing Skills**  
The skills for processing the increasingly complex comprehension units consist of rapid decoding, summarizing the main idea or gist of texts, drawing inferences, transforming complex syntactical structures into simple form, translating difficult vocabulary into more familiar words, simplifying critical reading and reasoning skills and so forth.
- 3) **Knowledge base** the background knowledge and specific skills knowledge important to understand and evaluate the message in a text (syntax), (semantic), (factual information), (logic), and (schema).
- 4) **Strategic Knowledge**  
The met cognitive strategies for evoking skills and knowledge designed to monitor and check on going comprehension.<sup>29</sup>

Continually, to make the students comprehend must have some skills knowledge, where, it must be learned by the students. Than, it is making successful of reading mastery. Another words, the students must know some elements of reading itself, that have function as a tool to comprehend of the text.

#### **h. Strategies for Reading Comprehension**

Aside from attending to genres of text, the skills and strategies for accomplishing reading emerge as a crucial consideration in the assessment of reading ability, the micro and macro skills below represent the spectrum of possibilities for objectives in the assessment of reading comprehension.<sup>30</sup> It

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<sup>29</sup> Douglas Carnie, et, al. *Op. Cit*, p. 41.

<sup>30</sup> Douglas Brown, *Op. Cit*, p. 187-189.

means, the reader can comprehend if the reader have the ability mikro and makro skill.

Below is the micro and macro skill in reading comprehension: <sup>31</sup>

Micro skills:

- a. Discriminate among the distinctive graphemes and orthographic patterns of English.
- b. Retain chunks of language of different lengths in short-term memory.
- c. Process writing at an efficient rate to suit the purpose.
- d. Recognize a core of words, and interpret word order patterns and their significance.
- e. Recognize grammatical word classes (nouns, verbs), systems (e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms.
- f. Recognize that a particular meaning may be expressed in different grammatical forms.
- g. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Macro skills:

- a. Recognize the rhetorical forms of written discourse and their significance for interpretation.
- b. Recognize the communicative functions of written texts, according to form and purpose.
- c. Infer context that is not explicit by using background knowledge.
- d. From described events, ideas, infer links and connections between events, deduce cause and effects, and detects, such relations as main idea, supporting idea, new information, generalization, and exemplification.
- e. Distinguish between literal and implied meaning.
- f. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- g. Develop and use a battery of reading strategies, such as scanning, S-Run, detecting discourse markers, guessing the meaning of words from the context, and activating schemata for the interpretation of text.

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<sup>31</sup> H. Douglas Brown, *Teaching by Principles*, (USA: Longman, 1994) p. 290.

Based on the description above, the researcher decided that in assessing reading comprehension is understanding of text, to evaluate students comprehend in a text, to find some information from the text and understanding relation between part of the text by recognizing indicators in discourse especially recognize a core of words, grammatical word classes (noun, verbs, adjective), and recognize the particular meaning. Students can also detect discourse markers, guessing the meaning of words from context, and activating their background for interpretation of the texts.

#### **i. Reading Evaluation**

After teacher give the lesson to the students, it is necessary to know how far their ability about the lesson, to know their ability we must give test to the students, because testing is a tool to measure, there are some techniques to make test, one of them is essay test. So, after finishing process of studying the teacher gives the test. It used to know how far the students understand about the process of learning. In this research, the researcher used reading text about *Dawn of Islam and Nile Crocodiles, The whale shark, Keeping safe, Alligators, Rhinos and tickbird*. Which is 10 items essay for filling reading test. These test type must be scored objectively and measured learning outcome directly. In this research, the test consisted of 10 essay tests. The indicator of reading comprehension are 10 test, and each test get value 10, total test each indicators are 2,2,2,2,2. So total test are 10, and score of all 100.



### **j. The Reading Goals**

The main goals of reading are to get and search information include content and meaning of the text.<sup>32</sup> Here some goals of reading such as:

- a. Reading is for identifying important information.
- b. Reading is for main ideas.
- c. Reading is for finding the specific information.
- d. Reading is for underlining the important information.
- e. Reading is to classify the difficult word.
- f. Reading is to evaluate

So, from reading goals above, it can be concluded the reading have six goals. The reader can improve of reading English textbooks, if the reader can master of six goals above, than the reader can aplicate in every reading English textbooks, certain the reader can increase and comprehend of every English textbooks.

### **k. Material Development**

Reading comprehension that will be used in this P2R strategy are understanding of text, especially of pieces of information, identifying topic, main idea, supporting ideas, and concluding sentences.

#### **a. Pieces of Information**

Paragraph is collecting of sentences that have main idea. According to Oxford's dictionary "paragraph is a distinct section of a piece of writing, use consisting of several sentences of a paragraph start on a new line."<sup>33</sup> Paragraph

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<sup>32</sup> Henry Guntur Tarigan, *Op. Cit*, p. 9.

<sup>33</sup> Hornby, p. 840.

is a basic unit of organization in writing in which a group of related sentences developed one main idea. In a paragraph, some sentences relate each other. Finally, it will be focused on pieces of information from the paragraph.

b. Topic

The topic sentence states the main idea of a paragraph. It is the one thing about paragraph. The main idea in sentence is also known as the *topic sentence*.<sup>34</sup> Every sentence in a paragraph in some way discusses or explains this topic. If it had chosen a title for the paragraph, the one or two words would be chosen is topic. Topic is also not only names the topic of the paragraph but also limits the topic in one or two areas that can be discussed completely in the space of single paragraph.

c. Main Ideas

Main idea of a reading is the most important information about the topic. The main idea of a reading is usually written in a full sentence.<sup>35</sup> According Baudoin, E.M et al (1988) the main idea of a paragraph is the gist of it that is present from the beginning to the end.<sup>36</sup>

d. Supporting Idea

Supporting idea in sentences develop the topic sentence. Supporting idea in sentences can be stated as supporting details or supporting information. The detail information can be concreted supporting and explaining of the topic sentence. It will be explained the information about main idea in the in the paragraph; it is also given the explanation about the topic sentence by

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<sup>34</sup> Thomas G. Gunning, *Reading Comprehension Booster*, ( San Francisco: Jossey-Bas, 2010 ) p. 27.

<sup>35</sup> Lynn Bonesteel, *A Reading and Vocabulary Text*, (USA : Pearson Longman, 2005) p. 7.

<sup>36</sup> Mardiani, Siti Era, *Reading*, (Jakarta: Universitas Terbuka, 2003) p. 32.

giving reasons, examples, facts, statistics, or quotations. Supporting sentences are the sentences that support the main idea.<sup>37</sup>

#### e. Concluding Sentence

Concluding sentence is stated at the end of the paragraph. It is the conclusion of the paragraph. Thus, concluding sentence signals the end of the paragraph and leaves the reader with important points to remember. A concluding sentence serves three purposes:

1. It signals the end of the paragraph. Use an end-of-paragraph signal such as “In conclusion”, “In summary”, “Finally”, so on.
2. It summarizes the main point of the paragraph.
3. It gives a final comment on the topic and leaves the readers with the most important ideas to think about.<sup>38</sup>

Based on explanation above can be concluded that to make students comprehend to English textbooks, the students must across the material development above. It is some process to comprehend of English textbooks. Then, with understanding the material above makes the students more easier to take some important information of the text.

### **I. Indicator of Reading Comprehension**

From the explanation, it can be taken Indicators for reading comprehension are do develop stronger abilities in expressing the meaning of word or developing the ability to read for meaning, read and identify reading text, involve

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<sup>37</sup> *Ibid*, p. 40.

<sup>38</sup> Thomas G. Gunning, *Loc Cit*, p. 29.

inferring the meanings of words in its context. So, to know the students' reading comprehension can be done by making the test of reading in essay form, and the indicators test of students' reading comprehension will be investigated, as follow:

- a. Pieces of information
- b. Topic
- c. Main idea
- d. Supporting ideas
- e. Concluding sentence

#### **m. Principles in Teaching Reading Comprehension**

In the Principles of reading comprehension usually give the general principle that becomes studies activity as a theory for building reading comprehension. There are scientists that give statement about reading comprehension:

Keene and Zimmermann suggest: "That readers make three types of connection: text-to-self, text-to-text, and text-to-world. Readers can use each of these frames to identify the source of their prior knowledge connections."<sup>39</sup>

##### 1) Text to Self Connections

These sample questions center on three areas of text-to-self connection: feelings, experiences, and ideas:

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<sup>39</sup> Jennifer Serravallo, *Teaching Reading in Small Groups*, ( United States of America: Cape Cod Compositors, Inc, 2010 ) p. 44.

- a) Have you ever felt like the character(s) in this story? Describe what happened and how you felt.
- b) Have you had a similar experience? Compare your experience to that of the character(s).
- c) Have you heard or read this information before? What does this information mean to you?
- d) How does connecting a story or information to your own life experiences help you better understand it?

## 2) Text-to-Text Connections

The following sample questions center on make text to text connections. They can be used to de educators' and students' thinking as they del and practice this strategy:

- a) Have you ever read another book or seen a movie in which the characters have feelings or experiences similar to the ones in this story? Describe how they are the same.
- b) Have you ever read another book or seen a movie in which a story element (setting, plot, conflict, theme, or style) is similar to the one in this story? Describe how they are the same.
- c) Have you read another book or seen a movie in which the writer used language or text structure similar to that in this story? Describe how these texts are similar.

- d) How does making connections to familiar texts help you comprehend the new text?

### 3) Text-to-World Connections

These are some questions that can be used to guide educators' or students' thinking as they practice making text-to-world connections:

- a) What do you think the author's message or purpose was in writing this story or presenting this information?
- b) Did the author suggest a message that connects with bigger ideas about the way things are in the world? What do you already know about these issues?
- c) What do you think was the author's opinion or perspective on the big ideas in this text? Do you agree? Why or why not?
- d) How does making connections to larger issues help you comprehend this text?

According to David Nunan said that there are eight principles for teaching reading:<sup>40</sup>

#### 1) Exploit the readers' background Knowledge

A readers' background knowledge can influences reading comprehension (Carrel, 1983carrel and Connor, 1991). Background of knowledge includes all of the experiences that the readers bring to a text: life

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<sup>40</sup> David Nunan, *Op.Cit*, p.74-77.

experiences, knowledge of how text can be organized rhetorically, knowledge of how one's first language works.

## 2) Build a Strong Vocabulary Base

Recent research emphasize the importance of vocabulary is reading.

## 3) Teach for Comprehension

In many reading instruction program, more emphasize and time may be placed on testing residing comprehension then an teaching reading how to comprehend. Monitoring comprehension is essential to successful reading.

### a) Work on Increasing Reading Rate

One great difficulty in the second language reading comprehension is that event when language learn can be read, much of their reading is not fluent.

### b) Teach Reading Strategies

Strategies' are "The tools for active, self-directed involvement that is necessary for developing communicative ability.

### c) Encourage reader to transform strategies into skills.

And important distention can be made between the strategies and skills. Strategies can be defined as conscious action that learners to achieve desired goals or objectives. While a skill is a strategies that

has been become automatic. this characterization underscore the active role that readers play in strategic reading.

d) Build Assessments and Evaluation into your teaching.

Assessing growth and development in reading skills from both a formal and informal perspective requires time and training. Both quantitative and qualitative assessment activities should be concluded in the reading classroom.

e) Strive for continuous Improving as a reading teacher

The quality of the individual is integral to success of second/foreign language readers. Reading teachers need to be passionate about their work.

## 2. Description of P2R (Preview, Read, Review)

The **P2R** reading/study system is designed for textbooks that are from easy to average level in difficulty. Use P2R on the entire chapter or on ten-page chunks. First, preview the entire chapter. Next, read actively by highlighting or taking notes as you read. Finally, review using an active strategy such as reciting the important points, answering review questions, or writing and answering questions in the margin. If you're still just sitting back and just reading over your text chapters, give P2R a try. Many of the students finds that it really increases their comprehension of the text material without adding much time to their reading.



**a. Defenition of P2R**

P2R is method of reading that comprise of phase *preview*, *read*, and *review* one that usually been utilized a large part expeditious of the reader. Where is P2R consist of three steps, they are as follow:<sup>41</sup>

**Preview** : First, read the title of the chapter. Then read the introduction, outline, or structured overview (a visual dispaly of key information) at the beginning of the chapter.

**Read Actively** : Second, to do something active while you read. One way you can become an active reader is by marking your text.

**Review** : Do something to reinforce the important information. There are a number of ways you can review the text material, but here are four of the most common ones.

-Writing questions in the margin of your text, after you finish reading the entire chapter, recite the answers to your questions.

-Use the headings to recite the key information.

-Do the exercises or do the questions at the end of the chapter.

-Take the end-of-chapter tests or online to monitor your understanding and your learning.

Further, VanBlerkom, D.L. explains:

**PREVIEW:** Begin by reading the introduction or, if there is none, the first couple of paragraphs. Next, page through the book and read the headings. Glance at any charts, graphs, diagrams, or pictures. Finally, read the last paragraph or two. The goal of this step is to get an overview of the material and develop a sense of the progression of ideas.

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<sup>41</sup> Dianna L. Van Blerkom, *College Study Skill Becoming a Startegic Learner 7th edition* , (2011) p. 40.

**READ:** Now mark ten pages of reading and read the material, taking notes or highlighting important information. The number of pages you read can be adapted to the particular book you are reading.

**REVIEW:** After reading ten pages, review the information. You can do this in a number of ways: 1) summarize, in your own words, the author's main points; 2) write down three or four sentences summarizing what you've read; 3) close the book and recite the key information under each heading; 4) quiz yourself on questions or problems at the end of the chapter; 5) create questions you may see on the exam about this material and answer them.<sup>42</sup>

Next, van blerkom, D.L also states that:

**PREVIEW:**

This step takes little time and effort, and most students can preview in about five minutes. First, you will read the title of the chapter and the introduction at the beginning. If the text does not include an introduction or structured overview, read the first two paragraphs. Next, page through the chapter reading the headings and glancing at pictures, tables, and graphs, but don't stop to read any of the text along the way. At the end, read the chapter summary or the last two paragraphs.

By previewing the chapter, you will gain general information about what the chapter is about and how it is organized. This will help you to understand the material, in fact, previewing can increase your comprehension by 10-20%.

**READ:**

The second step of P2R is active reading in small chunks (ten pages at a time). This includes marking your text with highlights or margin notes. The main reason for marking your text is to condense the material so that there is no need to read the entire chapter again.

Highlighting is one method of marking the text. Read a section of text, then pause to reflect on what you just read. Go back and highlight any material in that small section that you think you will need to review before an exam.

Note taking is another method of text marking, and there are different ways to accomplish this. One, you can write a heading in a notebook and then jot important details below it. Another way is to write recall words or questions in the margin of the text. Finally, you may want to write brief summary statements.

**REVIEW:**

After reading a ten-page chunk, you will review important information. There are many ways that you can review the material. One way is to summarize key points by writing three or four statements that you think summarize the main points of that section. Another way involves reciting the information. You can use the headings as a guide to try to recite the key

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<sup>42</sup> *Ibid*, p. 41.

points under each heading or you could recite notes that you wrote in the book.<sup>43</sup>

Continually, the researcher knows that P2R strategy is designed to help students to develop learning of reading strategies. In other words, P2R strategy is created to make the reader more easier for understanding content of the book. Therefore, the researcher hopes the strategy has significances in teaching reading.

### **b. Goals and Advantages of P2R**

There are some goals or advantages of P2R strategy in teaching reading comprehension. According to Blercom, the advantages of the P2R reading/study system are:<sup>44</sup>

- a) The P2R reading study system is a very efficient system for dealing with text material. By previewing, reading actively, and reviewing your text, you should be able to significantly increase your comprehension of the material. You may also find that it builds background, take less time to read the chapter, increases interest, improves comprehension, and prepares your text for later review.
- b) Builds background. Previewing the chapter provides you with some background about topics in the chapter that may be new to you. Even a brief overview of the chapter can help you pick up some general information about the material. You may also gain some understanding of how the information is organized and presented. Both of these kinds of information can help you understand the text material better. Research studies have shown that previewing before reading can increase your comprehension of the textbook chapter by 10 to 20 percent.
- c) Reduces reading time. Even though previewing appears to add additional minutes to your reading time, it probably will reduce the total time that it takes you to read the chapter. You can test this yourself. Select a chapter in one of your textbooks and time yourself as you read the chapter. Then select another

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<sup>43</sup> Van Blerkom, D. L. *College Study Skills Becoming a Strategic Learner*, (CA: Thomson Wadsworth, 2000) p. 25.

<sup>44</sup> Van Blerkom, D. L. *Op, Cit*, p. 23.

chapter of similar length. This time, preview the chapter and then read it. Which chapter took more total reading time?

- d) Increase interest. Many students also report that they get interested in a chapter because of their preview of it. This is specially true when students are reading texts they find boring. As you preview, you may notice a particular topic in the middle or at the end of the chapter that seems quite interesting. Getting to that “good stuff” can motivate you to read the less interesting material. You can also use an active strategy (highlighting, note taking, or writing questions in the margin) to create interest when the material itself is not interesting to you.
- e) Improves comprehension. Reviewing after you read each ten page chunk helps you reinforce the important information. As you review, you can check to see whether you understood the text material and whether you could recall it for a quiz or class discussion. Previewing provides you with an opportunity to move the information into long-term memory and test your learning. Even a five minute review can increase your comprehension of the material.
- f) Prepares your text for later review. Marking your text or taking notes will prepare your text for later review. The main reason for marking your text is to identify the important information and condense the text material so that you never have to read the entire chapter again. It’s not unusual to have 300 page of text to review for just one exam. Think about how long it would take to reread all of it. And, remember, reading the text takes a lot of time and does not really help you learn the information from the exam. Highlighting or note taking allows you to keep up with your class assignment.

Based on the goals and advantages of the P2R reading/study, it can be concluded P2R strategy have six strategies. One of them can be used by the reader when reading the text. Its strategies can be applied by the reader to comprehend the text and increase your comprehension of the textbook.

### c. P2R Procedure

There are some steps in P2R strategy that must be applied in teaching reading, or in process of reading. Dianna L. Van Blerkom explains that:

The three Steps in P2R:

- a. **Preview.** You should always preview a chapter before you read it. A **preview** is a brief overview of a chapter done before reading. Previewing takes very little time and effort—most students can do it in two to five minutes. First, read the title of the chapter. Then read the introduction, outline, or structured overview (a visual display of key information) at the beginning of the chapter. If your text doesn't begin with an introduction, outline, or structured overview, read the first two paragraphs. As you turn the pages of the chapter, read the headings in bold print and glance at any pictures, tables, or graphs. Don't stop to read any of the text along the way. At the end of the chapter, read the summary or the last two paragraphs. If your text contains an extensive summary (a page or more in length), you may want to read only the first and last sentence of each of the paragraphs in the summary. If you're reading a journal article, essay, or other short selection, you may find it helpful to read the first sentence of each paragraph.
- b. **Read Actively.** The second step of the P2R system is to **read actively**—to do something active while you read. One way you can become an active reader is by marking your text. After you have read a paragraph or headed section of text, pause to think about what you have read. Go back and use a highlighter to mark any material you think you will want to review again before the exam. By highlighting the text, you are actively involved in thinking about the material, and you are condensing what you will need to review at a later time.
- c. **Review.** After you complete a ten-page chunk of reading and again at the end of the chapter, you need to **review**—do something to reinforce the important information. There are number of ways you can review the text material, but here are four of the most common ones.
  1. If you highlighted or took notes to read actively, write questions in the margin of your text or notes at the end of each ten-page chunk of the chapter. Then when you finish reading the entire chapter, recite the answers to your questions.
  2. Use the headings to recite the key information. Cover the details with your hand and recite using the headings as cues.
  3. Do the exercises or do the questions at the end of the chapter.
  4. Take the end-of-chapter tests or online tests to monitor your understanding and your learning.<sup>45</sup>

It can be concluded that P2R procedure has three steps: firstly, **preview**. It can be used by the reader to read the title of the chapter, the introduction, outline, and

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<sup>45</sup> Dianna L. Van Blerkom, *Op.Cit.*, p. 42.

structured overview at the beginning of the chapter. Secondly, **read actively**. It can make an active reader is by marking the text, such as headed section of text, highlighting the text, taking notes on a textbook, write the heading in your textbook, write recall questions, and summary of the text. Thirdly, **review**. It means, the reader does something to reinforce the important information of the text.

## **B. Review of Related Finding**

There are some related findings to this research. It focused on reading. First, researcher is Wijinarko. He had done research entitle “The Eleventh Graders’ Ability in Comprehending Reading Narrative Texts in SMAN 1 Kedamean Gresik”.<sup>46</sup> Based on the research, he finds that using narrative texts can increase ability in comprehending reading at the eleventh graders.

Next, Nurulia Dwi Febriani in her script: “Improving Reading Comprehension through Reciprocal Teaching Technique (A Classroom Action Research at the First Year of MTs. Hidayatul Umam, Cinere, Depok.”<sup>47</sup> She was found that the students could improve their reading comprehension through reciprocal teaching technique. To improve the students’ reading comprehension of descriptive text, the teacher and the students work cooperatively by the four steps, those are predicting, questioning, clarifying, and summarizing. They found that narrative text and reciprocal teaching technique improve reading reading ability. Nevertheless, the reseracher will find that P2R strategy improves students reading comprehension in reading ability.

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<sup>46</sup> Wijinarko, *The Eleventh Graders’ Ability in Comprehending Reading Narrative Texts*, (Surabaya: USN, 2002) p. 2.

<sup>47</sup> Nurulia Dwi Febriani, *Improving Reading Comprehension Through Reciprocal Teaching Technique*, (Jakarta: UIN Syarif Hidayatullah, 2011) p. 4.

Based on these researches presentations and suggestions, the researcher found there had not found yet a research for specifically improving students' reading comprehension by using P2R. Hopefully, this research will complete and contribute a finding in reading teaching focus to enrich knowledge in reading teaching text book for students.

### **C. The Conceptual Framework**

In reading, there is a process of interaction between the reader and the text, reading is a process in which the reader tries to take the knowledge from the text to people mind, obtain informations, some ideas, and trying to understand the writer writes. It is necessary to find a way in teaching reading in order to improve students' reading comprehension in reading ability and purpose to get reading text well. Having reading comprehension by using P2R in teaching reading, make students and teacher work together in the class. Therefore, the purpose of teaching English can be reached.

P2R strategy is one of many strategies in improving students' reading comprehension in reading startegy. It is encouraged students to act out to the best way to take some information of the text. Therefore, P2R strategy gives chance to the students faster to take meaning of the text.

So, plans to do research based on the framework bellows:<sup>48</sup>

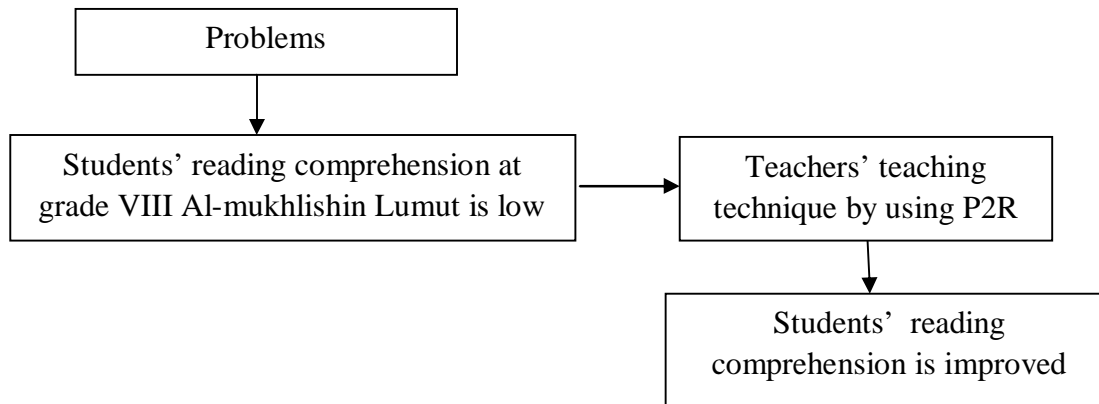


Figure 2: Research Conceptual Framework

#### D. Hypothesis

The hypothesis is needed to show the writer's thinking and expectation about outcomes of the research related to this study. The hypothesis if this research is stated that: " P2R (Preview, Read, Review) can improve students reading comprehension at Grade VIII Pondok Pesantren Al-Mukhlishin Lumut."

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<sup>48</sup> Imam Setiawan, *Peningkatan Keterampilan Ekstensif untuk Menemukan Masalah Utama dengan Menggunakan Metode P2R Siswa Kelas VIII 3 SMP Muhammadiyah 4 Semarang Tahun Ajaran 2011/2012*, (Skripsi, UNNES, 2012) p. 22.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Place and Time of The Research

##### 1. Place of The Research

This research is conducted at Pondok Pesantren Al-Mukhlisin Lumut. It is located at Kecamatan Lumut Area.

##### 2. Time of the research

This subject of research will be done from March to Juni 2014. The grade VIII of students at Pondok Pesantren Al-Mukhlisin Lumut.

#### B. Kinds of Research

Classroom action research will be applied. It is focused on individual or small group professional practice and it is not concern by making general statement.<sup>1</sup> Wallace states that classroom action research is different from more conventional types of research. Rochiati Wiratmaja explains that classroom action research is a research, which is, combined the procedure in substantive action, be inquiry discipline, or someone's effort to understand what was happening while include in the improving and changing.<sup>2</sup>

Action research is any systematic inquiry conducted by teacher researchers, principles, school counselors, or other stakeholders in the teaching learning

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<sup>1</sup> Michael J. Wallace, *Action Research for Language Teacher*, (USA: Cambridge University Press, 1998) p. 18.

<sup>2</sup> Rochiati, Wiratmadja, *Metode Penelitian Tindakan Kelas*, (Bandung: Rosda, 2005) p. 11.

environment to gather information about the ways that their particular schools operate, how they thought, and how well their students learnt.<sup>3</sup> it means, action research is researching that to know the activity in the school problems, or to know the activity of learning problems.

Classroom action research concerned to four steps; planning, action, observation, and reflection. Planning means the reflection of the action had done. Action means implementation about the content of action in the classroom. The action and the observation can not be separated each other, because the teacher must do the return observation while writing what was being done. Reflection was to propose what have done.

In this research, the writer collaborates with teacher to become a team work who work together to solve the students' problems in improving reading comprehension by using P2R (Preview, Read, Review).

### **C. The Participants**

The participants of this research are at VIII grade students of Pondok Pesantren Al-Mukhlisin Lumut. It consists of 25 students. The reason is choosing this class, because the researcher finds the problems of reading in this class. Another participant in this research is an English teacher of PONDOK PESANTREN AL-MUKLISHIN LUMUT. The researcher observed the activities in the class while the teacher is doing an action in this class.

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<sup>3</sup> Geoffrey E. Mills. *Action Research a guide for The Teacher Researcher*, (New Jersey: Prentice Hall, 2000) p. 6.

#### D. The Instrumentation

There is an instrumentation in the research. It is test. The test is used in reading comprehension by the researcher. The researcher used the text in each test which is 10 items essay for filling reading comprehension test. Brown defined test is a method of measuring a person's ability; knowledge or performance in a given domain.<sup>4</sup> The researcher used administrating a test, which are essay tests. These test type should be scored objectively and measured learning out come directly. Below are the indicators of reading comprehension and each test get value 10, total test each indicators are 2,2,2,2,2. So, total test are 10, and score of all 100. The scores can be seen in following table.

Table. 1

Indicator of Reading Comprehension

| No. | Indicators            | Items     | Score                 | Mean Score |
|-----|-----------------------|-----------|-----------------------|------------|
| 1   | Pieces of Information | 2         | 2 items X 10<br>Score | 20         |
| 2   | Topic                 | 2         |                       | 20         |
| 3   | Main Idea             | 2         |                       | 20         |
| 4   | Supporting Ideas      | 2         |                       | 20         |
| 5   | Concluding Sentence   | 2         |                       | 20         |
|     | <b>Total</b>          | <b>10</b> |                       | <b>100</b> |

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<sup>4</sup> H. Douglas Brown, *Language Assessment, Principles and Classroom Practice*, (New York: Pearson Education, 2004) p. 3.

Table. 2  
Score of the Result Test <sup>5</sup>

| no | Range of Real Score | Category  |
|----|---------------------|-----------|
| 1  | 80-100              | Very good |
| 2  | 70-79               | Good      |
| 3  | 60-69               | Enough    |
| 4  | 50-59               | Low       |
| 5  | 0-49                | Fail      |

### E. Research cycle

The action research is followed the model that is developed by Kurt Lewin model. It is a famous representation of the action of the research that contained four stages as follows: 1). Planning, 2). Acting, 3). Onserving, and 4). Reflecting. The model can describe int he next pages as follows:

### F. The procedure of Research

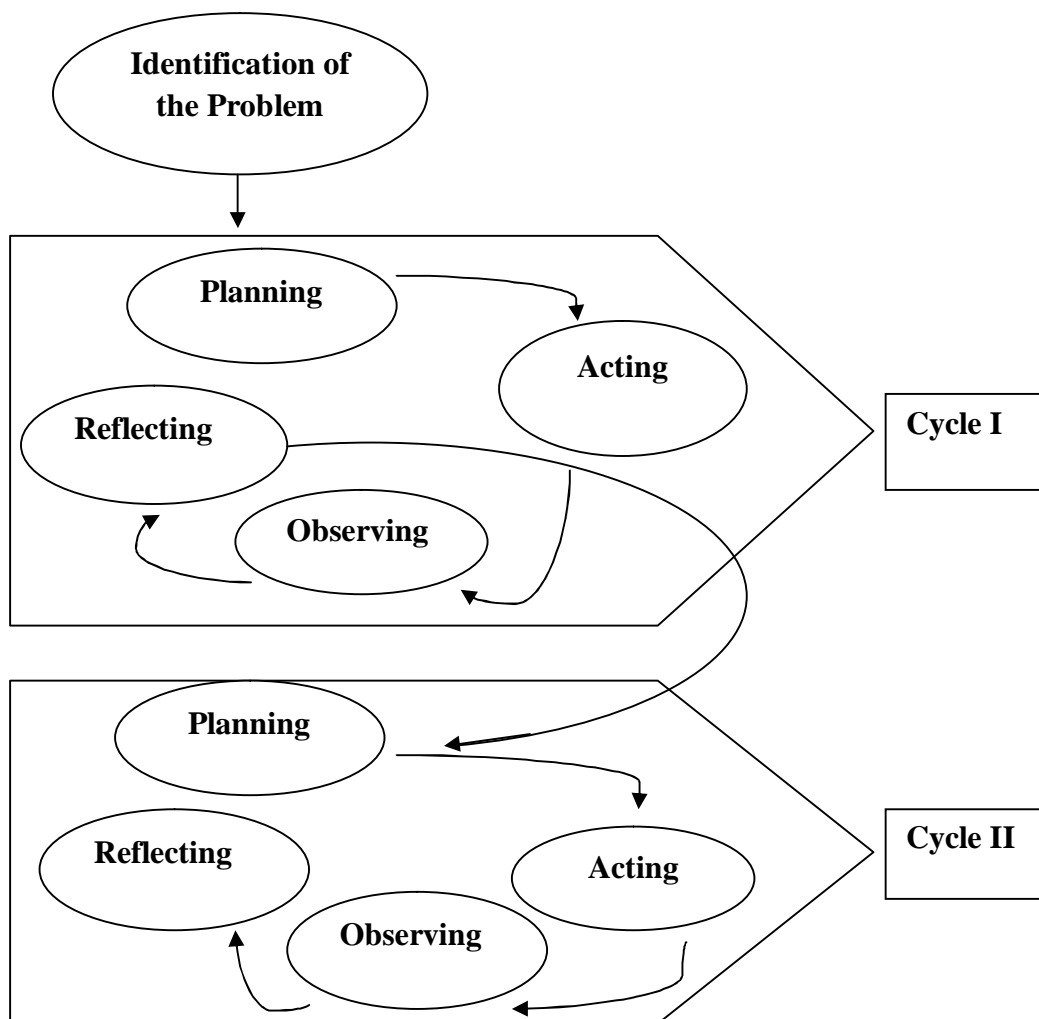
The researcher uses a classroom action research designed by Kurt Lewin model.<sup>6</sup> The cycle contains four stages; planning, acting, observing and reflecting. The model is described in the following figure:

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<sup>5</sup> JoAnne Schudt Caldwell, *Reading Assessment: A Primer for Teacher and Coaches*, (New York : The Guilford Press) p. 4 - 5.

<sup>6</sup> Rido Kurnianto, et.al. *Penelitian Tindakan Kelas*, (Surabaya: Aprint A, 2009) p. 43.

**Figure 1. Kurt's Lewin Action Research Design**



The implementation of Classroom Action Research (CAR) in the first cycle and the second cycle, as following:

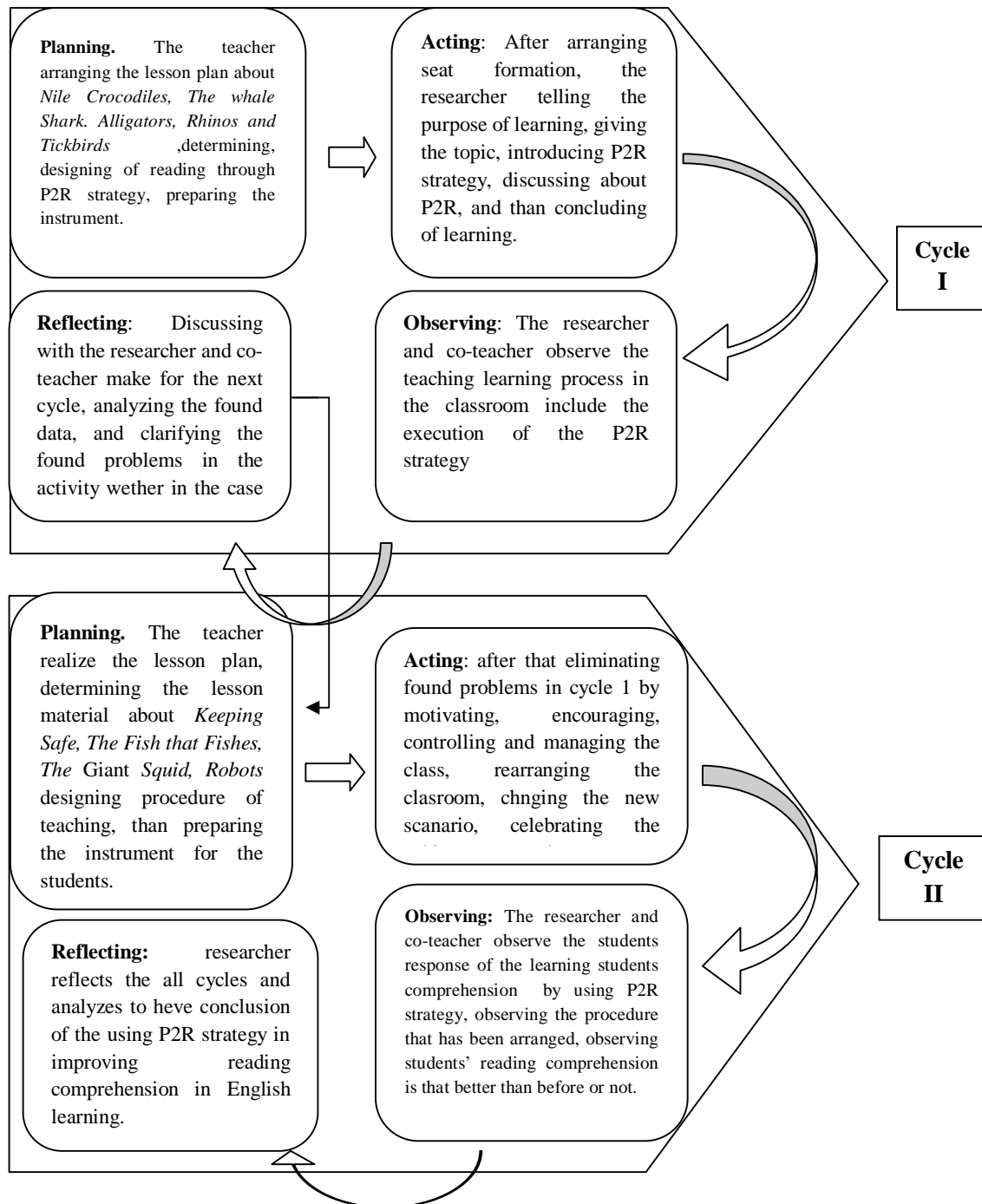


Figure 2: The phase and the cycles of classroom action research modified by the writer

CYCLE 1: In meeting I, the research procedures are:

a. Planning

- 1) The lesson plan is arranged by the teacher.
- 2) The teacher determined the lesson material is about reading comprehension, which are about *Nile Crocodile*, *The Whale Shark*.
- 3) Designing a procedure teaching reading comprehension through P2R strategy.
- 4) Preparing the instruments is used by students.

b. Acting

- 1) Grouping into seven groups.
- 2) Telling the purposes of learning.
- 3) Giving and explaining the text for the students.
- 4) Introducing the procedures of P2R activity.
- 5) Discussing together about the text
- 6) Encouraging and concluding learning
- 7) Observing the classroom

c. Observing

- 1) Observing the execution of the P2R strategy.
- 2) Observing of the students' reading comprehension.
- 3) Evaluating students' by taking the score of students' P2R strategy based on the reading comprehension essay.

d. Reflecting

- 1) Discussing and Analyzing the data with collabulator about the score
- 2) Making any improvement for the next cycle

- 3) Developing another environment to be simulated.
- 4) Clarifying the found problems in the activity whether in the case of students or teacher

CYCLE 1: In meeting 2, the research procedures are:

a. Planning

- 1) Arranging the lesson plan
- 2) Determining the lesson material is about reading comprehension, which are about *Alligators, Rhinos and Tickbirds*.
- 3) Designing a procedure teaching reading comprehension through P2R strategy.
- 4) Preparing the instruments which is used by students.
- 5) Preparing instruments for teacher and observer's observation.

b. Acting

- 1) Eliminating found problems in cycle 1 on meeting 1 by motivating, encouraging, controlling and managing the class.
- 2) Rearranging the classroom arrangement by the teacher.
- 3) Changing the new test.
- 4) Explaining the students; students' reading comprehension must be better than cycle 1 on meeting 1.

c. Observing

- 1) The teacher and observer observed students' reading comprehension and activity of the learning by using P2R strategy.
- 2) Observing the procedure that had been arranged whether worked.
- 3) Observing students' reading comprehension is better than before or not.



- 4) Observing students' reading comprehension by using the instrument.
- d. Reflecting
- 1) Discussing and Analyzing the data with co-teacher about the score
  - 2) Making any improvement for the next cycle
  - 3) Developing another environment to be simulated.
  - 4) Clarifying the found problems in the activity whether in the case of students or teacher.

**CYCLE 2:** In meeting 3, the research procedures are:

- a. Planning: researcher arranges the lesson plan based on the reflection in the cycle 1 on meeting 1 and meeting 2. Those are :
  - 1) Arranging lesson plan.
  - 2) Determining the lesson plan material is about *Keeping Safe and The Fish That Fishes*
  - 3) Identifying the problems based on Cycle 1.
  - 4) Preparing the instrument for the students, teacher and observer.
- b. Acting: researcher applies P2R strategy based on the lesson plan that is the result of reflection in cycle 2.
  - 1) Eliminating found problems in cycle 1 by motivating, encouraging, controlling and managing the class.
  - 2) Rearranging the classroom arrangement.
  - 3) Changing the new test.
  - 4) Explaining that the students; students' reading comprehension must be better than cycle 1.
  - 5) Celebrating the achievement together.

c. Observing:

- 1) The teacher and observer observed students' reading comprehension and activity of the learning by using P2R strategy.
- 2) Observing the procedure that has been arranged whether worked
- 3) Observing students' reading comprehension by using the instrument.

d. Reflecting

- 1) Discussing with collaborator about the action.
- 2) Making any decision for the next cycle.
- 3) Analyzing the found data.
- 4) Clarifying the found problems in the activity whether in the case of students or teacher.

CYCLE 2: In the cycle 4, the research procedures are:

- a. Planning: researcher arranges the lesson plan based on the reflection in the cycle1.

Those are :

- 1) Arranging lesson plan
  - 2) Determining the lesson material is about *The Giant Squid, Robots*. Preparing some instruments for students.
  - 3) Arranging procedure of teaching.
  - 4) Preparing the instrument for students, teacher and observer.
- b. Action: researcher applies P2R strategy based on the lesson plan that is the result of reflection in cycle 2.

- 1) Realyzing the lesson plan that contains of reading descriptive text by using P2R strategy.
  - 2) Rearranging the classroom arrangement.
  - 3) Explaining slowly an clearly and the end of the meeting.
  - 4) Celebrating the achievement together.
  - 5) Getting the students complete mean score.
- c. Observing:
- 1) Observing the students response, researcher performance, and the class situation
  - 2) Observing students' reading comprehension is that better than before or not.
  - 3) Observing students' vocabulary mastery by using the instrument.
- 4) Reflecting: Researcher reflects the all cycles and analyzes to have conclusion of the using P2R strategy in improving students' reading comprehension in English learning.

#### **G. Technique of Data Analysis**

In analyzing the data, the writer used qualitatif and quantitative data. Qualitative data is used to describe the simulation during the teaching process. The process of data analysis involves making sense out of text. It involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of the data.<sup>7</sup> The qualitative data are analyzed from the observation sheet. Quantitative data is used to analyze the score of students. The quantitative data is collected and analyzed by computing the score of reading comprehension by using P2R (preview, read, review)

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<sup>7</sup> *Ibid.*, p. 190.

To know the means of students' score for each cycle, the researcher will apply the following formula:

$$\bar{x} = \frac{\sum \vec{x} N}{N} \times 100$$

*Explanation:*

X : The mean of the students

$\sum x$  : The total score

N : The number of the students

The percentage of students' reading comprehension by P2R through simulation technique is calculated by applying the following formula:<sup>8</sup>

$$P = \frac{R}{T} \times 100\%$$

*Explanation:*

P : The percentage of students

R : The number of students

T : The total number of students

Finally, researcher summarizes qualitative data by six steps as suggested by Creswell as in the following:<sup>9</sup>

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<sup>8</sup> Dokumen SMA N 1 Padangsidempuan . p. 31.

Steps 1: organizing and preparing the data for analysis. This involved transcribing observation, scanning material, typing up field notes, or sorting and arranging the data into different type depending on the source of information.

Steps 2: reading all the data. This is done by obtaining a general sense of the information, and reflecting on its overall meaning.

Step 3: beginning detail analysis with a coding process it was organizing material into “Chunks” before bringing meaning to those chunks. It involved taking text data into categories, and labeling those with a term (a term based in the actual language of the participant).

Step 4: using the coding process to generate a description of the setting or people as well as categories or analysis. Description involved a detailed rendering of information about the notes. Then, researcher used this to generate themes or categories. Beyond identifying the themes during the coding, researcher built additional layers of complex analysis.

Step 5: advancing how the description and themes are represented in the qualitative narrative. This is discussion that mentions a chronology of events, the detailed discussion of several themes or inter-connecting themes. Researcher uses visuals or figure to convey descriptive information about participants in a table.

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<sup>9</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (USA: Sage Publication, 2003) p. 190.

Step 6: making interpretation or meaning of the data. It is researcher's personal interpretation, meaning derived from a comparison of the findings with information gleaned from the literature.

## **H. Systematical Organization of Thesis**

The systematic of this research was divided into five chapters. Each chapter consisted of many sub chapters with detail as follow:

In the chapter one, consisted of Background of the Problems, Identification of the Problems, Limitation of the Problem, Defenition of Key Terms, Formulation of the Problem, The Objective of the Research and Significances of the Research, and the last was Indicators of Action that consisted of terminologies in the research.

In the chapter two, consist of Theoretical Review which explain about Reading Comprehension (definition of reading, defenition of comprehension, reading comprehension, kinds of reading, types of reading, the level of comprehension, strategies of reading comprehension, reading evaluation, the reading goals, material development, indicator of reading comprehension, principles in teaching reading comprehension) and also review and related finding, Conceptual Framework and hypotehesis of action were the adding information in conduct this research.

In the chapter three, consisted of Research Methodology, The Kind and Approach of the Research; The Kind of Research was Quantitative and Classroom Action Research, Time and Place of the Research. The Participants, then Instrumentations were test. Next was The Procedures for Classroom Action Research, The Technique of Data Analysis, and Systematical Organization of Thesis.

In the chapter four, consisted of Research Result. The result of the research consists of the description of the data, it consisted first cycle than second cycle. Next the comparative result of the action, the discussion of the research findings and.

The last was the chapter five consisted of conclusion and suggestion.

## CHAPTER IV

### RESEARCH RESULT

As mentioned in earlier chapter, in order to evaluate the students' reading comprehension by using P2R strategy, the researcher has calculated the data using reading test which is reading comprehension test. Applying quantitative analysis, the researcher used the formulation of mean score. Next, the researcher described the data as follows:

#### **A. The Data Description**

This chapter is focused on the research result. It would explain about the data from setting, first condition before going to the cycle, doing the first cycle and second cycle. Then, the researcher divided research action in two cycles. Each cycle consisted of four steps. They are planning, action, observation, and reflection. Researcher here described the research steps in cycle and findings.

##### **1. First Cycle**

The first cycle was conducted for two meetings. Two meetings here mean that it was conducted for two lesson plans and two tests (Lesson Plan 1, First Test, Lesson Plan 2 and Second Test). One meeting for two sessions, they were Lesson Plan 1 continued to First Test and Lesson Plan 2 continued to Second Test. Then, every meeting was done for 2 x 35 minutes or 70 minutes. So, two meetings were done for 4 x 35 minutes or 145 minutes.

After making all the materials in planning step in cycle 1; arranging the lesson plan, determining the lesson plan 1 and 2 about *Nile Crocodile, The Whale Shark and Alligators, Rhinos and Tickbirds* topic, the researcher came to the class



with co-teacher, an English teacher of grade VIII Pondok Pesanteren Al-Mukhlishin Lumut. The researcher conducted the action first. It was about *Nile Crocodile, The Whale Shark* topic. The researcher observed all the activities in the classroom. Based on the observation that was done by the co-teacher, the English teacher of grade VIII MTs S Pondok Pesanteren Al-Mukhlishin Lumut used field notes or “Students’ Activity in Teaching Learning Process” and used indicator checklist also “Teacher Activity in Teaching Learning Process” to observe the teaching learning process. Some students felt interesting and funny in learning reading by the researcher’s teaching reading; P2R strategy. However, some students were still uninterested yet. The researcher applied P2R strategy in teaching reading. Classroom activities should maximize opportunities to students to use target language for meaningful purpose; with attention on the message the students have many vocabularies. In the classroom activities, the researcher as a teacher started the lesson by saying greeting and introduced patiently to the students. Before introducing the first topic, *Nile Crocodile, The Whale Shark*, the teacher explained the importance of the research for the students so that they could be motivated in the learning process and cooperate with the researcher. The students looked too enthusiasm and made the teacher were very optimism in explanation, too. After giving explanation about the importance of the research, the teacher hanged the essay descriptive test (it can be looked in the Lesson Plan 1) in the black board and it was the first test. It was about the topic that just explained before. The essay questions of the blank test were only in a sheet.

After several minutes, the researcher asked the students to collect their test sheet. Then, the teacher and the students answered the essay test of descriptive text together by discussing what the correct answers were. The researcher asked the students also to fill the correct answers on the paper.

After analyzing the first test data which was done by the grade VIII students, the researcher found that the students' reading comprehension was categorized into enough categories. It was 40. 80. It can be looked on Appendix 4: Students' reading comprehension of the First Test. In addition, students' problems must be solved immediately. The students' reading comprehension was enough because the topic and learning strategy that was adopted by the researcher was too nice. It was very nice and familiar. In the first test meeting, most of students were interested in learning reading. As Afriananda Pane said,

“I am interested in learning reading, even if the teacher gave the interesting method, like the P2R strategy. Then, it is also in the funny and familiar material (*Nile Crocodile, The Whale Shark*). So, it makes me easy to fill the essay descriptive text.”<sup>1</sup>

Even though, most of them were interested in filling the blank crossword puzzle test but some students were not interested yet. It can be stated from the means score of the test that given that had been explained above, it was 61.42. Therefore, the researcher planned the more active activities than before for the Lesson Plan 2.

Then, the researcher applied the action again in Lesson Plan 2, it was about *Alligators, Rhinos and Tickbirds*. It was done for looking the students' reading

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<sup>1</sup>Afriananda Pane, The Student of Grade VIII in Academic Year 2013/ 2014 MTs S Pondok Pesanteren Al-Mukhlisin Lumut, *Interview* on 26<sup>th</sup> 2014.

comprehension after analyzing the students' first test score. It means that the researcher conducted the P2R strategy again, but it was in the changing material and more active than before. In observing the action, the teacher used also field notes or "Students' Activity in Teaching Learning Process" and the English teacher of MTs S Pondok Pesanteren Al-Mukhlisin as an observer used indicator checklist "Teacher Activity in Teaching Learning Process" to observe the teaching learning process. Based on it, teacher explained the targeted language context. From the observation sheet, it has found that the teacher came to the class in time, said greeting and also motivated the students in participating in the class process. The teacher was active also in teaching learning process and discussed the problems together.

For the students, most of students were too enthusiastic in teaching learning process. It was because of the interesting material. Even though the material was interesting, some of them still made noisy in the class. It was because of some students did not bring the dictionary or they did not know the meaning or the answer, they made noisy by asking the other friends. After giving explanation about the importance of the research, the teacher hanged the descriptive text (it can be looked in the Lesson Plan 2) in the black board and it was the second test. It was about the topic that just explained before. The essay questions of the blank test were in a sheet. After several minutes, the researcher asked the students to collect their test sheet. Then, the teacher and the students answered the essay test together by discussing what the correct answers were. The researcher asked the

students also to fill the correct answers in the essay test that was handed in the sheet.

The result was that most of them still did not know and comprehend in pieces of information, topic sentence, main idea, supporting idea, concluding sentence. Looking to those conditions, the researcher realized that the result of the activities that had been done were not so successful in solving the students' problems in comprehension. So, the activities should be improved and change. The changing activities were about material, the essay questions, and the teacher learning process.

The last, reflecting related to the process and the effects of the action. It was also the evaluation of the action that has been done. The evaluation covered evaluating the students' reading comprehension scores in the second test and the result of observation which purposed to analyze the situation and made conclusion. Then, the result of the second test was used to take further action for the next cycle. Because of there were still problems in students' reading comprehension, the teacher concluded to improve it in the next cycle. The students' reading comprehension in second test was 51.60. The researcher with co-teacher, the English teacher of MTs S Pondok Pesanteren Al-Mukhlisin, concluded that the second cycle had to re-plan the gotten problems in the first cycle. In the next learning, lesson plan 3 and 4, it was needed to overcome motivation and enthusiastic of students in the learning process. Re-planning of P2R strategy in the first cycle which resolved in the second cycle clearly is figured in the following table:

Table 3  
The First Cycle Problems and Resolution

| No | Problems in the First Cycle   | Resolutions   |
|----|---|---|
| 1. | Most of students were too enthusiastic in teaching learning process.  | Teacher should motivate the students so that they should be enthusiastic, not too ( <i>agak</i> ) enthusiastic, but very enthusiastic and active.   |
| 2. | The material, descriptive text and essay questions given were not interesting and funny. They were made in the black form. So, it was monotone way. | Teacher had to change the material, descriptive text and essay test given became interesting and funny. They were made in the concentration of the text. Then, the essay test made in the sentence essay. |
| 3. | Students were low in reading comprehension:   | Students had to have full attention in reading comprehension:   |
|    | a. Students were enough in pieces of information.   | a. The teacher should make the students' reading comprehension in pieces of information into good, even into very good category.  |
|    | b. Students were still low in topic sentence.   | b. The teacher explained more about topic sentence.   |
|    | c. Students were still low in main idea.  | c. The teacher explained more about main idea.  |
|    | d. Students were still low in supporting idea.  | d. The teacher explained more about supporting idea.  |
|    | e. Students were still low in concluding sentence.  | e. The teacher explained more about concluding sentence.  |

## 2. Second Cycle

The first cycle was conducted for two meetings, too. Two meetings here mean that it was conducted for two lesson plans and two tests too (Lesson Plan 3, Third Test, Lesson Plan 4 and Fourth Test). One meeting for two sessions, they were Lesson Plan 3 continued to Third Test and Lesson Plan 4 continued to the

Fourth Test. Then, every meeting was done for 2 X 35 minutes or 70 minutes. So, two meetings were done for 4 X 35 minutes or 145 minutes. The different conditions here were the teacher should motivate the students so that they should be enthusiastic, not too (*agak*) enthusiastic, but very enthusiastic and active, the teacher had to change the material, the text reading and essay questions given became interesting and funny. They were made in the colorful form. Then, the essay questions made in the sentence essay. The teacher should make the students' reading comprehension in common noun into good, even into very good category. It was as stated above in table 4: The First Cycle Problems and Resolution.

In the second cycle conducted in four meetings (Lesson Plan 3, Third Test, Lesson Plan 4 and Fourth Test). The teacher directly conducted the teaching learning comprehension process. It was Lesson Plan 3. In opening the class, the teacher motivated the students more to do the lesson. The researcher also motivated them to explore more their reading comprehension and be more active in teaching learning reading process. The teacher gave the other topics. The topic in this lesson plan which had been explained above was *Keeping Safe and The Fish that Fishes*.

In observing of the action in this cycle were similar with the previous cycle. Based on the observation sheet, there was an improvement on students' enthusiastic in teaching learning reading process. The teacher came to the class in time, said greeting, introduced patiently and also did the orientation of teaching learning activity. The teacher motivated all students to participate in teaching process and set down its result on paper that is provided. Then, the teacher hanged

the essay test (it can be looked in the lesson plan 3) in the black board about the third test, it was *Keeping Safe and The Fish that Fishes*. The essay questions of the descriptive test were in sheet, it was two of sheet. After several minutes, the researcher asked the students to collect their test sheet. Then, the teacher and the students answered the essay test of decriptive text together by discussing what the correct answers were. The researcher asked the students also to fill the correct answers in the essay test that was hanged in the descriptive text

After conducting the lesson plan, the researcher as teacher gave the students the third test. It was also about *Keeping Safe and The Fish that Fishes* topic. Then, the researcher analyzed their score in the third test. The researcher found that their comprehension score was 80. 80. It can be looked on Appendix 12: Students' reading comprehension of the Third Test. It can be categorized into good. It was improved, but it has not really improved because as the researcher explained above, the researcher wanted to improve students' reading comprehension into excellent or very good category. It was about 90-100 score.

Therefore, the researcher conducted the action again. It means that the researcher had to conduct the P2R strategy again in Lesson Plan 4. The researcher conducted the teaching learning activities like in the previous lesson too. The teacher said greeting, introduced patiently, did the orientation of teaching learning activity and told the topic was *The Giant Squid* and *Robots*. The teacher motivated all students to participate in teaching process and set down its result on paper that is provided. Then, the teacher hanged in the text (it can be looked in the Lesson Plan 4) in the black board about the topic which was explained before, *The Giant*

*Squid, Robots*. The essay questions of the descriptive text were in a fill the blank, it was consisted 10 essay. It was also in the pictorial essay questions. It included into fourth test. After several minutes, the researcher asked the students to collect their test sheet. Then, the teacher and the students answered the descriptive text together by discussing what the correct answers were. The researcher asked the students also to fill the correct answers in the essay of descriptive text that was hanged in the paper.

Next, after analyzing and counting the fourth data test, it was about *The Giant Squid, Robots*. It was done for showing the evidence that the researcher as a teacher could improve the students' reading comprehension score into excellent or very good category. It was about 90-100 score. It is surely that after analyzing the students' fourth test sheet, the researcher found their score category was 91.78. It means that the students' reading comprehension could be improved into excellent or very good category.

In addition, it means that the students were more and more active and enthusiastic in doing the teaching learning process in the lesson plan 4. Based on the field notes "Teacher Activity in Teaching Learning Process", it showed that teacher mastery in teaching reading comprehension process was done well. Test scores had shown an improvement in the first to the second cycle. They were 40.80, 51.60, 80.80, and 92.40. By using P2R strategy the students' reading comprehension improved significantly.



## B. The Comparative Result of the Action

The students' reading comprehension score improved from the first to the second decriptive test. The researcher gave the test in each lesson plan meeting. After teaching them, the researcher gave the test directly by using descriptive text which was hanging in the blackboard. The test from the first to the fourth meeting were about *Nile Crocodile*, *The Whale Shark*, *Alligators*, *Rhinos and Tickbirds*, *Keeping Safe and The Fish That Fishes*, *The Giant Squid*, *Robots*. The evidences can be looked from the mean score of the first to the fourth test; they were 40.80, 51.60, 80.80, and 92.40. It can be looked on appendix 17: Students' Mean Score Improvement. It means that during the research, it was found that the students' score kept improving from the first to the fourth test. By application P2R strategy, the students' score was significantly improved. There were differences in the lowest and the highest of students' reading comprehension score in each test which was given during the research. The differences showed that there was a significant improvement of students' reading comprehension.

Then, it can be looked also from the table below:

Table 4  
Comparison Score of Students' Reading Comprehension

| Category      | First Test | Second Test | Third Test | Fourth Test |
|---------------|------------|-------------|------------|-------------|
|               | Cycle 1    |             | Cycle 2    |             |
| Lowest Score  | 30         | 50          | 70         | 90          |
| Highest Score | 50         | 60          | 90         | 100         |
| Students      | 25         | 25          | 25         | 25          |

From the table above, it can be seen that the students' score kept improved. In first test, the lowest score was 50 and the highest score was 60. In second test, the lowest score was 70 and the highest score was 90. In the third test, the lowest score was 50 and the highest score was 100. The last is in the fourth test, the lowest score was 90 and the highest score was 100. It showed the significant improvement in students' reading comprehension.

In the first cycle, the researcher did the action first and directly gave first test to know their reading comprehension and their problems in reading. There were four topics that the students could do. The first test was *Nile Crocodiles* and *The Whale Shark*, the second test was *Alligators, Rhinos and Tickbirds*, the third test was *Keeping Safe and The Fish That Fishes*, and the last test was *the Giant Squid and Robots*. They had to fill out the essay test given. Many students were lack in reading (common, proper, countable and uncountable noun). In the result of the research, the researcher applied 4 meetings. Two meetings for the Lesson Plan 1, First Test, Lesson Plan 2, and Second Test. Two meetings more for the Lesson Plan 3, Third Test, Lesson Plan 4, and Fourth Test. It means those two meetings for the first cycle and two meetings for the second cycle. It can be looked from the mean score of the students in every test.

#### 1. The First Test

In the first test, it was talking about *Nile Crocodiles* and *The Whale Shark*. Most of the students were less in pieces of information, topic sentence, main idea, supporting sentence, concluding sentence. It means that they were less in all aspect of reading that had been limited by the researcher. There were 5 students got 30 score or categorized into poor category. There were 13 student got 40 score, 7

students got 50 score, one student got 55 score, and 2 students got 60 score or categorized into enough category. It can be concluded that from 25 students, 13 students got 30 to 40 score. In addition, 12 students got 40 to 50 score. Then from analyzing all the students' mean score, the researcher counted that their mean score in this test was 40.80. It was enough categories, too. It means that they were far into good, even excellent or very good category.

## 2. The Second Test

In the second test, it was talking about *Alligators, Rhinos and Tickbirds*. Most of the students were less in pieces of information, topic sentence, main idea. It means that they were less in most of the aspect of reading that had been limited by the researcher. There were 2 students got 40 score, 17 students got 50, and only 6 students got 60 score or categorized into good category. It can be concluded that from 25 students, 17 students got 40 to 50 score or bottom of 60 score. In addition, 8 students got 50 to 60 score. Then from analyzing all the students' mean score, the researcher counted that their mean score in this test was 51.60. It was still into enough categories. It means that they were still far into good, even excellent or very good category.

## 3. The Third Test

In the third test, there were 5 students got 70 score, 13 students got 80 score, and 7 students got 90 score or categorized into good category. There were 3 students got 85 score, 7 students got 90 score and 5 students got 100 score or categorized into excellent or very good category. It can be concluded that from 25

students, nobody got bottom of 60 score. In addition, all the students got up 60 score. It concluded that the students' reading comprehension improved well. Then from analyzing all the students' mean score, the researcher counted that their mean score in this test was 80.80. It was good categories, but it has not really improved because as the researcher explained above, the researcher wanted to improve students' reading comprehension into excellent or very good category. It was about 90-100 score.

#### 4. The Fourth Test

In the fourth test, it was talking about *The Giant Squid* and *Robots* most of the students had been improved in all the aspect of reading that had been limited by the researcher; pieces of information, topic, main idea, supporting idea and conclusion. It means that they had mastered in five indicators. It can be looked into which 2 students got 80 score or categorized into good category. There were 15 students got 90 score, 8 students got 100 score. It can be concluded that from 25 students, nobody got bottom of 70 score. In addition, all the students got up 70 score. It concluded that the students' reading comprehension improved very good or excellent. Then, after analyzing and counting the fourth data test, it was done for showing the evidence that the researcher as a teacher could improve the students' reading comprehension score into excellent or very good category. It was about 90-100 score. It is surely that after analyzing the students' fourth test sheet, the researcher found their score category was 92.40. It means that the researcher' hypothesis that reading comprehension could improve the students' reading

comprehension by using P2R strategy at MTs S Al-Mukhlisin Lumut was accepted.

So, this P2R strategy created a good environment in teaching learning reading in which students became active and enthusiastic in the process of getting new text reading, so that the students' reading comprehension expanded.

### **C. Discussion of the Research Findings**

Classroom activities in using P2R strategy should maximize opportunity to the students to use target language for meaningful purposes; with attention on the message the students have many reading text rather than always looking to their dictionary. Students are given opportunities to explore their own learning process and developing of appropriate method for autonomous learning. The teacher gave various topics to expand the students' reading comprehension and enlarge their funny material. After making the students feel funny in learning the language, it seems advisable to challenge them get their many new strategy of reading. By using P2R strategy, the students' reading comprehension would improve.

The researcher organized all the quantitative data from all meetings. In every two meetings, the researcher conducted one reading test. It is about descriptive text. From the first evaluation, it was found that the students' achievement in reading comprehension was still low in the level active reading. They could not fill what the essay that given about descriptive text. Next, the first cycle of classroom action research was conducted and the students were given treatment of P2R strategy at the first time. Although they still had problems, the result of second evaluation was better

that first evaluation. After the researcher did the second cycle, the result was better than the first cycle.

The researcher also analyzed data to support this research finding besides the quantitative data (reading test score), the qualitative data were taken from observation and list of interview sheet. Observation result showed that the students gave their well attitudes and responses during the teaching learning process. Even though they got problems at the first time but they could solve their difficulties and enjoyed their lesson by the process of time. They became more active and enthusiastic in reading text. The list of interview showed that the students agree that the application of P2R strategy had helped them in reading comprehension. These all qualitative data supported the research findings which based on the quantitative data. Based on the result of quantitative and qualitative data, it was found that the application of P2R strategy had successfully improved the students' achievement in reading comprehension.

In this study, it had found that the improvement of the students' reading comprehension score. In the first meeting, the mean of the students were 40.80. In the first cycle, the mean of the students were 51.60. In the second cycle, the mean of the students were 80.80 and improved again in 92.40 score. It means that the research findings from cycle had shown students' reading comprehension has been improved well by P2R strategy. The researcher also analyzed data to support this research finding besides reading comprehension test score. Based on the result, it was found that the application of P2R Strategy had successfully improved the students' reading comprehension.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Having analyzed and presented the data in the previous chapter, conclusion of the research was that the using of P2R strategy in teaching reading comprehension can give positive effect on students' achievement. The technique attracts or motivates the students to improve their reading comprehension. Based on the result of the classroom action research, it was concluded that P2R strategy improved students' reading comprehension at grade VIII Pondok Pesantren Al-Mukhlisiin Lumut. It based on the students' reading comprehension mean score in which was in cycle 1 were 40.80 and 51.60 become 80.80 and 92.40 in cycle 2.

#### B. Suggestion

It had been described before that P2R strategy improved students' reading comprehension and implication of the result goes to English teachers of Elementary School. The English teachers can apply P2R strategy in teaching and learning process. By P2R strategy, students will feel funny and active learning. P2R strategy with all structures creates students' reading comprehension be better than before and it must be relevant to the social environment and real situation of the children in grade VIII Pondok Pesantren Al-Mukhlisiin Lumut.

The result of this study showed that using of P2R strategy improved students' reading comprehension. The suggestions are special to the teachers, students and other researchers. Therefore, the following suggestions are offered:

1. P2R strategy is such strategies can create interest and relieve tension in difficult curriculum areas, and can be used as an alternative way of English teaching.
2. For the teacher, it is very wise to use P2R strategy in teaching reading because this strategy can enlarge and expand students' reading comprehension and the students' reading comprehension will be improved directly.
3. For the students, it is hoped that by using P2R strategy, the students more funny and active in studying English reading comprehension, because P2R strategy provides well changing to improve the students' reading comprehension.



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