AN UNDERGRADUATE THESIS

IMPROVING STUDENTS READING ABILITY BY USING MIX/FREEZE/PAIR STRATEGY AMONG THE ELEVENTH GRADERS AT MAN 1 LAMPUNG TIMUR

BY :

AZIZAH MAULINA

STUDENT NUMBER: 1501070028

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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IMPROVING STUDENTS READING ABILITY

BY USING MIX/FREEZE/PAIR STRATEGY

AMONG THE ELEVENTH GRADERS AT MAN 1 LAMPUNG TIMUR

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By :

AZIZAH MAULINA

STUDENT NUMBER : 1501070028

Tarbiyah and Teacher Training Faculty

English Education Department

Sponsor : Dr. UmiYawisah, M.Hum

Co-Sponsor : Ahmad SubhanRoza, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H / 2020 M

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id *e-mail*: tarbiyah.iain@metrouniv.ac.id

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An Undergraduate thesis entitled: IMPROVING STUDENTS READING ABILITY BY USING MIX/FREEZE/PAIR STRATEGY AMONG THE ELEVETH GRADERS AT MAN 1 LAMPUNG TIMUR, written by Azizah Maulina, student number 1501070028, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Tuesday, 21st January 2020 at 14.00 – 16.00 am.

BOARD OF EXAMINERS:

Chairperson	: Dr. Umi Yawisah, M.Hum	(.....)
Examiner I	: Drs. Kuryani, M.Pd	(.....)
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The Dean of Tarbiyah and Teaching Training Faculty

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Dr. Ida, M.Pd
NIP. 19681008 200003 2 005

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Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.ide-mail: tarbiyah.iain@metrouniv.ac.id

APPROVAL PAGE

Title	:	**IMPROVING STUDENTS READING ABILITY BY USING MIX/FREEZE/PAIR STRATEGY AMONG THE ELEVENTH GRADERS AT MAN 1 LAMPUNG TIMUR**
Name	:	AZIZAH MAULINA
NPM	:	1501070028
Department	:	English Education
Faculty	:	Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty ofState Islamic Institute of Metro

Metro, January 2020

Sponsor

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Co-Sponsor

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Head of English Education Department

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.ide-mail: tarbiyah.lain@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah of Azizah Maulina**

To:
The Honorable of the Dean of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikumWr.Wb.

We have given guidance and enough improvement to research thesis script which is written by:

Name	: Azizah Maulina
Student Number	: 1501070028
Department	: English Education
Faculty	: Tarbiyah and Teaching Training
Title	: **IMPROVING STUDENTS READING ABILITY BY USING MIX/FREEZE/PAIR STRATEGY AMONG THE ELEVENTH GRADERS AT MAN 1 LAMPUNG TIMUR**

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikumWr.Wb.

Metro, January 2020

Sponsor	Co-Sponsor
Dr. Umi Yawisah, M.Hum	**Ahmad SubhanRoza, M.Pd**
NIP. 19620424 199903 2 001	NIP. 19750610 2008011 014

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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.ide-mail: tarbiyah.iain@metrouniv.ac.id

NOTA DINAS

Number :
Appendix : -
Matter : PengajuanMunaqosyah

KepadaYth.,
DekanFakultasTarbiyahdanIlmuKeguruan
Institut Agama Islam Negeri (IAIN)
di-
Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakanpemeriksaandanpertimbanganseperlunyamakaskripsi yang disusunoleh:

Nama : Azizah Maulina
NPM : 1501070028
Fakultas : TarbiyahdanIlmuKeguruan
Jurusan : Tadris Bahasa Inggris (TBI)
JudulSkripsi : **IMPROVING STUDENTS READING ABILITY BY USING MIX/FREEZE/PAIR STRATEGY AMONG THE ELEVENTH GRADERS AT MAN 1 LAMPUNG TIMUR**

Sudah kami setujuidandapatdimunaqosyahkan. Demikianharapan kami danataspenerimaannya kami ucapkanterimakasih.

Wassalamu'alaikumWr.Wb.

Metro, January 2020

Dosen Pembimbing I,

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Dosen Pembimbing II

Ahmad SubhanRoza, M.Pd
NIP. 19750610 2008011 014

IMPROVING STUDENTS READING COMPREHENSION BY USING MIX/FREEZE/PAIR STRATEGY AMONG THE ELEVENTH GRADERS AT MAN 1 LAMPUNG TIMUR

ABSTRACT

BY

AZIZAH MAULINA

Reading is something that is very important for students because the success of their learning depends on their ability to read. The ability to read is one process that involves a reader to respond to a text. By reading, students get a lot of knowledge, information and everything they need in learning process. If students reading skills are low, they will fail in their learning of they will have difficulty making changes. It can be proved by the students average score from pre test to post test. The average score in pre test was 65 and in post test 1 was 73 became 81 in post test 2.

To understand the reading texts the researcher used Mix/Freeze/Pair Strategy to improve the ability of students to understand the reading text. Mix/Freeze/Pair is appropriate to be applied for students at the pre-productive language acquisition level which allow kinesthetic responses so students can engage in and demonstrate the full range of thinking skills: knowledge, comprehension, analysis, application, synthesis and evaluation. It means that the using of Mix/Freeze/Pair strategy in reading especially analytical exposition text can improve the students reading ability at the eleventh graders at MAN 1 Lampung Timur.

The research is classroom action research. The population of this research was students of the eleventh graders. The sample of this research was 26 students at the class XI IPA 2. The researcher used test and documentation as the data collecting strategy. The collecting data used : observation, test (pre-test and post test), and field note. The result of this research showed that Mix/Freeze/Pair strategy had positive ro le in improving the reading comprehension ability at the eleventh graders of MAN 1 Lampung Timur.

Keyword : reading comprehension, Mix/Freeze/Pair strategy, Classroom action research

MENINGKATAN KEMAMPUAN MEMBACA SISWA DENGAN MENGGUNAKAN STRATEGI MIX/FREEZE/PAIR DI KELAS SEBELAS MAN 1 LAMPUNG TIMUR

ABSTRAK

OLEH

AZIZAH MAULINA

Membaca adalah sesuatu yang sangat penting bagi siswa karena keberhasilan belajar mereka tergantung pada kemampuan mereka membaca. Kemampuan membaca adalah salah satu proses yang melibatkan pembaca untuk merespons teks. Dengan membaca, siswa mendapatkan banyak pengetahuan, informasi, dan semua yang mereka butuhkan dalam proses pembelajaran. Jika keterampilan membaca siswa rendah, mereka akan gagal dalam belajar dan mereka akan mengalami kesulitan membuat perubahan. Hal ini dapat dibuktikan dengan skor rata-rata siswa dari pre test ke post test. Skor rata-rata pada pre test adalah 65 dan pada post test 1 adalah 73 menjadi 81 pada post test 2.

Untuk memahami teks bacaan, peneliti menggunakan strategi *Mix/Freeze/Pair* untuk meningkatkan kemampuan siswa dalam memahami teks bacaan. *Mix/Freeze/Pair* cocok untuk diterapkan bagi siswa di tingkat akuisisi bahasa pra-produktif yang memungkinkan tanggapan kinestetik sehingga siswa dapat terlibat dan menunjukkan berbagai keterampilan berpikir: pengetahuan, pemahaman, analisis, aplikasi, sintesis dan evaluasi. Ini berarti bahwa penggunaan strategi *Mix/Freeze/Pair* dalam membaca khususnya teks eksposisi analitis dapat meningkatkan kemampuan membaca siswa pada siswa kelas sebelas di MAN 1 Lampung Timur.

Penelitian ini adalah penelitian tindakan kelas. Populasi penelitian ini adalah siswa kelas XI. Sampel penelitian ini adalah 26 siswa di kelas XI IPA 2. Peneliti menggunakan tes dan dokumentasi sebagai strategi pengumpulan data. Pengumpulan data menggunakan: observasi, tes (pre-test dan post test), dan catatan lapangan. Hasil penelitian ini menunjukkan bahwa strategi *Mix/Freeze/Pair* memiliki kinerja positif dalam meningkatkan kemampuan membaca pemahaman pada siswa kelas XI MAN 1 Lampung Timur.

Katakunci: pemahaman membaca, strategi Mix/Freeze/Pair, penelitian tindakan kelas

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name	: AZIZAH MAULINA
NPM	: 1501070028
Department	: English Education Department (TBI)
Faculty	: Tarbiyah and Teachers Training

States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliography mentioned.

Metro, January 2020

The writer

AZIZAH MAULINA

St. Number 1501070028

ORISINALITAS PENELITIAN

Yang bertandatangandibawahini :

Nama : AZIZAH MAULINA

NPM : 1501070028

Jurusan : Tadris Bahasa Inggris (TBI)

Fakultas : Tarbiyah dan Ilmu Keguruan (FTIK)

Menyatakan bahwa Skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian – bagian tertentu yang dikutip dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Januari 2020

Penulis,

AZIZAH MAULINA

St. Number 1501070028

MOTTO

وَلَا تَهِنُوا۟ وَلَا تَحْزَنُوا۟ وَأَنتُمُ ٱلْأَعْلَوْنَ إِن كُنتُم مُّؤْمِنِينَ

You should not regard weakness, and do not (even) you grieve, even though you are the highest person (the degree), if you are a believer

(Q.S, Al-Imran :139)

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Praise is only to Allah SWT, the lord of the universe, inspiration of his life, that the researcher finally can finish the undergraduate thesis entitled "IMPROVING STUDENTS READING COMPREHENSION BY USING MIX/FREEZE/PAIR STRATEGY AMONG THE ELEVENTH GRADERS OF MAN 1 LAMPUNG TIMUR". This undergraduate thesis is arranged as fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in English Education Department of IAIN Metro.

The first of all, the deepest gratitude would be addressed to my beloved parents, for understanding and supporting me to finish this undergraduate thesis soon, and always pray for me to be successful person someday (aamiin). The greatest gratitude would also be addressed to both of my advisors, Dr. Umi Yawisah, M.Hum and Ahmad Subhan Roza, M.Pd who have constantly given their endorsement, time and guidance so that the researcher could finish the undergraduate thesis.

Hopefully, this undergraduate thesis can give many advantages to all of us properly.

Metro, January 2020

Azizah Maulina
St. Number 1501070028

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CHAPTER I

INTRODUCTION

A. Background of Study

English is an international language that is used as a liaison language between countries around the world. English language ability is one of the most important abilities to be mastered by students, because English mastery will help the people to get information, to communicate, and to get the opportunity to have a bigger job.There are four skills that must be master by students those are listening, speaking, reading, and writing.

Moreover, as one skill in English, reading is a way to get information from something written. Reading has a variety of benefits that are very powerful. Firstly reading can add insight and knowledge because by reading people can know problems or life in other parts of the world, secondly reading can add vocabulary because by reading people can know new vocabulary, and thirdly train to be able to write well.

However, based on data obtained from the field, it is often that students do not understand the contents of a text they have read becausethe students have a limited English vocabulary, low mastery of English grammar, insufficient reading comprehension, low reading habit, lack motivation in reading and low reading interest.

Furthermore, the limitation of the English vocabulary will make the readers difficult to understand the important messages contained in a text. Low English grammar will prevent the reader from capturing the right message. Insufficient reading comprehension will affect student absorption during learning. Students who do not understand the contents of reading tend to be difficult to achieve achievement when they go up to a higher class because the more they move up the class, the more information will be obtained more complex and complicated.

Next, the low reading habit is because the Indonesian people prefer spending their time on social media rather than reading books. Lack of motivation from parents since childhood to read books and the smartphone is very easy to find information. The low reading interest in Indonesian people is increasingly causing a decrease in the quality of human resources and the quality of education in Indonesia

Furthermore, the researcher had investigated the students' reading problems by conducting a pre-survey at MAN 1 Lampung Timur. In the pre-survey, the researcher distributed a paper test to students in the form of multiple choice of 20 items with a duration of 80 minutes. Then ask students to choose the most appropriate answer. Based on the result of pre-survey conducted by the researcher on 25July 2019 at MAN 1 Lampung Timur. The test results showed that all students who have problems in reading ability. This can be seen from the student scores who did not reach MMC (Minimum

Mastery Criterial). The result of pre-survey is shown by table of pre-survey below:

Table 1

Table of Pre-Survey Data Result Reading Ability of Class XI IPA 2 at MAN 1 Lampung Timur

No.	Student's Name	Grade	MMC	Criteria
1	AEM	44	75	Incomplete
2	AAA	40	75	Incomplete
3	ADR	60	75	Inomplete
4	AM	76	75	Complete
5	APW	40	75	Incomplete
6	CMS	48	75	Incomplete
7	DAL	40	75	Incomplete
8	DL	80	75	Complete
9	DAP	60	75	Incomplete
10	ER	80	75	Complete
11	EY	68	75	Incomplete
12	EIW	32	75	Incomplete
13	FNS	32	75	Incomplete
14	GS	52	75	Incomplete
15	ITP	36	75	Incomplete
16	K	40	75	Incomplete
17	KR	56	75	Incomplete
18	LRR	36	75	Incomplete
19	L	32	75	Incomplete
20	MMA	40	75	Incomplete
21	MASS	32	75	Incomplete
22	MR	40	75	Incomplete
23	MAG	40	75	Incomplete
24	NAN	75	75	Complete
25	RF	36	75	Incomplete
26	SSM	36	75	Incomplete

The results of the pre-survey above are classified into two categories based on passing grade for English subjects, that are :

Table 2 : Classification of the students' reading ability among the eleventh graders at MAN 1 Lampung Timur

No.	KKM	Number	Percentage	Criteria
1	≥ 75	4	15%	Complete
2	<75	22	85%	Incomplete

Based on the results of the pre-survey above, it is known that most students do not reach the passing grade of English subject that is 75. That is because there are 22 students (85%) who do not reach the passing grade.While the number of students who are able to achieve the passing grade is 4 students (15%). Therefore, it can be concluded that second grade students of MAN 1 Lampung Timur have limited or insufficient speaking skills in English.

Related to the reading problems obtained from the pre-survey results, the researcher knows that most of the problems in reading are caused by the limited English vocabulary. Students' reading problems at the eleventhgraders at MAN 1 Lampung Timur need to be dealt with with effective teaching strategy. One of teaching strategies that is very useful in teaching reading is the Mix/Freeze/Pair strategy.

In connection with the reading problem above,there must be efforts to solve reading problem of student the eleventh graders at MAN 1 Lampung Timur is to apply game the right teaching. One of strategy is Mix/ Freeze/Pair that has purpose to help the children more interested in their learning. Mix/Freeze/Pair provides new genre oflearning games that not only seeks to combine playing and learning but also introduces excercise as a principal

component. Mix/Freeze/Pair is one of method which is appropriate to apply in teaching reading to thestudents. Crawfordstates Mix/Freeze/Pair is a lively means of having students work with new partners to complete a closely defined task. The rationale of this strategy is having students move around. Finding a random partner with whom to solve a problem develops social skills, especially the ability to work cooperatively to solve problems. Mix/Freeze/Pair is appropriate to be applied for students at the pre-productive language acquisition level which allow kinesthetic responses so students can engage in and demonstrate the full range of thinking skills: knowledge, comprehension, analysis, application, synthesis and evaluation.

Based on the explanation above, the researcher will handle the reading ability problem of student the eleventh graders at MAN 1 Lampung Timur should be thaught in Class Action Room (CAR) research by applying Mix/Freeze/Pair strategy. Therefore, the researcher will conduct a reseracher entitled "Improving Students Reading Ability by Using Mix/Freeze/Pair Strategy Among The Eleventh Graders at MAN 1 Lampung Timur".

B. Problem identification

Based on the pre-survey results stated in the background of the study, the researcher identified several research problems including the following:

1. The students have unsatiesfied reading ability.
2. The strudent have low vocabulary mastery.
3. The students do not have adequate grammar mastery.

4. The students have low reading habit.
5. The student do not have high motivation in reading.
6. The student have low reading interest.

C. Problem Limitation

Based on the problem identification above, the researcher limits the problem by focusing on the student'sinsufficientin the reading ability among the eleventh graders at MAN 1 Lampung Timur.

D. Problem Formulation

The problem formulation of this research are as follows:

1. Can Mix/Freeze/Pair strategy improve the students' reading ability among the eleventh graders at MAN 1 Lampung Timur?
2. Can Mix/Freeze/Pair strategy improve the students' learning activity among the eleventh graders at MAN 1 Lampung Timur?

E. Objective and Benefits of the Study

1. Objective of the Study

Based on the problem formulation above, the objectives of this research are as follows:

a. To improve the students reading abillity by using Mix/Freeze/Pair strategy among the eleventh graders at MAN 1 Lampung Timur.
b. To improve the students' learning activity by using Mix/Freeze/Pair strategy among the eleventh graders at MAN 1 Lampung Timur.

2. Benefits of the Study

This research is expected to be useful for students, teachers, and for the next researcher.

a. For the Students

Through this research the reading ability of students can be better. In addition, implementation of the Mix/Freeze/Pair strategy students can activate background knowledge, can determine the main ideas in a reading, can increase vocabulary, and can help students interact with the text so they can clarify their thoughts.

b. For the Teachers

This research is expected to inspire English teachers in an effort to improve students' reading skills. By the implementation of the Mix/Freeze/Pair strategy, the teacher will find it easier to condition students to be more focused in the process of learning to read. In addition the application of the Mix/Freeze/Pair strategy helps teachers to reduce saturation or habits in the process of learning to read.

c. For the Other Researchers

This research is expected to be a reference for the next researcher who seeks to improve reading ability. This research can be a guideline for future researchers, especially in the process of implementing the Mix/Freeze/Pair strategy in research reading. In addition, the results of this study are expected to be one of the strong

evidences that the Mix/Freeze/Pair strategy can improve students' Reading ability.

F. Prior Research

This research will be carried out by considering some prior research. The first prior research was conducted by Dewi Asri Meilandari with the research title "The effectiveness of Mix/Freeze/Pair" as a strategy for teaching reading descriptive text at seventh grade students of Nurul Mut'taqin Kemiri Middle School in the academic year 2012/2013. The objectives of the first prior research include this study is an experimental research. The aim of this research is to find out whether there is effectiveness in Mix/Freeze/Pair as a teaching in reading descriptive text for the seventh grade students of Nurul Mut'taqin Kemiri Middle School in the academic year 2012/2013. Sample the prior research is seventh grade 64 students from SMP Nurul Mut'taqim Kemiri. The method of this research use experimental research. Results from the first prior research prove that this research is effective in teaching reading.

The first prior research has similarities and differences with this research. The equation between the first prior research and this research, among others, uses the same method, namely using the Mix/Freeze/Pair method. The teaching strategy studied was speaking skill. This method use Mix/Freeze/Pair. The difference between the first prior research with this study includes the sample and the skills studied. Sample from the first prior research seventh grade 64 students from SMP Nurul Mut'taqim

Kemiri. While the sample of this study is Improving Speaking Skills of the Second Graders of Man 1 East Lampung by Using Mix/Freeze/ Strategy Pair In The Academy Year 2019/2020. The method used is the first prior research use experimental research. While the method in this research is class room action research.[1]

The second prior research was conducted by Muhammad Astrianto S with the research title "Improving the student reading comprehension through Mix Freeze group strategy". The objective of the prior research include this study is an experimental research. The aim of this research is to find out whether there is improving the student reading comprehension through Mix Freeze group strategy. Sample the prior research is second grade 35 student of SMAN 1 Bontomarannu. Result from the second prior research prove that this research in teaching reading.

The second prior research has similarities and differences with this research. The equation between the second prior research and this research, among others, uses the same method, namely using the Mix, Freeze method. The teaching strategy studied was speaking skill. This method use Mix/Freeze/Pair. The difference between the second prior research with this study include the sample and the skills studies. Sample from the second prior research second grade 35 student from SMAN 1 Bontomarannu. While the sample of this study is Improving the student

[1]Dewi Asri Meilandari, "*Teaching Effectiveness of MIX/FREEZE/PAIR as Strategy in Teaching Reading Descriptive Text at The Seventh Grade Students of SMP Nurul Muttaqin Kemiri in the Academic Year 2012/2013",* English Department Faculty of Teacher and Education Sciences, P.1.

reading comprehension through Mix Freeze group strategy. The method used is the second prior research use experimental research. While the method in this research is class room action research.[2]

The third prior research was conducted by Sujariati with the research title "Mix Freeze group based cooperative learning approach for improving the students reading comprehension at the first grade student of SMAN 1 Bontomarannu. The objective of the prior research include this study is an analyzed qualitatively and quantitatively. The aim of this research is to explain the improvement of the students reading comprehension in terms of Literal Reading of the text dealing with main ideas and sequence of details and Creative Reading of the text dealing with characterization and conclusion. Sample the prior research is the first grade 35 student of SMAN 1 Bontomarannu. Result from the third prior research is improves the students achievement significantly and can improve the students reading comprehension in finding the Specific information of the text dealing with main ideas and sequence events.

The third prior research has similarities and differences with this research. The equation between the third prior research and this research, among others, uses the same method, namely using Mix/Freeze method. The teaching strategy studied was speaking skill. This method use Mix/Freeze/Pair. The difference between the third prior research with this study include the sample and the skills studies. Sample from the third prior

[2]Muhammad Astrianto S, "*Improving the Students Reading Comprehension Through Mix Freeze Group Strategy",* English Education Department, Faculty of Teacher Training and Education Muhammadiyah University of Makassar, P.1.

research first grade 35 student from SMAN 1 Bontomarannu. While the sample of this study is improving the student reading comprehension through Mix/Freeze group strategy. The method used is the second prior research use experimental research. While the method in this research is class room action research.[3]

[3]Sujariati, "*Mix Freeze group based Cooperative Learning Approach for Improving the Students Reading Comprehension at the first grade students of SMAN 1 Bontomarannu",* ELT Worlwide Volume 5 Number 2 (2018) , P.1.

CHAPTER II

LITERATURE REVIEW

A. Reading Ability

1. The Definition of Reading

According to William Grabe and fredricka L. Stoller, Reading is the ability to draw meaning from the printed page and interpret this information appropriately.[4] It means that getting information correctly and precisely by drawing conclusions from a text.

Furthermore, David Nunan states Reading is a set of skills that involves making sense and deriving meaning from the printed word.[5] It means will get the meaning or conclusion from the text that is read using the mind or mind.

Moreover, Reading is a "psycholinguistic guessing game." The metaphor rests on the notion that readers use a small numbers of textual cues and their own knowledge to "guess" what the text message is.[6]Reading can answer questions about the game, which can use their own knowledge to find out what the text is and take it.

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[4]William. Grabe and Fredricka L. Stoller, *Teaching and Researching Reading* (New York: Routledge, 2013), p.3.

[5] David Nunan, *Practical English language Teaching: Young Learners (*New York: McGraw- Hill Esl/Elt, 2005), p.69

[6]Barbara M. Birch, *English L2 Reading Getting to the Bottom (*London:Laurence Erlbaum Associates, 2007), p.7

Based on the definition above, it is concluded that reading means an activity to help readers conclude the contents of the text that is read using their knowledge.

a. Types of Reading

1) Intensive Reading

Brown explains that Intensive reading is usually a classroom-oriented activity in which students focus on the linguistics or semantic details of a passage. Intensive reading calls students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning.[7]

2) Extensive Reading

Brown explains that Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essays, etc)[8]. It is reading activity that in teacher encourages students to choose for themselves what they like to read and to do so for pleasure and general language improvement.

[7] H. Douglas brown,*Teaching by Principles an Interactive Approach to Language Pedagogy,* (USA : Longman, 2003, p. 312

[8] *Ibid.*,p.313

b. Models of Reading

1) Top-down

Top-down approaches emphasise the importance of these schemata and the reader's contribution, over the incoming text.

2) Bottom-up

Bottom-up approaches are serial models, where the reader begins with the printed word, crecognises graphic stimuli, decodes them to sound, recognises word and decodes meanings.

3) Interactive

In fact, however, neither the bottom-up nor the top-down approach is an adequate characterization of the reading process, and more adequate models are known as interactive models, in which every component in the reading process can interact with any other component, be it 'higher up' or 'lower down'.[9]

d. Reading Instruction

A brief list of fundamentally incomprehensible aspects of reading instruction to which children may be exposed would include:[10]

[9]J. Charles Alderson, *Assessing Reading*, (University Press : Cambridge, 2000), p.16-31

[10]Frank Smith, *Understanding Reading A psycholunguistics Analysis of Reading and Learning to Read* (London: Lawrence Erlbaum Associates Publishers, 2004), p. 217.

1) The decomposition of spoken words to "sounds." The spoken word *cat,* in some contexts, can make sense, but the sounds /kuh/, /a/, */tub./* never do.
2) The decomposition of written words to letters. The printed word *cat,* in some contexts, can make sense—when it refers to a real or imaginary animal with which children can meaningfully interact. But the letters c, a, and *t* are arbitrary visual symbols that have nothing to do with anything else in the child's life.
3) The relating of letters to sounds. For a child who has no idea of reading to be told that some peculiar shapes called letters—which have no apparent function in the real world-are related to sounds that have no independent existence in the real world must be jabberwocky.
4) Meaningless drills and exercises. There are so many candidates for this category, ranging from deciding which of three ducks is facing the wrong way to underlining silent letters in words, that I won't attempt to make a list. Children may learn to score high on repetitive and nonsensical tasks (especially if they happen to be competent readers), but such a specialized ability won't *make* readers of them.

2. The Concept of Reading Ability

According to Garry Woolley state that reading ability is the process of making meaning from text.[11] Understanding reading is the ability to understand what is read. Students not only read, but students must also understand what they are read.

Moreover, Reading ability is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of the text types).[12] It means, a process that involves interaction between readers with their prior knowledge using strategies related to the text being read.

Furthermore, Reading ability is a common goal of reading courses we will focus on that in this section. Achievement tests, however, could test various reading strategies, speed of reading, word recognition, reading aloud, or note-taking from reading, depending on the goals of the course.[13] It means that,the general purpose of the reading process can test various strategies used in reading.

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[11]Gary Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties* (New York: Springer, 2011), p.15.

[12]Janette K. Klingner, Sharon Vaughn, and Alison Boardman.Graham. *Teaching Reading Comprehensio to Student with Learning Difficulties. (*New york: The Guilford Press, 2007), p.8.

[13]I.S.P Nation. *Teaching ESL/EFL* Reading *and Writing*. (New York: Routledge, 2009), p.77.

Based on the definition stated above, it is concluded that reading comprehension is an activity to get an understanding of the meaning of the text which can then be translated into its own language.

3. Assessment of Reading Ability

Assessment is seen as the practice of detecting and defining the students' knowledge, understanding, abilities, and skills. It is a classroom activity used to stimulate learning by collecting data and offering constructive feedback.[14]

Cheryl A Jones state that Assessment as part of classroom activities is a fundamental process required to promote learning and ultimately achievement.[15]

Assessment is the process of collecting and organising information from purposeful activities (e.g., tests on performance or learning) with a view to drawing inferences about teaching and learning, as well as about persons, often making comparisons against stablished criteria.[16]

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[14]Madani Habib, "Assessment of Reading Comprehension", *Revista Romaneasca Pentru Educatie Multidimensionala* VIII, no. I (27 June 2016): 126.

[15]Cheryl A Jones, *Assessment for Learning* (London: Learning and Skills Development Agency, 2005) p.4.

[16] Iasonas Lamprianou and James A Athanasou, *A Teacher's Guide to Educational Assessment* (Rotterdam; Boston: Sense Publishers, 2009), p.3.

Based on the definition above, it is concluded that assessment of reading is the process of gathering and processing information to determine students' ability to understand texts.

According to Brown there are some criteria commonly used in indicating students' reading comprehension, those are:[17]

a. Main idea (topic)
b. Expressions/idiom/phrases in context
c. Inference (implied detail)
d. Grammatical features
e. Detail (scanning for a specifically stated detail)
f. Excluding facts not written (unstated details)
g. Supporting ideas

4. Vocabulary in context

Based on the indicator above, the preparation process of reading ability test must considered completeness of the indicators of reading ability.

[17]H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Longman, 2006), p.206.

The Rubric of Reading Ability[18]

Criteria	4	3	2	1
Purpose - Identifies topic - Understand author's purpose	3 complete elements present	2 complete elements present	1 complete elements present	Evidence of 2+ incomplete elements
Format - Identifies text structure - Understands graphic organizers that display data	3 complete elements present	2 complete elements present	1 complete elements present	Evidence of 2+ incomplete elements
Content - Uses context clues to learn specialized vocabulary	3 complete elements present	2 complete elements present	1 complete elements present	Evidence of 2+ incomplete elements

B. The Concept of Mix/Freeze/Pair Strategy

1. The Nature of Mix/Freeze/Pair Strategy

According to Crawford, Mix/Freeze/Pair is one of strategy which is appropriate to apply in teaching reading to the students. Mix/Freeze/Pair is a lively means of having students work with new partners to complete a closely defined task. The rationale of this strategy is having students move around. Finding a random partner with whom to solve a problem develops social skills, especially the ability to work cooperatively to solve problems. Mix/Freeze/Pair is appropriate to be applied for students at the pre-productive language acquisition level which allow kinesthetic responses so students can engage in and demonstrate the full range of

[18] Joan F. Groeber, Designing and Using Rubrik of Reading and Language Arts, (London: Corwin Press, 2007), Second Edition, p.27

thinking skills: knowledge, comprehension, analysis, application, synthesis and evaluation.[19]

Kagan says that this is a structure in *Cooperative Learning* that can be used as both a class-building strategy and a cooperative learning tool.[20]

Janet Aaker Smithdescribes that the student's brain can only sustain concentrated attention for short periods of time. The higher levels of thinking are stifled when students are asked to stay seated too long. Mix/Freeze/Pair activity is a great activity to get students standing and moving to review material. Therefore, the students get the knowledge without stifling their brain.[21]

Based on the statement above, it can be concluded Mix/Freeze/Pair strategy is srtategy a very useful for introducing important words to use understand a speaking.

2. The Advantages and Disadvantages of Mix, Freeze, Pair Strategy

a. The advantages of Mix, Freeze, Pair

1) This method increases opportunities communication and discussion and provides for a great energizer after periods of sitting still.
2) Students actively pair up with other students decide together how to complete the given task.

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[19]Crawford, Alan and friends,*Teaching and Learning Strategies for the Thinking Classroom*(NewYork: The International Debate Education Association, 2005), P. 49.

[20]Jonathan C. Erwin, *The Classroom of Choice* (Alexandria, Virginia USA: Association for Supervision and Curriculum Development, 2004), P.69.

[21]Janet Aaker Smith, *Instructional Strategies For the Classroom* (Newton, IL : Total Printing Systems, 2006), P.67.

3) Once students are given clear instructions and have had an opportunity to practice, this method is quick and easy to use any time.
4) Expectations must be outlined so that students do not gravitate toward the same partner during every mix time. Also, students are expected to complete the task at hand, not only socialize during the pair time.
5) All mobility and communication supports in the classroom are used during this activity so that all students can fully participate and interact with any other student in the classroom.[22]

b. Disadvantages of Mix, Freeze, Pair

The first disadvantage is that of the "lazy student" or the "know-it-all student." Unfortunately, mix-freeze-pair will be done by a few hardworking students or one know-it-all, while the remaining students will ride on their coattails and miss out on the learning opportunity.

The second disadvantage is the question of how to assess group work. Those same critics who are worried one student will do the work for the group will pose the question, "Why is it fair to give the kid who did nothing the same grade as the kid who did everything?" The answer you should give to both questions is "Cooperative learning doesn't work that way in my classroom."[23]

[22]Whitney H. Rapp, *Universal Design for Learning,* (New York : Rochester, 2014), P. 143.
[23]C. Jill Swango and Sally Boles Steward, *Help! I'm Teaching Middle School Science,* (Virginia ; Arlington, 2003), P. 29.

3. The Steps Teaching Mix/Freeze/Pair Strategy:

a. The teacher explains the procedures for learning using the Mix/Freeze/Pair strategy.

b. The teacher announces "Mix" and the students walk around in class

c. The teacher calls "Freeze!" and students stop.

d. The teacher announces "Pair!" and students find a partner.

e. The teacher announces discussion topic or task for pair work.

f. Pairs discuss topic or perform task.

g. The students mix, freeze, and pair for each new topic or task.[24]

4. Action Hypothesis

The action hypothesis of this research is statedas follows " If Mix/Freeze/Pair Strategy is implemented,it can Improve the student reading ability among the eleventh graders at MAN 1 Lampung Timur".

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[24]Kagan, S, *Cooperative learning* (San Juan Capistrano,CA: Resources for Teachers,Inc), P.12.

CHAPTER III

RESEARCH METHOD

A. The Variables and Operational Definition of Variables

1. Variables of Research

This research consists of two variables, those are independent and dependent variables. The independent variable in this research is Marginal Gloss Strategy that will be implemented to improve the students' reading comprehension. This strategy is useful to make their reading is excellent in understanding the text.

The dependent variable of this research is reading comprehension as one of the four of language skills that has to be mastered by the students in order to be able to understand the main idea of the text.

2. Operational Definition of Variable

John W. Creswell states that an operational definition is the specification of how the researchers will define and measure the variable in their study.[25] Operational definitions of variables in research are very important to avoid mistakes when collecting data by the researcher.

Based on the statement above, the definition operational of the variable in this research are:

[25] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (USA: Pearson, 2012), p.151.

c. Dependent Variable

According to Zina O'Leary, dependent variables is the things you are trying to study or what you are trying to measure.[26] Dependent variable is a variable that can improve by an independent variable. The dependent variable of this research is students' reading comprehension.

To measure reading comprehension of students, the researcher will be conducted in pre-test and post-test in different level in essay form that consist of 20 items and will give 1 score for each items and calculated gotten score with formulating total of true answers divided number of the answer to 100, so the lowest score is 0 and the highest score is 100. To know the student's mastery in reading comprehension, the researcher decides some indicators in this variable as follows:

1) The students are able to identify the main idea of Reading text.
2) The students are able to find detail information on Reading text.
3) The students are able to find locate the meaning of vocabulary in context.
4) The students are able to Identify references.
5) The students are able to make inference from reading text.

[26]Zina O'Leary, *The Essential Guide to Doing Research* (London : Sage Publication 2004), p.188.

d. The independent Variable

According to Laura T. Flannelly an independent variable is a variable that is presumed to have an effect on another variable (a dependent variable).[27] In a sense, independent variable is a factor that is manipulated in a research. The independent variable of this research is using Mix/Freeze/Pair Strategy. This variable to engage students in refflective discussion about their views while thoughtfully and active analizing a specific text. Moreover, to know student's participation in this strategy there are some indicators as follows:

1) The students are able to understand this startegy in the classroom.
2) The students are able to vocabulary that has been provided.
3) The students understand to statements .
4) The students are able to questions.

3. Research Location

The researchwill be conducted Classroom Action research (CAR) will be conducted at MAN 1 Lampung Timur. The object of this research is the students' reading ability at XI IPA 2 MAN 1 Lampung Timur, consists of 26 students. It is located at Jl. Ki Hajar Dewantara, Banjar Rejo, Batanghari,

[27]Laura T. Flannelly, Kevin J. Flannelly, and Katherine R. B. Jankowski, *"Independent, Dependent, and Other Variables in Healthcare and Chaplaincy Research"*, Journal of Health Care Chaplaincy 20, no. 4 (2 October 2014): 162.

Kabupaten Lampung Timur. The classroom action research design applied in this research is a collaborative classroom action research. In conducting the research, the researcher will collaborate with the real English teacher of MAN 1 Lampung Timur Mrs. Woro Zuli Astuti, S.Pd as a collaborator. The researcher plays a role as an English teacher who teaches reading ability trough Mix/Freeze/Pair to the students, while the real English teacher's role is as an observer who observes the action of the research while teaching-learning activities happens in the classroom. Also the real English teacher acts as a collaborator when helps the researcher in designing lesson plan, carrying out the reflection, and determining the follow up of the study.

However, the researcher is not only as an observer but the researcher also took actions by making lesson plan and giving assessment. Then, the researcher also collecting and analyzing data together with the teacher to know the result of their student reading result.

B. Subject and Object of study

1. The Subject and Object of the Research

This research is Classroom Action Research (CAR). The subject of this action research is the students of XI IPA 2 MAN 1 Lampung Timur. MAN 1 Lampung Timur has 877 students and 77 teachers and staff.

The teacher chooses one of his classes that the students had a lower average score in Speaking. Based on the teacher's experience during

teaching and learning activities in Speaking of English subject, the teacher indicates that the students are difficult vocabulary in making sentences that will be pronounced in front of the class. exactly the is the problem solution for making the students better.

Table 3.

Total of the students among the eleventh grade at MAN 1 Lampung Timur

No	Class	Sex		Total
		Male	Female	
1	XI IPA 2	4	22	26

C. Action Plan

The design of this research is classroom action research. It is called CAR because the research is aimed at developing a certain instructional strategy to solve problems in a class.

According to John W. Creswell, action research is the most applied, practical design. Action research explores a practical problem with an aim toward developing a solution to a problem.[28] It means that one way to develop a solution to a problem.

Moreover, action research is action research is, what it is for, and who can do it and how. You need to know about these issues, so that you can

[28] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (USA: Pearson, 2012), p.576.

take an active part in the debates. Taking part also helps you to get to grips with why you should do action research and what you can hope to achieve. [29] It means something designed for the concept of quality and value, but not forced to follow a predetermined method.

Furthermore, according to Zina O'Leary, action research is a cyclical process that takes shape as knowledge emerges. Cycles converge towards better situatio n understanding and improved action implementation; and are based in evaluative practice that alters between action and critical reflection. Action research can therefore be seen as an experiential learning approach to change. The goal is to continuously refine methods, data, and interpretation in the light of the understanding developed in the earlier cycles.[30] It means processes formed from knowledge arise, to understand better than before.

Based on the statement above, the researcher can say that Classroom Action Research is the process by which it aims to develop solutions to problems.

Classroom Action Research (CAR) has various models but in this research the writer will use Kemmis and McTaggart research design. According to Kemmis and Taggart as cited by Anne Burns action research is

[29]Jean McNiff and Jack Whitehead, *Action Research* (London : Sage Publications, 2006), p.7

[30]Zina O'Leary, *The Essential Guide To Doing research* (London: Sage Publications, 2004), p,140.

dynamic and complementary process which consists of four essential phases such as planning, action, observation, and reflection in spiral system.[31]

In addition, Cassroom Action Research (CAR) consists of the cycle and consisted of four steps, namely planning, acting, observing and reflecting. The researcher describes the cycles through the scheme of action research design by Zina O'leary as follows:

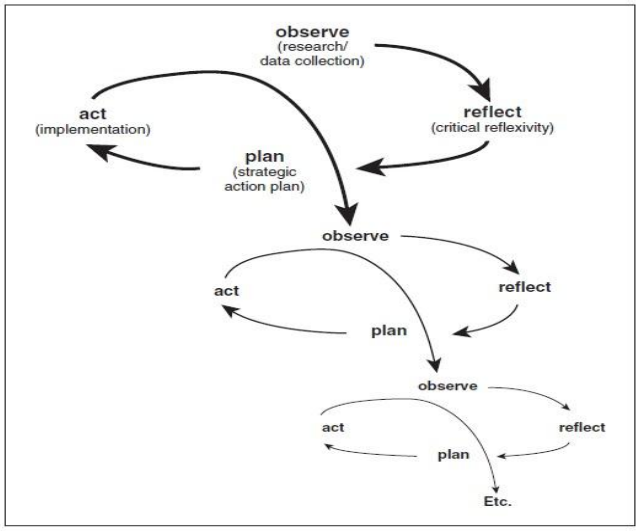


Figure 1

Zina O'leary's Action Research Design[32]

[31]Anne Burns, *Collaborative Action Research for English Language Teachers,* (Cambridge: Cambridge University Press, 1999), p.32.

[32]*Ibid*.,p.141

CAR will be applied in this research since it is regarded important to develop reading ability of the eleventh graders of MAN 1 Lampung Timur by Mix/Freeze/Pair Strategy applying, by applying this strategy it is expected to solve students' problems in teaching-learning process of reading ability.

The classroom action research design applied in this research is a collaborative classroom action research. In conducting the research, the researcher will collaborate with the real English teacher of MAN 1 Lampung Timur as an observer and collaborator. The researcher plays a role as an English teacher who teaches reading ability trough Mix/Freeze/Pair Strategy to the students, while the real English teacher's role is as an observer who observes the action of the research while teaching-learning activities happens in the classroom. Also the real English teacher acts as a collaborator when helps the researcher in designing lesson plan, carrying out the reflection, and determining the follow up of the study.

According to the Zina O'leary action research design, the researcher wants to describe a plan for Classroom Action Research (CAR) as follows:

1. **Cycle I**

   There are four activities in each meeting of cycle 1 such as planning, acting, observing, and reflecting.

a. Planning.

Planning is the first steps in each activity. Without planning, the activity that the researcher does will not focus.

Here are the steps that the researcher will do in planning:

1) Preparing the material, source, and media of learning.
2) Preparing the type of the learning.
3) Preparing the instrument of observation.

b. Acting.

The second step in the action research is acting. It is the implementing of the planning. Without action, planning is that imagination that never is real. The general steps that was done by the researcher are pointed as follows:

1) Pre Teaching Activities
   a) The researcher prays and greets the students.
   b) The researcher checks the attendant list.
   c) The researcher chooses the appropriate graphic organizers with the material going to be taught.
2) While Teaching Process.
   a) The researcher groups the students by saying Mix for the first time and the students walk around the classroom to find partner be a group.
   b) The students had time to read and share their ideas to answer the question on the reading text.

c) The researcher groups again the students by saying Mix to find more members into their group, than freeze them again in giving them time to read and share their ideas each other and answer the next question. It will be continue until the group has been formed be four or five group.

d) The students are given time again by the researcher to share again about what have they read and make conclusion, then collect their task and then telling what have the student read infront of the class.[33]

3) Post Teaching Activities.

2) The researcherasks students to answer several questions.

3) The researcher gives the conclusion of the material.

4) The researcher gives score for students.

c. Observing.

Observing is the activity of write and action. The reseacher will ask the English teacher about student's learning proccess in the class become observed. In observing the researcher must be able to analyze the learning process, the students' activities, the material and the result of acting. The important things in teaching learning process are noted by observer.

[33]Kagan, S, *Cooperative learning* (San Juan Capistrano,CA: Resources for Teachers,Inc), P.12.

d. Reflecting

Reflecting is the last step in this process. The researcher was analyze the observation result during the teaching process. The researcher uses data from the evaluation to make improvement for the second cycle. The researcher decides that the next cycle focuses to solve the problems and insufficientness in previous cycle.

2. Cycle II

a. Planning

Planning is the first steps in each activity. In cycle II, the researcher will focus on repairing the insufficientness in the cycle 1. Here are the steps that the researcher will do in planning:

1) The researcher prepares the lesson plan based on the reflection of cycle I.
2) The researcher prepares the material, source, and type of learning.
3) The researcher prepares the instrument of observation.
4) The researcher determines the evaluation instrument of the test (pre-test and post-test).

b. Acting

The second step in the classroom action research is acting. It is the implementation of the planning. The general steps was done by the researcher as follows:

1) Pre Teaching Activities.

a) Praying and greeting the students.

b) Checking the attendant list.

c) Choosing the appropriatewith the material going to be taught.

2) While teaching process.

a) The researcher grouping the students by saying Mix for the first time and the students will walk around the classroom to find partner be a group.

b) The students had time to read and share their ideas to answer the question on the reading text.

c) The researcher grouping again the students by saying Mix to find more members into their group, than freeze them again in giving them time to read and share their ideas each other and answer the next question. It will be continue until the group has been formed be four or five group.

d) The students are given time again by the researcher to share again about what have they read and make conclusion, then collect their task and then telling what have the student read infront of the class.[34]

c. Observing.

In this step, the researcher will observe the process of teaching learning by using instrument of observation. The researcher conducted

[34]Kagan, S, *Cooperative learning* (San Juan Capistrano,CA: Resources for Teachers,Inc), P.12.

the activities in this step, such as: the student's activities, student's skillof the text, vocabulary, and their summary result.

d. Reflecting.

The researcher will correct and analyze the result of the action. By reflecting, the researcher will know the insufficientness and strength of the action. In the step the researcher will compare the score distribution of pre-test and post-test. The researcher reviews and reflects on the students' attitude whether it is positive or negative.

D. Data Collecting Technique

The researcher uses many techniques to collect the data in this research. They are observation, test, and documentation. Every method is explained below:

1) Observation.

The objects of observation in this researchare the teacher as a using the Mix/Freeze/Pair strategy, and students' reading ability. These students and the teacher's activities are observe and noticeby the observer. These technique uses to collect the data about using Mix/Freeze/Pair and students' reading ability.

In the third phase, the observer observation the student's activity, their participations, class situation during teaching and learning process, and teacher (researcher) performance by using structure observation form and

make note the overall activities. Futhermore, the reasearcher will collect the data from the post test and the result of the student's activity.

a. Test

Test is an isntrument of procedure designed to elicit performance from leranears with the purpose of measuring their attainment of specified criteria.[35]

The researcher uses this technique to collect the data from the students. The researcher will use pre-test and post-test form to see their ability before and after given treatment.

a. Pre-test.

Pre-test will be given in the first meeting before implementing the technique, in order to know the level and ability of students' reading before doing the action research.

b. Post-test.

Post-test will be given in the last meeting after implementing the technique, in order to know whether the technique gives good contribution to the students' reading ability among the eleventh graders at MAN 1 Lampung Timur. The improvement could be known if the score of post-test is higher than pre-test and the score could achieve the passing grade.

[35] H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition* , P. 401.

b. Documentation.

Documentation is needed to get the information from written source or documents such as book, magazines, regulation, notes or meeting and daily report. The researcher uses this technique to get data about students' reading ability score, history of the school, the sum of the teachers, official employed and students at MAN 1 Lampung Timur.

Here are the list of the documentation:

1) Documentation about historical background of MAN 1 Lampung Timur.
2) Documentation about facilities at MAN 1 Lampung Timur.
3) Documentation about location at MAN 1 Lampung Timur.
4) Documentation about condition of the teachers and official employees at MAN 1 Lampung Timur.
5) Documentation about students at MAN 1 Lampung Timur.

c. Field Note

Field note is observation instrument use in CAR to provide a record of what is going on during an observation which includes description of places, people, objects, acts, activities, events, purposes, time and feeling.[36] In this research, the researcher uses field note record the student's activity during the learning process in narration form.

[36] Donald Ary, et.all, *Introduction to Research in Education Eight Edition,* p. 526

E. Data Collecting Instrument

Instrument is a mechanism for measuring, which is will use to gather and record information for assessment, decision making, and ultimately understanding.[37] In this research, the research instrument will be designed by the writer. There are 3 kinds of instrument they are observation, tast, and documentation. Farther more, the three kinds of instrument can be explained as a follow:

1. Observation.
    a) The students learning activity.
    b) The students participation in learning process.
    c) The teacher performance in the classroom.
2. Test .
    a) The students speakingskill in narrative text.
    b) The students summary of narrative text.
3. Documentation.
    a) The condition of teachers and official employee.
    b) The condition of students.
    c) Learning facilities.
    d) Organization structure.
    e) Location sketch at MAN 1 Lampung Timur.

[37] David Colton & Robert W.Covert, *Designing and Constructing Instrument for Social Research andEvaluation. (*San Francisco: Jossey, Bass, 2007), p. 5

F. Data Analysis Technique

Data will be analyzed by taking the average score of the pre-test and post-test. Furthermore, the researcher will compare the score of pre-test and post-test after giving implemented treatment. Then the result will be matched by the minimum standard in this semester that is 75. If from cycle I there are some students who are not successful, so the researcher would like to conduct the next cycle, cycle II.

The data analysis technique in classroom action research could be done by the qualitative and quantitative analysis. The analysis of learning result is taken from the average score of pre-test and post-test in cycle I and cycle II.

Tabulating the result of the test, and finding the mean of pre-test and post test. The mean is calculated by applying the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Notes: $\bar{X}$: Mean $\sum$: Sum of

X : Raw score N : The total number of subject[38]

Furthermore, to know the result the writer will compare the average score between pre-test and post-test for each cycle, and then to know the percentage of

[38] Donald Ary, et all, *Intoduction to Research in Education Eight Edition*, (Canada: WadsworthCengange Learning, 2010), p. 108-109

increasing score in students learning activities, the writer will use the percentage formula as follow:

$$P = \frac{\sum X}{N} \times 100\%$$

Notes:

P = Percentage

∑x = Total Score of the Students

N = Total of Students.

G. Indicator of Success

The indicator of success takes from the process and the result of the action research. This research is called successful if 70 % of the students get passing grade of English subject that is 75 and 70 % of the students are active in learning activities.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. RESULT OF THE RESEARCH

In this chapter the researcher would like to present the result of the research it involves the result of the research and interpretation which had been carried out by the researcher at MAN 1 Lampung Timur particularly at the eleventh grade students of MAN 1 Lampung Timur.

1. Description of Research Location

a. The Brief History of MAN 1 Lampung Timur

Starting from the idea of a community leader in Central Lampung Regency (CHOTMAN JAUHARI) to establish a high school characterized by Islam, the response from the Central Lampung Kandepag officials to the IPADU (Pendais) was finally issued and a decree from the Minister of Religion Number 17 of 1978 dated 30 November 1978 began - originally called Madrasah, Preparation of Metro State Islamic Religion Institute (SPIAIN).

In 1982, Hi. SANURI, BA, MAN Metro is able to buy a plot of land covering an area of 1000 m2 and build buildings on it.In 1992, during the leadership of MACHRUDI, MAN 1 Metro Lampung Tengah developed the Boarding School education pattern which was named Madrasah Aliyah Special Class (MAKK).

In 2005, during the leadership of Drs. H. MOH. LUTHFIE 'AZIZ HF, MAKK (Boarding School) MAN 1 Metro received a charter for the establishment of the Islamic Boarding School under the name Pondok Modern AL-KAHFI Banjarrejo.In 2014, with theDecree of the Minister of Religion No. 157 of 2014 there was a change in the name of the madrasa MAN 1 Metro to MAN 1 Lampung Timur.

b. Vision and Mission of MAN 1 Lampung Timur

1) Vision of School

Achievers in competing based on Faith andpiety. there are Indicator of vision such as:

a) Oriented forward by paying attention to the present potential.
b) In accordance with the norms and expectations of the community.
c) Want to achieve excellence.
d) Encourage the enthusiasm and commitment of all madrasa residents.
e) Encouraging better change.
f) Directing the madrasa (mission) strategic steps.

2) Mission of School

a) Implement the learning process and guidance effectively so that each student develops optimally, in accordance with their potential.

b) Fostering appreciation and practice of the teachings of Islam and good culture so that students embody the virtues of mercy.

c) Growing and encouraging excellence in the application of science, technology, and art.

d) Building a madrasa who excels in practicing worship, cultured hard work, democratic, critical, creative, mutual tolerance and professional.

e) Providing supporting facilities and infrastructure for the creation of students who excel in academic and non-academic achievements and the creation of a religious atmosphere.

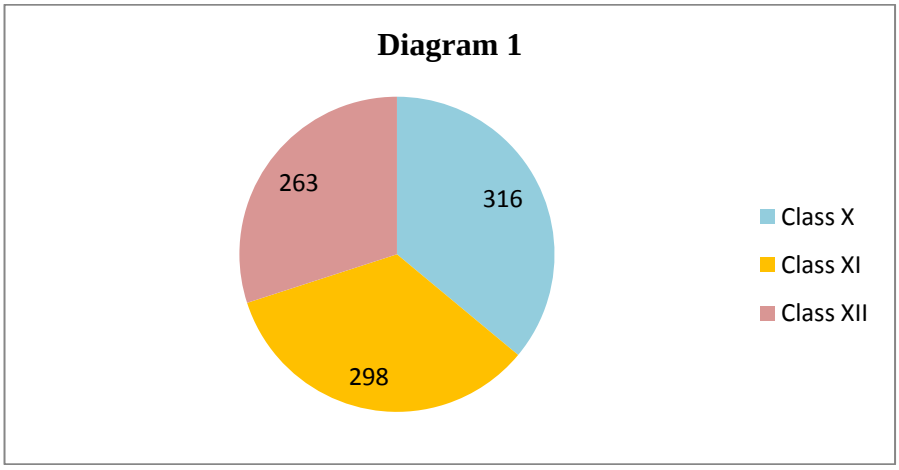
c. Quantity Students of MAN 1 Lampung Timur

The quantities of sudents at MAN 1 Lampung Timur that can be identified as follows**:**

Table 5

Total of students at MAN 1 Lampung Timur
In the Academic Year 2019/2020

Diagram 1



d. The Number of Teachers and Official Employees at MAN 1 Lampung Timur

Condition of the teacher and official at MAN 1 Lampung Timur, the numbers of teacher and official employers in MAN 1 Lampung Timur in the academic year of 2019/2020 are that can be identified as follows:

Table 6
The Number of Teachers and Employees Based on Their Educational Background

Diagram 2

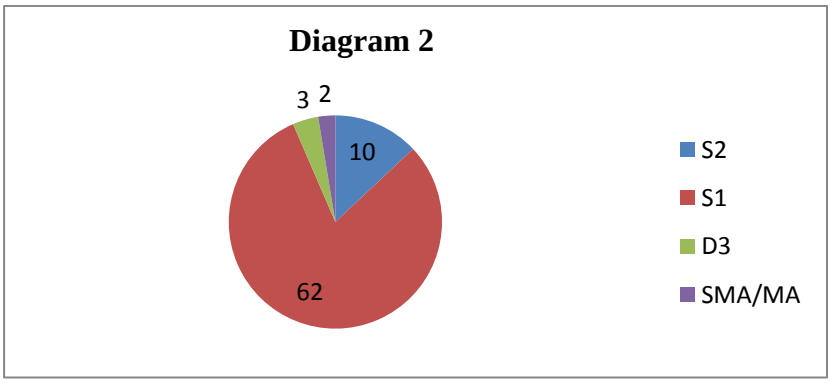
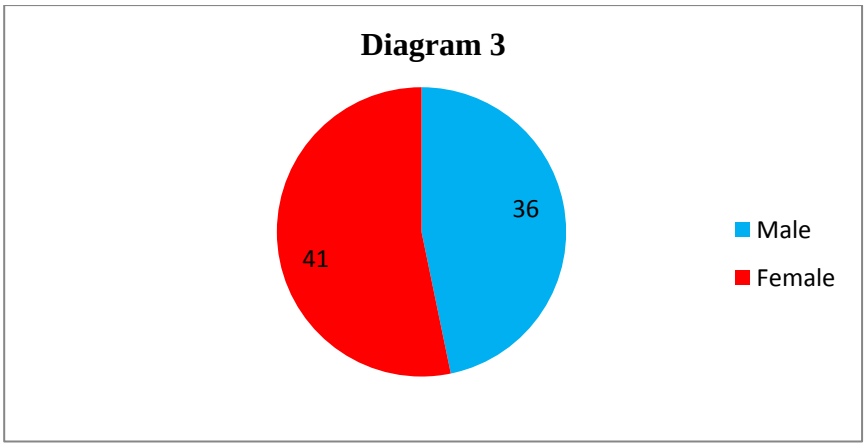


Table 7
Number of Teachers and Employees Based on Their Gender Identity

Diagram 3



Sources : documentation in MAN 1 Lampung Timur in the academic year 2019/2020.

2.The Description of The Research

This research used classroom action research. The purpose of this research to improve student's reading ability by using Mix/Freeze/Pair strategy among the eleventh graders of MAN 1 Lampung Timur. It conducted two cycle, each sycle I and cycle two. Every cycle consists of 3 meeting. Its mean that action in cycle one was conducted about 3 meeting, and action in cycle two was conducted also 3 meeting. In each meeting these cycle took 2x40 minutes. There four steps in each cycle such as planning, action, observation, and reflection. Previously, the researcher done the pre test first.

a. Pre-test activity

The learning, the researcher conducted on Saturday, November 23rd, 2019. All the students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their ability of reading ability before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of the test was multiple-choice consisted of 20 items. Then, the students' pre-test result can be seen on the table below:

Table 8
The Data of Students' Pre-test score

	Students' Name	Score	Category
	EM	65	INCOMPLETE
	AA	70	INCOMPLETE
	OR	60	INCOMPLETE
	M	65	INCOMPLETE
	PW	75	COMPLETE
	MS	70	INCOMPLETE
	AL	80	COMPLETE
	L	60	INCOMPLETE
	AP	60	INCOMPLETE
	R	55	INCOMPLETE
	Y	55	INCOMPLETE
	W	60	INCOMPLETE
	IS	50	INCOMPLETE
	S	70	INCOMPLETE
	P	55	INCOMPLETE
		60	INCOMPLETE
	R	60	INCOMPLETE
	RR	65	INCOMPLETE
		80	COMPLETE
	MA	70	INCOMPLETE
	ASS	75	COMPLETE
	R	60	INCOMPLETE
	AG	55	INCOMPLETE
	AN	65	INCOMPLETE
	F	75	COMPLETE
	M	80	COMPLETE
OTAL		1695	
VERAGE		66	

Table 9

Frequency of students' score in Pre-test

No	Grade	Frequencies	Percentage	Explanation
1	>75	5	20%	COMPLETE
2	< 75	21	80%	INCOMPLETE
	Total	26	100%	

Source: The result score of reading pre-test at the tenth grade of MAN 1 Lampung Timur November23rd 2019.

Based on the data above, it could be inferred that 21 students (82%) were not successful and 5other students (17%) were successful. The successful students were those who got the minimum mastery criteria at MAN 1 Lampung Timur at least 75. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 65,15 so the result was unsatisfied. Therefore, theresearcher used synonym and antonym context clue to improve the students' reading comprehension ability.

b. Cycle I

1) Planning

In this stage the researcher and the collaborator prepared several things related to teaching and learning process such as: preparing the lesson plan, preparing the material, making the items that will be examined as the pre test and post test 1 in the cycle 1.

2) Acting

a) The first meeting

The first meeting was conducted on Thursday, 28thNovember 2019 at 07.15 until 08.45 and followed by 26 students.Based on the result pretest score, the researcher has identified and found the problems after taking student's pretest score. The first meeting was treatment. Theresearcherasan English teacher in the classroom. The meeting was started by praying, greeting, checking student's attendance list and asking student's

condition. The researcher explained about analytical exposition text that identified about person, place and thing.

The researcher started to explains the procedures for learning using the Mix/Freeze/Pair strategy. First, when the researcher announces "Mix!" the students walk around the classroom. Second, the researcher calls "Freeze!" and students stop where they stand. Third, the researcher announces "Pair!" the students looking for friends to make a group, each group consists of 5-6 people. Now I want to ask you. What is the type of the text? Some students answered “analytical exposition text”, some students kept silent, and two students answered “narrative text”. The researcher said “Good! The type is analytical exposition text”. Today we will discuss together about analytical exposition text. From the text there are 5 questions and students are asked to discuss with their groups to answer the questions.

The researcher also explained about how to analyze a text in order to understand what the core of the text was. Researchers tell students "today, we will learn more analytical exposition text". The teacher asks students "do you know about analytical exposition text?" Can you give an example of analytical exposition text?”. The researcher asks students to read the text that has been given, and explain what is explained in the text. Then, the researcher gives examples of sentences in the first

paragraph that explain what the text is about. Next, the researcher gives a new text to students and asks students to read the text. The researcher gave a text about "Integrated Pest Management" and asked the students to read it. The students had time to read and share their ideas to answer the question on the reading text. Furthermore, researchers asked students to underline keywords in the text. After that, researchers ask students to take notes and conclusions about the keywords they underline.

When time is up, the researcher calls the name of one of the students instead of standing up. Researchers give the same question to all students who have names and they answer them. At the end of the meeting, the teacher motivates students and stimulates students to conclude the material. Finally, the researcher closed the meeting.

b) The second meeting

The second meeting was conducted on Saturday, November 30st 2019 at 13.35 until 14.45. For 2x45 minutes after the students given the action. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity continue by giving explanation more about analytical exposition text. The researcher give some example the text and then explain about how to now where is the point of the text. Next, the end this meeting the researcher gave post test cycle I with similar task on pre test before. Kinds of the test were multiple choices which consisted of 20 items. The result of the students' test in post test 1 was better than test in pre-test before.

Table 10
The Data of Students' Post-test 1 score

No	Students' Name	Score	Category
1	AEM	65	INCOMPLETE
2	AAA	75	COMPLETE
3	ADR	70	INCOMPLETE
4	AM	65	INCOMPLETE
5	APW	75	INCOMPLETE
6	CMS	70	INCOMPLETE
7	DAL	85	COMPLETE
8	DL	80	COMPLETE
9	DAP	80	COMPLETE
10	ER	85	COMPLETE
11	EY	60	INCOMPLETE
12	EIW	70	INCOMPLETE
13	FNS	60	INCOMPLETE
14	GS	70	INCOMPLETE
15	ITP	60	INCOMPLETE
16	K	75	COMPLETE
17	KR	60	INCOMPLETE
18	LRR	80	COMPLETE
19	L	85	COMPLETE
20	MMA	80	COMPLETE
21	MASS	85	COMPLETE
22	MR	75	COMPLETE
23	MAG	60	INCOMPLETE
24	NAN	70	INCOMPLETE
25	RF	70	INCOMPLETE
26	SSM	80	COMPLETE
TOTAL		1890	
AVERAGE		73	

Table 11
The Frequency of Students' Score in Post-test 1

NO	Grade	Frequencies	Percentage	Explanation
1	>75	13	50,00	Complete
2	< 75	13	50,00	Incomplete
	TOTAL	26	100%	

Source: The result score of reading post test 1 at the eleventh grade of MAN 1 Lampung Timuron November 30st 2019.

Based on the result above, it could be seen that 13 students (50,00%) got score up to the standard and 13 students (50,00%) got score less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 75. Learning process was said success when 75% students got score ≥75. The fact showed that the result was unsatisfying.

3) Observing

In observation of researcher action, the collaborator observed the students' activities. The re searcheras a teacher gave material about reading text especially analytical exposition text by using mix/freeze/pair strategy.

While the treatment was being executed, the student activities during the learning processwere also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The indicators of the students' activities were:

a) Some students were not active in the learning process.
b) Some of the students still had difficulties in identify the meaning of sentences and information of the text.

The result of the students' learning activities could be seen as follow:

Table 12
The Students' Activities Observation in Cycle I

No	Student's Name	he students pay attention of teacher's explanation	The students ask & answer quastion	ne students are active in class	ne students are able to do the task
1	EM		√		
2	AA	√			
3	DR				√
4	M		√		
5	PW			√	
6	MS				√
7	AL			√	
8	L				√
9	AP	√			
10	R	√			
11	Y	√			
12	W	√			
13	IS		√		
14	S			√	
15	P		√		
16			√		
17	R				√
18	RR		√		
19					√
20	MA				√
21	ASS				√
22	R		√		
23	AG			√	
24	AN	√			
25	F				√
26	M	√			

Table 13

The FrequencyStudents' Activities in Cycle I

	Students Activities	**Frequency**	**Percentage**
1	Pay attention of the teacher explanation	7	26.92%
2	The students' ask/answer question	7	26.92%
3	The students active in the class	4	15.38%
4	The students able do the task	8	30.76%
	Total	26	100%

Source: The activity of post test 1 among the eleventh grade of MAN 1 Lampung Timur on November 30th 2019.

The table showed that not all the students' active in learning process. There were 7 students (26.92%) who gave attention to the teacher explanation. 7 students (26.92%) who understood the materials, 4 students (15.38%) were able to do the task and 8 students (30.76%) who active in the class.

4) Reflecting

The learning process by using mix/freeze/pair in cycle 1 has finished. The total score of students reading comprehension ability at pre test is 16.95 and the average is 65.15 and posttest cycle 1 is 18.50 and the average score is 71.15. From the result cycle 1, it showed that there was improved of the result pretest and posttest 1. The students were interested enough in learning process. But, the result was unsuccessful. the students who passed the minimum passing grade was 5 students in pre-test and 13 students in the post-test. Therefore, the research will be continue in cycle 2.The comparison between post-test score and post-test I score was as follow:

Table 14

The Comparison Between Pre-test andPost-test I Score in Cycle I

	Students' Name	**e Test**	**st Test**	**mproving**	**Explanation**
	EM	65	65	0	Constant
	AA	70	75	5	Improved
	DR	60	70	10	Improved
	M	65	65	0	Constant
	PW	75	75	0	Constant
	MS	70	70	0	Constant
	AL	80	85	5	Improved
	L	60	80	20	Improved
	AP	60	80	20	Improved
	R	55	85	30	Improved
	Y	55	60	5	Improved
	W	60	70	10	Improved
	IS	50	60	10	Improved
	S	70	70	0	Constant
	P	55	60	5	Improved
		60	75	15	Improved
	R	60	60	0	Constant

	?R	65	80	15	Improved
		80	85	5	Improved
	MA	70	80	10	Improved
	ASS	75	85	I0	Improved
	R	60	75	15	Improved
	AG	55	60	5	Improved
	AN	65	70	5	Improved
		70	70	0	Constant
	M	80	80	0	Constant
tal		1695	1890		
erage		66	73		
gh Score		80	85		
w Score		50	60	190	

Table 15
The Comparison of Students' Pre-Test and Post-Test I in Cycle I

Interval	Pre-Test	Post-Test I	Explanation
>75	20%	50%	Complete
< 75	80%	50%	Incomplete
Total	100%	100%	

c. Cycle II

1) Planning

Based on the result in cycle 1, the result showed failure. So, the reseacher try to evaluate and and arrange the planning for cycle 2. In this cycle, the researcher would give explanatiom more about context clue. The researcher prepared lesson plan, material, observation sheet for students, and post test2.

2) Acting

a) The first meeting

The first meeting was conducted on Thursday, December5st 2019 at 07.15 until 08.45 followed by 26 students. The researcher began the lesson greeting, praying, checking attendance list and asking the students' condition. The researcher continued the material in the last meeting, explained the generic structure and tenses in the text.

The researcher started to explains the procedures for learning using the Mix/Freeze/Pair strategy. First, when the researcher announces "Mix!" the students walk around the classroom. Second, the researcher calls "Freeze!" and students stop where they stand. Third, the researcher announces "Pair!" the students looking for friends to make a group, each group consists of 5-6 people. The researcher gave a text about "Cars Should be Banned in The City" and asked the students to read it. Today we will discuss together about analytical exposition text. From the text there are 5 questions and students are asked to discuss with their groups to answer the questions.

The researcher also explained about how to analyze a text in order to understand what the core of the text was. Researchers tell students "today, we will learn more analytical exposition text". The teacher asks students "do you remember about analytical exposition text?" Can you give an example of analytical exposition text, from this text?". The researcher asks students to

read the text that has been given, and explain what is explained in the text. Then, the researcher gives examples of sentences in the first paragraph that explain what the text is about. Next, the researcher gives a new text to students and asks students to read the text. Furthermore, researchers asked students to underline keywords in the text. After that, researchers ask students to take notes and conclusions about the keywords they underline.

When time is up, the researcher calls the name of one of the students instead of standing up. Researchers give the same question to all students who have names and they answer them. At the end of the meeting, the teacher motivates students and stimulates students to conclude the material. Finally, the researcher closed the meeting.

b) The second meeting

The second meeting in cycle 2 was conducted on Saturday, December 7st 2019. The researcher began the lesson by praying, greeting students, checking attendance list and asking student's condition. In this meeting the researcher reviewed material in the last meeting about analytical exposition text. Then give the example for the students how to now and find the point of the text in paragraph 1, 2, and 3.

c) The third meeting

The third meeting was conducted on Thursday, December 12th 2019. The researcher began the lesson by praying together, greeting students, checking student's attendance list and asked student's condition. The researcher reviewed material in the last meeting about analytical exposition text.

Then, the researcher gave time 30 minutes to students to finish their test. In this section, the researcher got the result of student's posttest cycle 2. The result can be seen on the table below:

Table 16
The Data of Students' Post Test II score

	Students' Name	Score	Category
	EM	75	COMPLETE
	AA	85	COMPLETE
	DR	80	COMPLETE
	M	75	COMPLETE
	PW	85	COMPLETE
	MS	90	COMPLETE
	AL	90	COMPLETE
	L	80	COMPLETE
	AP	80	COMPLETE
	R	85	COMPLETE
	Y	80	COMPLETE
	W	70	INCOMPLETE
	IS	80	COMPLETE
	S	85	COMPLETE
	P	70	INCOMPLETE
		80	COMPLETE
	R	70	INCOMPLETE
	AR	85	COMPLETE
		85	COMPLETE

	MA	85	COMPLETE
	ASS	85	COMPLETE
	R	75	COMPLETE
	AG	75	COMPLETE
	AN	80	COMPLETE
		75	COMPLETE
	M	90	COMPLETE
)TAL		2095	
/ERAGE		81	

Table 17

The Frequency of Students' Score in Post-test 1I

NO	Grade	Frequencies	Percentage	Explanation
1	>75	23	88 %	Complete
2	< 75	3	22%	Incomplete
	TOTAL	26	100%	

Source: The result score of reading post test II at the eleventh grade of MAN 1 Lampung Timuron December 12th 2019.

Based on the result above, it could be inferred that 23 students (88%) were successful and 3 other students (11%) were not successful. From the post test 2 results, the researcher got the average of 79.61. It was higher than post test 1 in cycle I.

3) Observing

In this step, the researcher presented the material by using mix/freeze/pair strategy. In learning process, there were also four indicators used to know the students' activities like in learning process previously. Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follow :

Table 18

The Students' Activities Result in Cycle II

	tudent's Name	The students pay attention of teacher's explanation	The students ask & answer quastion	he students are active in class	he students are able to do the task
1	EM		√		
2	AA			√	
3	DR	√			
4	M		√		
5	PW			√	
6	MS		√		
7	AL	√			
8	L	√			
9	AP			√	
10	R		√		
11	Y	√			
12	W			√	
13	IS			√	
14	S				√
15	P		√		
16			√		
17	R			√	
18	RR				√
19					√
20	MA	√			
21	ASS				√
22	R		√		
23	AG				√
24	AN				√
25	F			√	
26	M			√	

Table 19

The Frequency Students' Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	Pay attention of the teacher explanation	5	19.23%
2	The students' ask/answer question	7	26.92%

3	The students active in the class	8	30.76%
4	The students able do the task	6	23.07%
	Total	26	100 %

Source: The students' activity at the tenth grade of MAN 1 Lampung Timuron December 12th 2019.

The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were the students pay attention of the teacher explanation 19.23%, then, the students ask/answer the question from the teacher 26.92% and the students active in the class 30.76%, and the last the students able do the task 23.07%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentages≥70%.

4) Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using mix/freeze/pair strategy, the reading comprehension ability would improve.At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II score and observation of student's learning activities. The comparison between students post

test I score and post-test II score could be compared on the following table.

Table 20

` The Comparison Between Post-Test I Score and Post-Test II Score

)	Students' Name	st-Test I	ost-Test II	mproving	Explanation
	EM			10	Improved
	AA			10	Improved
	DR			10	Improved
	M			10	Improved
	PW			10	Improved
	MS			20	Improved
	AL			10	Improved
	L			10	Constant
	AP			10	Constant
	R			0	Constant
	Y			20	Improved
	W			10	Constant
	IS			20	Improved
	S			15	Improved
	P			10	Improved
				5	Improved
	R			10	Improved
	RR			5	Improved
				0	Constant
	MA			5	Improved

	ASS			0	Constant
	R			0	Constant
	AG			15	Improved
	AN			10	Improved
				15	Improved
	M			10	Improved
TAL		1890		2	
ERAGE		73			
ghest Score		85	90		
west Score		60	70		

Table 21

The Comparison of Students' Score in Post-test I and Post-Test II

Interval	**Pre-test**	**Post-Test I**	**Post-Test II**	**Explanation**
>75	5	13	23	Complete
< 75	21	13	3	Incomplete
Total	26	26	26	

From the table above, it could be seen that the score of the students in post-test II was various. The highest score was 90 and the lowest score is 70. The average score of post-test II was 79%. Besides, the percentages of students' successfulness of post-test II score was 88% or 23 students of the total students passed the minimum standard criteria and 11% or 3 students did not pass the minimum standard criteria at least 75. It means that the indicator

of success of this research had been achieved that was ≥75% students was gotten score 75. It indicated that the students' reading ability was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that by using mix/freeze/pair strategy improve students' reading ability.

B. INTERPRETATION

Reading would be easier to understanding when it supported by the right strategy or technique, because the lesson will take more concrete for students and the students have to complete understanding. During the research, the researcher observed that the students were enthusiastic to attention from teacher explanation in learning process.

The researcher assumes that teaching reading by using mix/freeze/pair strategy can improve students' reading ability.

1. Result of Students Learning

a. Result of students Pre- Test Score

In this phase, the researcher presented the pre- test to measure the students' ability before implementing the treatment. The writer obtained the data through test from of multiple choice which completed for 60 minutes. It was done on Saturday, November 23th, 2019. From the result of pre-test showed that most of the students got difficult for doing the

test. Based on the table 8 the students average were 65.15, it showed that most of the students have not passed yet in achieving the Minimum Mastery Criteria at least 75. In this phase, only 5 students out of 26 students passed of the MMC.

b. Result of Students Post- Test 1 Score

In this research, to know the students reading ability after implementing the treatment the researcher conducted the post- test I. It was done on Saturday, November 30st, 2019. Based on the table 10 the students average was 71.15, it shown that most of the students have not passed yet in achieved the MMC at least 75. In this stage there are 13 students 50.00 out of 26 students passed of the minimum mastery criteria. It can be conclude that most of the students failed in achieving the material.

c. Result of Students Post- Test II Score

To see the studentsread English after implementing the treatment, the researcher conducted the post test 2. It was done on Saturday, December7th 2019. Based on the table 16, it can be seen that the students' average was 79.61, it shown that most of the students passed in achieving the minimum mastery criteria (75). It can be seen that most of the students passed in achieving material. In this stage, 23 students (88%) of 26 students passed of the minimum mastery criteria. It can be seen that most of the students passed in achieving material.

2. Comparison of Score in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II.

English learning process was successfully in cycle I but the students' average score was low. While, the score of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average score was higher than cycle I. the following was the table of illustration score in cycle I and cycle II.

Table 22
The Comparison of Reading Ability ofPre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

	Students' Name	Pre-Test	Post-Test I	Post-Test II
	EM	65	65	75
	AA	70	75	85
	DR	60	70	80
	M	65	65	75
	PW	75	75	85
	MS	70	70	90
	AL	80	85	90
	L	60	80	80
	AP	60	80	80
	R	55	85	85
	Y	55	60	80
	W	60	70	70
	IS	50	60	80
	S	70	70	85
	P	55	60	70
		60	75	80
	R	60	60	70
	RR	65	80	85

		80	85	85
	MA	70	80	85
	ASS	75	85	85
	R	60	75	75
	AG	55	60	75
	AN	65	70	80
		70	70	75
	M	80	80	90
TAL		1695	1890	2095
ERAGE		66	73	81
MPLETE		5	13	23

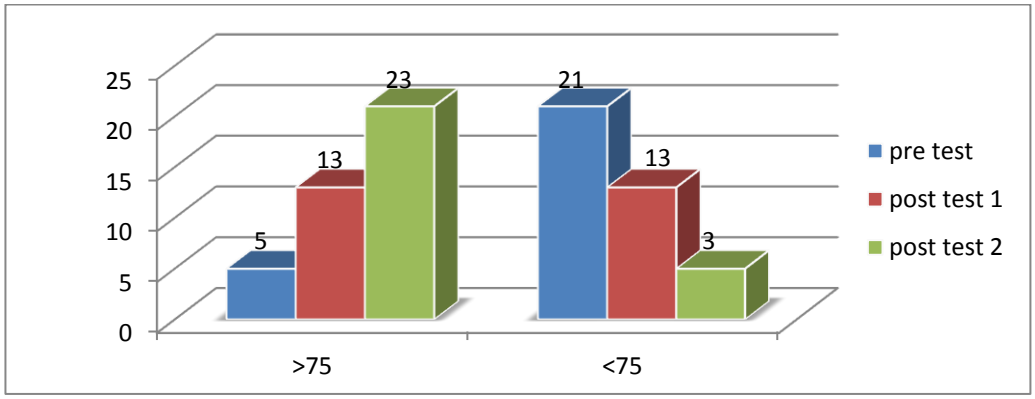
Table 23
The Comparison of Students' Pre-Test, Post-Test I Score in Cycle I and Post-Test II Score in Cycle II

Interval	**Pre-Test**	**Post-Test I**	**Post-Test II**	**Explanation**
>70	5	13	23	Complete
< 70	21	13	3	Incomplete
Total	26	26	26	

Based on the result of the pre-test, post-test I and post-test II, it was known that there was a positive significant improvement of the students' score. It could be seen from the students get score 75 from 5 to 13 became 23. Therefore, the researcher concluded that the research was successful because the indicator of success in this research had been achieved.

The researcher showed the graph of the result of pre-test, post-test I and post-test II, as follows:

Figure 6
The Comparison Score of Students Reading Ability
in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle I



Based on the graph above, it could be inferred that Mix/Freeze/Pair strategy could improve the students' reading ability. It is supported by improving score of the students from pre-test to post-test I and from post-test I to post-test II.

3. The Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follow:

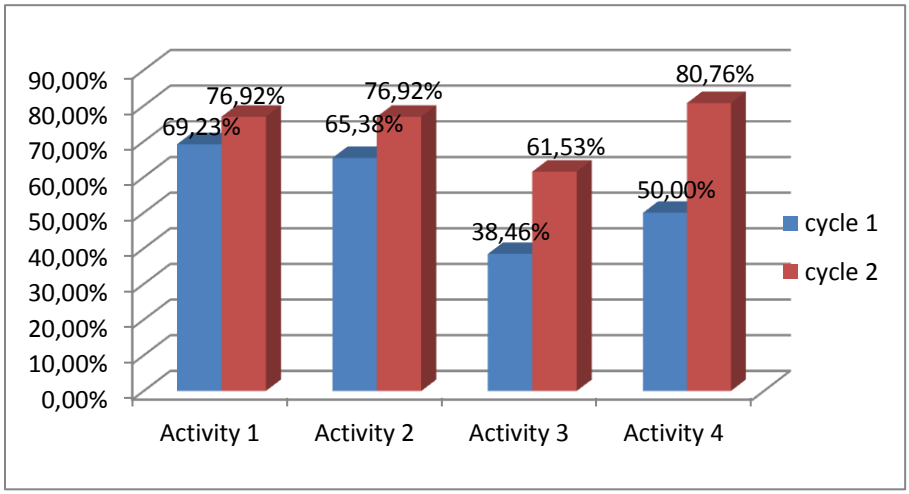
Table 24
The Precentage of Students Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Improving
		F	Percentage	F	Percentage	
1	Pay attention of teacher explanation	18	69,23%	20	76,92 %	Improved
2	The students' ask/answer question	17	65,38%	20	76,92 %	Improved
3	The students active in the class	10	38,46%	16	61,53 %	Improved

4	The students able do the task	13	50,00%	21	80,76%	Improved

Figure7

Figure of Learning Activity in Cycle I and Cycle II



Based on the data had gotten, it can be explained as follow:

a) The Students pay attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to the next meeting was increased. In cycle I was only 69,23% and in cycle II 76,92%, it improved 14%.

b) The students ask/answer question from the teacher

The students who ask/answered question from the teacher was increased from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 13%, from cycle I 65,38% and cycle II 76,92%.

c) The students are active in the class

The active students in class were improved. It could be seen on the cycle I 38,46% and cycle II also 61,53%, it improved 31%. Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good improving in learning mix/freeze/pair was applied in learning process from cycle I up to cycle II.

d) The students are able to do the task

The students who had done the task were improved. It could be seen on the cycle I 50,00% and cycle II 80,76%, it improved 31%.Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of synonym and antonym context clue strategy improve the students' ability in reading comprehension.

Based on the explanation above, it can be inferred that the students learning activity was happened increasing from the cycle I to the cycle II. Therefore, this research in the students activities side could reach the target. It was caused on the learning in the cycle II the students have begun to responsible to themselves, so that it can bring the good effect to be the activity in the learning process.

C. DISCUSSION

In teaching reading to the MAN 1 Lampung Timur is especially in students of class eleventh, based on the pre survey there are some problems like some students difficulties to determine the ideas from the passage and low reading ability.

The researcher used this strategy to organize idea students and made students more active in reading ability in learning English. Reading English needed for teaching English as a foreign language. It means that teaching reading plays important role in acquisition foreign language. For this reason, teacher should pay more attention to the teaching and learning reading English to the students as the learners. The researcher should choose and apply some teaching strategy need based on the curriculum to achieve the goal of teaching reading is required creativity of teachers to organize learning reading in accordance with the context that will be taught.

During the research, the researcher observed that the students were interested in teaching reading English. They were enthusiastic the learning process. The researcher assumes that teaching by mix/freeze/pair strategy can improve the students reading English. By mix/freeze/pair strategy the students learn a new vocabulary unfamiliar and a new think word. So, it has proved that mix/freeze/pair strategybe one the interesting strategy in learning reading English.

Based on the explanation of cycle I and cycle II, it can be show that the use of mix/freeze/pairstrategy could improve the students' ability in reading ability. There is progress from the students gets score ≥75 from pre-test 65,95% or 5 students, post-test I 71,25% or 13 students and post-test II become 79,61% or 23 students. We can be see that is an improving on the students complete score and total of score of the students who passed the least from pre-test, post-test I to post-test II.

Moreover, the minimum mastery criteria was 75 in this research, in the post-test I there is 5 students or 19,23% passed the test with the average 65,95% and the post-test II is 23 students or 88,46% who passed the test with average 79,61%. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 75% of students got score ≥75 are reached.

The result of the student's activities in cycle I and cycle II are improve. Pay' attention of the teacher' explanation from 69,23% become 76,92%, the

students' ask/answer question from 65,38% become 76,92%, the students' activeness in the class from 38,46% become 61,53%, the students' able do the task from 50,00% become 82,76%,. The result of students' activities in cycle I and cycle II, there are improving about students' learning activities.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of the research, the usemix/freeze/pair strategycan improve students ability among the eleventh grades students of MAN 1 Lampung Timur. The application of mix/freeze/pair is also used analternative strategy in teaching reading ability because the strategy is easy implemented and interesting for the students' to learn to read. The students involved actively in teaching learning process. It made the students be easier to understand the material so it could improve the students reading ability.

The conclusioncan be seen from the averagescores of pre test 65,95 to post test I 71,15 became post test II 79,61. The result of the post test in cycle I there were 13 students passed the test. Moreover, in cycle II, there were 21 students who passed the test. The result of cycle II already reached the indicator of success that was 80% students fulfill the standard criteria with the score minimum was 75. Therefore, the research could be stopped in the cycle II. It was clear that by mix/freeze/pair strategycould be used toimprove the students' reading ability.

B. SUGGESTION

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. For the students
    a. The students are suggested to be more active in learning English so they can comprehend the material that teacher given and improve their knowledge especially in reading ability.
2. For the teacher
    a. It is suggested for the English teacher to use mix/freeze/pair strategy to improvestudents reading ability. Mix/freeze/pair strategy is effective to improve the students reading ability in the teaching and learning process.
    b. The teacher is expected to give motivation to the students in order to be excited in English learning since many students regard that English is difficult subject to learn. Based on the observation of the class, the students will more active after the teacher gives motivation to the students.
3. For the headmaster
    a. It is suggested for headmaster to support the English learning process by preparing facilitation completely.

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The Condition Building of MAN 1 Lampung Timur

The condition of facilities in MAN 1 Lampung Timur in the academic year 2019/2020 that can be seen on the table below:

Table7

Building of MAN 1 Lampung Timur in the academic year of 2019/2020 that can be seen on the table below:

No	Names of Building	Total
1	Headmaster Room	**1**
2	Teacher room	**3**
3	Canteen	**2**
4	Laboratory	**1**
5	Computer room	**1**
6	Classroom	**21**
7	Library	**1**
8	Toilet	**3**
9	Mosque	**1**

PRE-TEST READING

Name :

Subject : English

Class : XI

Time : 30 minutes

Choose either a,b,c, or d for the correct answer!

Cars Should Be Banned In The City

Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

Firstly, cars, as we all know contribute the most of pollution in the world. Cars emit a deadly gas causes illnesses such as bronchitis, lung cancer, and trigger of asthma. Some of these illness are so bad that people can die from them.

Secondly, the city is very busy. Pedestrians wander every where and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate in your homework, and especially talk to someone.

In conclusion, cars should be banned from the city for the reasons listed.

1. What type of the text above?

a. Narrative.

b. Report.

c. Analytical.

d. Explanation.

2. What one of the diseases caused by pollution?

a. HIV / AIDS

b. BRONCHITIS

c. LIVER

d. IMPOTENT

3. What tense is mostly used in the text?

a. Past tense

b. Simple present tense

c. Simple perfect tense

d. Present continuous tense

4. We usually call the last paragraph as……

a. Resolution

b. Reiteration

c. Conclusion

d. Recommendation

5. What is the purpose of the text?

a. to persuade reader about the Cars Should Be Banned In The City

b. to explain the characteristics the Cars Should Be Banned In The City

c. to inform readers about Cars Should Be Banned In The City

d. to describe Cars Should Be Banned In The City

6. The following sentences are true, except …

a. the cars contribute the most of pollution in the world.

b. the cars are very noisy.

c. the cars can also cause many deaths and other road accidents.

d. the car cans accelerate the transport.

7. What the title text above?

a. Cars Should Be Banned In The City

b. Cars cause pollution.

c. Car giant killer street.

d. Car facilitate transportation

8. Which paragraph is called arguments?

a. I and II.

b. IV

c. All paragraph

d. II, III, and III

9. Is the car also cause pollution?

a. No.

b. No, he is.

c. Yes, it's

d. Yes.

10. Is the car also cause noise?

a. Yes, it's.

b. No, it's

c. No.

d. Yes, he is.

Integrated Pest Management

There is no best way to ideal with pests in agriculture. Pesticides which are commonly used may cause many problems. I think combining different management operation is the most effective way to controls pests. Firstly, the chemicals in the pesticides my build up as residues in the environment and in the soil which absorbs the chemical. This reduces the quality of farm product.

Secondly, pests can gradually become resistant to pesticides. This means that newer and stronger ones have to be developed.

Lastly, some pesticides affect non target plants and animals such as fish and bees. This affects the ecology and environment as well.

So, understanding of ecology of an area helps a lot in pest control. Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment.

Therefore, integrated pest management is a safe and more affective option to fight pest in agriculture and livestock.

11. Which of the following is not directly affected by pesticides used?
a. Plants.
b. Ecology.
c. Animals.
d. environment.

12. What can you say about paragraph two and four?
a. The fourth paragraph supports the idea stated in paragraph two.
b. Both paragraph tell about the disadvantages of using pesticides.
c. Both paragraphs tell about how pesticides affect the quality of farm products.
d. The statement in paragraph is contrary to the statement in paragraph four.

13. One of the disadvantages of using chemical pesticides is….
a. killing fish and bees.
b. increasing crops productivity.

c. creating balanced ecosystem.
d. causing the pets to become inactive

14. "Secondly, pest can gradually become resistant to pesticides." (paragraph 3)
The word resistant in the sentence above means….
a. weak
b. fragile
c. damage
d. unaffected

15. The text above can be included in….
a. hortatory exposition
b. analytical exposition
c. report
d. explanation

As we all know, cars create pollution, and cause a lot of road deaths and other accidents. Firstly, cars, as we all know contribute the most of pollution in the world. Cars emit a deadly gas causes illnesses such as bronchitis, lung cancer, and trigger of asthma. Some of these illness are so bad that people can die from them.

Secondly, the city is very busy. Pedestrians wander every where and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers. Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate in your homework, and especially talk to someone.
In conclusion, cars should be banned from the city for the reasons listed.

16. What type of the text above?
a. Narrative.
b. Report.
c. Analytical.
d. Explanation.

17. What one of the diseases caused by pollution?
a. HIV / AIDS
b. Bronchitis
c. Liver
d. Fever

18. What tense is mostly used in the text?
a. Past tense
b. Simple present tense
c. Simple perfect tense
d. Present continuous tense

19. We usually call the last paragraph as……
a. Resolution
b. Reiteration
c. Conclusion
d. Recommendation

20. What is the purpose of the text?
a. to persuade reader about the Cars Should Be Banned In The City

b. to explain the characteristics the Cars Should Be Banned In The City

c. to inform readers about Cars Should Be Banned In The City

d. to describe Cars Should Be Banned In The City

KEY ANSWER (PRE TEST 1)

1. C
2. B
3. B
4. B
5. A
6. D
7. A
8. D
9. C
10. A
11. B
12. B
13. D
14. D
15. B
16. C
17. B
18. B
19. C
20. A

TREATMENT 1

Name :

Class : XI

Subject : English

Time : 30 minutes

Analytical Text :

The Important of English Language

I personally thing that English is the world's most importance language. Why do I say that ?

First, English is an international language. It is spoken by many people all over the world either as a first or second language.

Secondly, English is also the key which is needed for the economic and political development of many countries in the world.

Thirdly, English is a top requirement of those seeking jobs. Applicants who master either active or passive English are more favorable than those who don't.

From the fact above, it is obvious that everybody needs to learn English to greet the global era.

Answer the question bellow according to the text !

1. Why it is so important to learn English ?
2. Do you think everybody will agree with the text ? Why/ Why not?
3. What is the purpose of the writer in this text ?
4. What tense is mostly used in the next ?
5. What do you call this text ?

TEST ITEM OF POST-TEST 1

Name :

Subject : English

Class : XI

Time : 40 minutes

Choose either a,b,c, or d for the correct answer!

In Australia there are three levels of governments, the federal government, state governments and local governments. All of these levels of government are necessary. This is so for number of reasons. First, the federal government is necessary for the big things. They keep the economy in order and look after like defense.

Similarly, the state governments look after the middle sized things. For example they look after law and order, preventing things like vandalism in school. Finally, local government look after the small thins.

They look after things like collecting rubbish, otherwise everyone would have disease. Thus for the reason above, we can conclude that the three levels of the government are necessary.

1. What kind of text is this?
A. Analytical Exposition
B. Report
C. Hortatory Exposition
D. Explanation Text

2. Who is responsible for defense?
A. Federal government
B. State Government
C. Federal and State Government
D. Federal and Local Government

3. The litter management is the responsibility of ….
A. all governments
B. Australia
C. Federal government
D. Local government

There is no best way to deal with pests in agriculture. Pesticides which are commonly used may cause many problems. I think combining different management operations is the most effective way to control pests.

Firstly, the chemicals in the pesticides may build up as residues in the environment and in the soil which absorbs the chemicals. This reduces the quality of farm product.

Secondly, pests can gradually become resistant to pesticides. This means that newer and stronger ones have to be developed.

Lastly, some pesticides affect non target plants and animals such as fish and bees. This affects the ecology and environment as well. So, understanding of ecology of an area helps a lot in pest control. Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment.

Therefore, integrated pest management is a safe and more effective option to fight pest in agriculture and livestock.

4. Which of the following is not directly affected by pesticides used?
A. Plants
B. Animals.
C. Environment.
D. Human Beings

5. What can you say about paragraph two and four?
A. The fourth paragraph supports the idea stated in paragraph two.
B. Both paragraphs tell about the disadvantages of using pesticides.
C. Both paragraphs tell about how pesticides affect the quality of farm products.
D. The statement in paragraph is contrary to the statement in paragraph four.

6. One of the disadvantages of using chemical pesticides is …
A. killing fish and bees.
B. increasing crops productivity.
C. creating balanced ecosystem.
D. causing the pests to become inactive

7. Secondly, pests can gradually become resistant to pesticides. The word resistant in the sentence above means …
A. weak
B. fragile
C. damage
D. unaffected

As we all know, cars create pollution, and cause a lot of road deaths and other accidents. Firstly, cars, as we all know contribute the most of pollution in the world. Cars emit a deadly gas causes illnesses such as bronchitis, lung cancer, and trigger of asthma. Some of these illness are so bad that people can die from them.

Secondly, the city is very busy. Pedestrians wander every where and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers. Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate in your homework, and especially talk to

someone.
In conclusion, cars should be banned from the city for the reasons listed.

8. What type of the text above?
a. Narrative.
b. Report.
c. Analytical.
d. Explanation.
e. Description.

9. What one of the diseases caused by pollution?
a. HIV / AIDS
b. Bronchitis
c. Liver
d. Fever
e. Cholera

10. What tense is mostly used in the text?
a. Past tense
b. Simple present tense
c. Simple perfect tense
d. Present continuous tense
e. Past continuous tense

11. We usually call the last paragraph as……
a. Resolution
b. Reiteration
c. Conclusion
d. Recommendation
e. Twist

12. What is the purpose of the text?
a. to persuade reader about the Cars Should Be Banned In The City
b. to explain the characteristics the Cars Should Be Banned In The City
c. to inform readers about Cars Should Be Banned In The City
d. to describe Cars Should Be Banned In The City
e. to entertain readers about Cars Should Be Banned In The City

13. The following sentences are true, except …
A. the cars contribute the most of pollution in the worlD.
B. the cars are very noisy.
C. the cars can also cause many deaths and other road accidents.
D. the car cans accelerate the transport.

14. What the title text above?
A. Cars should be banned in the city
B. Cars cause pollution.
C. Car giant killer street.
D. Car facilitate transportation.

Integrated Pest Management

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Firstly, the chemicals in the pesticides may build up as residues in the environment and in the soil which absorbs the chemicals. This reduces the quality of farm product.

Secondly, pests can gradually become resistant to pesticides. This means that newer and stronger ones have to be developed.

Lastly, some pesticides affect non target plants and animals such as fish and bees. This affects the ecology and environment as well.

So, understanding of ecology of an area helps a lot in pest control. Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment.

Therefore, integrated pest management is a safe and more effective option to fight pest in agriculture and livestock.

15. Which of the following is not directly affected by pesticides used?

A. Plants

B. Ecology

C. Environment.

D. Human Beings

16. What can you say about paragraph two and four?

A. The fourth paragraph supports the idea stated in paragraph two.

B. Both paragraphs tell about the disadvantages of using pesticides.

C. Both paragraphs tell about how pesticides affect the quality of farm products.

D. The statement in paragraph is contrary to the statement in paragraph four.

17. One of the disadvantages of using chemical pesticides is …

A. killing fish and bees.

B. increasing crops productivity.

C. creating balanced ecosystem.

D. causing the pests to become inactive

18. Secondly, pests can gradually become resistant to pesticides. (paragraph 3)

The word resistant in the sentence above means …

A. weak

B. fragile

C. damage

D. unaffected

Global Warming

Everybody should change their way of life to reduce global warming. There are several things that we can do. One of them is by buying and consuming fresh local groceries as much as possible. It of course includes local vegetables, fruits, bread, etc.

Local groceries don't need much transportation to get it into the market. It of course means, the amount of carbon dioxide produced is less than the groceries from other region.

Therefore, by buying local groceries we are helping reduce the amount of carbon dioxide produced.

Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to be freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money.

So, from now on we should consume fresh local groceries to reduce global warming.

19. What is the type of the text?

A. Analytical exposition

B. Hortatory exposition

C. Narrative text

20. The main idea of the first paragraph is?

A. There are several things that we can do

B. Change their way of life to reduce global warming.

C. It of course includes local vegetables, fruits, bread, etc

Answer Key :

1. A
2. A
3. D
4. D
5. B
6. A
7. D
8. C
9. B
10. B
11. C
12. A
13. D
14. A
15. D
16. B
17. A
18. D
19. A
20. D

TREATMENT 2

Name :

Class : XI

Subject : English

Time : 30 minutes

As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

Firstly, cars, as we all know contribute the most of pollution in the world. Cars emit a deadly gas causes illnesses such as bronchitis, lung cancer, and trigger of asthma. Some of these illness are so bad that people can die from them.

Secondly, the city is very busy. Pedestrians wander every where and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate in your homework, and especially talk to someone. In conclusion, cars should be banned from the city for the reasons listed.

Answer the question bellow according to the text !

1. What one of the diseases caused by pollution?
2. What tense is mostly used in the text?
3. What is the purpose of the text?
4. What the title text above?
5. We usually call the last paragraph as?

TEST ITEM OF POST-TEST 2

Name :

Subject : English

Class : XI

Time : 40 minutes

Choose either a,b,c, or d for the correct answer!

Integrated Pest Management

There is no best way to deal with pests in agriculture. Pesticides which are commonly used may cause many problems. I think combining different management operations is the most effective way to control pests.

Firstly, the chemicals in the pesticides may build up as residues in the environment and in the soil which absorbs the chemicals. This reduces the quality of farm product.

Secondly, pests can gradually become resistant to pesticides. This means that newer and stronger ones have to be developed.

Lastly, some pesticides affect non target plants and animals such as fish and bees. This affects the ecology and environment as well.

So, understanding of ecology of an area helps a lot in pest control. Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment.

Therefore, integrated pest management is a safe and more effective option to fight pest in agriculture and livestock.

1. Which of the following is not directly affected by pesticides used?
A. Plants
B. Ecology
C. Animals.
D. Human Beings

2. What can you say about paragraph two and four?
A. The fourth paragraph supports the idea stated in paragraph two.
B. Both paragraphs tell about the disadvantages of using pesticides.
C. Both paragraphs tell about how pesticides affect the quality of farm products.
D. The statement in paragraph is contrary to the statement in paragraph four.

3. One of the disadvantages of using chemical pesticides is …
A. killing fish and bees.

B. increasing crops productivity.
C. creating balanced ecosystem.
D. causing the pests to become inactive

4. Secondly, pests can gradually become resistant to pesticides. (paragraph 3)
The word resistant in the sentence above means …
A. weak
B. fragile
C. damage
D. unaffected

Cars Should Be Banned In The City

Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

Firstly, cars, as we all know contribute the most of pollution in the world. Cars emit a deadly gas causes illnesses such as bronchitis, lung cancer, and trigger of asthma. Some of these illness are so bad that people can die from them.

Secondly, the city is very busy. Pedestrians wander every where and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate in your homework, and especially talk to someone.

In conclusion, cars should be banned from the city for the reasons listed.

5. What type of the text above?
A. Narrative.
B. Report.
C. Analytical.
D. Explanation.

6. What one of the diseases caused by pollution?
A. HIV / AIDS
B. BRONCHITIS
C. LIVER
D. IMPOTENT

7. What tense is mostly used in the text?
A. Past tense
B. Simple present tense
C. Simple perfect tense
D. Present continuous tense

8. We usually call the last paragraph as……
A. Resolution
B. Reiteration
C. Conclusion D. Recommendation

9. What is the purpose of the text?
A. to persuade reader about the Cars Should Be Banned In The City
B. to explain the characteristics the Cars Should Be Banned In The City
C. to inform readers about Cars Should Be Banned In The City
D. to describe Cars Should Be Banned In The City

10. The following sentences are true, except …
A. the cars contribute the most of pollution in the world.
B. the cars are very noisy.
C. the cars can also cause many deaths and other road accidents.
D. the car cans accelerate the transport.

11. What the title text above?
A. Cars Should Be Banned In The City
B. Cars cause pollution.
C. Car giant killer street.
D. Car facilitate transportation

12. Which paragraph is called arguments?
A. I and II.
B. IV
C. All paragraph
D. II, III, and III
13. Is the car also cause pollution?
A. No.
B. No, he is.
C. Yes, it's
D. Yes.
14. Is the car also cause noise?
A. Yes, it's.
B. No, it's
C. No.
D. Yes, he is.

In Australia there are three levels of governments, the federal government, state governments and local governments. All of these levels of government are necessary. This is so for number of reasons. First, the federal government is necessary for the big things. They keep the economy in order and look after like defense.

Similarly, the state governments look after the middle sized things. For example they look after law and order, preventing things like vandalism in school. Finally, local government look after the small thins.

They look after things like collecting rubbish, otherwise everyone would have disease. Thus for the reason above, we can conclude that the three levels of the government are necessary.

15. What kind of text is this?
A. Analytical Exposition
B. Report
C. Hortatory Exposition
D. Explanation Text

16. Who is responsible for defense?
A. Federal government
B. State Government
C. Federal and State Government
D. Federal and Local Government

17. The litter management is the responsibility of ….
A. all governments
B. Australia
C. Federal government
D. Local government

There is no best way to deal with pests in agriculture. Pesticides which are commonly used may cause many problems. I think combining different management operations is the most effective way to control pests.

Firstly, the chemicals in the pesticides may build up as residues in the environment and in the soil which absorbs the chemicals. This reduces the quality of farm product.

Secondly, pests can gradually become resistant to pesticides. This means that newer and stronger ones have to be developed.

Lastly, some pesticides affect non target plants and animals such as fish and bees. This affects the ecology and environment as well. So, understanding of ecology of an area helps a lot in pest control.

Pesticides should be chosen and applied carefully so that they don't affect the ecological balance and environment.

Therefore, integrated pest management is a safe and more effective option to fight pest in agriculture and livestock.

18. Which of the following is not directly affected by pesticides used?
A. Plants
B. Animals.
C. Environment.
D. Human Beings

19. What can you say about paragraph two and four?
A. The fourth paragraph supports the idea stated in paragraph two.
B. Both paragraphs tell about the disadvantages of using pesticides.
C. Both paragraphs tell about how pesticides affect the quality of farm products.
D. The statement in paragraph is contrary to the statement in paragraph four.

20. One of the disadvantages of using chemical pesticides is …
A. killing fish and bees.
B. increasing crops productivity.
C. creating balanced ecosystem.
D. causing the pests to become inactive

Answer Key :

1. B	**11. A**
2. D	**12. D**
3. A	**13. C**
4. D	**14. A**
5. C	**15. A**
6. B	**16. A**
7. B	**17. D**
8. B	**18. D**
9. A	**19. B**
10. D	**20. A**

OBSERVATION SHEET OF THE TEACHER'S ACTIVITIES (CYCLE I)

Day/Date :

Teachers Activity	Good	Fair	Bad
1. Pre Teaching a. Prepare the lesson plan b. Prepare the material that will given c. Ability in opening the learning process			
2. While teaching a. Inform the objective of learning b. Explain the material chronological c. The teacher told the students to focus on text and descriptive that has been shared d. The students read the material. Paste these in appropriate places in the reading. 1) Fact : : materials presented as truthful items. Students can also include items in this category that they want to verify or have clarified. 2) Questions: items from the text that are confusing or for which further information is needed. 3) Responses: personal reactions to specific sections of the speaking. e. After students complete the speaking, have them enter their data in the Student Discovery Guide on the following page. f. Discuss the results of the speaking with entire class g. Guide the students follow the			

lesson h. Motivate the students i. Guide the students to practice the material.			
3. Post teaching a. Conclude the result Learning b. Close the learning activity			

Tick (√) for each positive activity

Metro, December 2019

Collaborator

Woro Zuli Astuti.S.Pd

NIP. 19810711200501007

Researcher

Azizah Maulina

NPM.1501070028

OBSERVATION SHEET OF THE TEACHER'S ACTIVITIES (CYCLE II)

Day/Date :

Teachers Activity	Good	Fair	Bad
1. Pre Teaching a. Prepare the lesson plan b. Prepare the material that will given c. Ability in opening the learning process			
2. While teaching a. Inform the objective of learning b. Explain the material chronological c. Guide the students follow the lesson d. Motivate the students e. Guide the students to practice the material.			
3. Post teaching a. Conclude the result Learning b. Close the learning activity			

Metro, December 2019

Collaborator

Woro Zuli Astuti.S.Pd

NIP. 19810711200501007

Researcher

Azizah Maulina

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Woro Zuli Astuti.S.Pd	Azizah Maulina
NIP. 19810711200501007	NPM.1501070028

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3963/In.28/D.1/TL.00/11/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MAN 1 LAMPUNG TIMUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3962/In.28/D.1/TL.01/11/2019, tanggal 21 November 2019 atas nama saudara:

Nama	: **AZIZAH MAULINA**
NPM	: 1501070028
Semester	: 9 (Sembilan)
Jurusan	: Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MAN 1 LAMPUNG TIMUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS READING COMPREHENSION BY USING MIX/FREEZE/PAIR STRATEGY AMONG THE ELEVENTH GRADERS OF MAN 1 LAMPUNG TIMUR".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 21 November 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN LAMPUNG TIMUR
MADRASAH ALIYAH NEGERI 1
Jalan Lembayung Banjarrejo 38 B Kecamatan Batanghari Kabupaten Lampung Timur
Telepon 0725 44756 Website : www.man1lampungtimur.sch.id
E-mail : man1lampungtimur@gmail.com

16 Desember 2019

Nomor : B- 599 /Ma.08.01/PP.07.1/12/2019
Lampiran : -
Hal : **Tanggapan Izin Research**

Yth. :
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro
di Tempat

Berdasarkan surat dari Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro Nomor : B-3963/In.28/D.1/TL.00/11/2019 tanggal 21 November 2019 tentang Izin Research maka Kepala MAN 1 Lampung Timur memberikan izin kepada :

Nama	:	Azizah Maulina
NPM	:	1501070028
Program Studi	:	Pendidikan Bahasa Inggris

Kepada nama tersebut telah melaksanakan Research di MAN 1 Lampung Timur dalam rangka menyelesaikan Tugas Akhir/Skripsi dengan judul "Improving Students Reading Comprehension By Using Mix/Freeze/Pair Strategy Among The Eleventh Graders of MAN 1 Lampung Timur".

Demikian surat izin penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kepala,

Drs. H. Imam Sakroni
NIP. 19651204 199503 1 001

ATTENDANCE LIST OF STUDENTS

Class: XI

Date: .....

NO	NAME	SIGNATURE	
1	Adelia Eka Margareta	1	2
2	Afiv Azhar Adzani		
3	Aisyah Dwi Rahmawati	3	4
4	Alia Munika		
5	Annisa Putri Winata	5	6
6	Chusna Maratus Solichah		
7	Diah Ayu Latifah	7	8
8	Dian Lestari		
9	Dita Ananda Putri	9	10
10	Eka Rianingsih		
11	Erda Yuliana	11	12
12	Ernita Indah Wardhani		
13	Farra Nabila Salsabil	13	14
14	Ghulwan Shihobuddin		
15	Ilham Taufik Pratama	15	16
16	Khairunnisa		
17	Kodri Rohadiyanto	17	18
18	Liana Rika Rahmawati		
19	Lutfiana	19	20
20	Maulana Malik Arrizki		
21	Melliani Ayu Sholehah Suwandayani	21	22
22	Muhammad Rian		
23	Muzaky Al Gofi	23	24
24	Nur Ainun Nisa		
25	Rahma Fauziah	25	26
26	Salwa Syifaul Mawaddah		

ATTENDANCE LIST OF STUDENTS

Class: XI

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NO	NAME	SIGNATURE	
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15	Ilham Taufik Pratama	15	16
16	Khairunnisa		
17	Kodri Rohadiyanto	17	18
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19	Lutfiana	19	20
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ATTENDANCE LIST OF STUDENTS

Class: XI

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25	Rahma Fauziah	25	26
26	Salwa Syifaul Mawaddah		

OBSERVATION SHEET OF THE TEACHER'S ACTIVITIES (CYCLE I)

Day/Date :

Teachers Activity	Good	Fair	Bad
1. Pre Teaching a. Prepare the lesson plan b. Prepare the material that will given c. Ability in opening the learning process		✓	
2. While teaching a. Inform the objective of learning b. Explain the material chronological c. The teacher told the students to focus on text and descriptive that has been shared d. The students read the material. Paste these in appropriate places in the reading. 1) Fact : : materials presented as truthful items. Students can also include items in this category that they want to verify or have clarified. 2) Questions: items from the text that are confusing or for which further information is needed. 3) Responses: personal reactions to specific sections of the speaking. e. After students complete the speaking, have them enter their data in the Student Discovery Guide on the following page. f. Discuss the results of the speaking with entire class g. Guide the students follow the		✓	

OBSERVATION SHEET OF THE TEACHER'S ACTIVITIES (CYCLE II)

Day/Date :

Teachers Activity	Good	Fair	Bad
4. Pre Teaching d. Prepare the lesson plan e. Prepare the material that will given f. Ability in opening the learning process	✓		
5. While teaching j. Inform the objective of learning k. Explain the material chronological l. Guide the students follow the lesson m. Motivate the students n. Guide the students to practice the material.	✓		
6. Post teaching c. Conclude the result Learning d. Close the learning activity	✓		

Tick (√) for each positive activity

Metro, December 2019

Collaborator

Researcher

Woro Zuli Astuti.S.Pd

NIP. 19810711200501007

Azizah Maulina

NPM.15

OBSERVATION SHEET OF THE STUDENTS ACTIVITIES (CYCLE I)

Day/Date :

No	Students Name	Score				Total
		1	2	3	4	
1	ADELIA EKA MARGARETHE	✓		✓	✓	
2	AFIV AZHAR ADZANI	✓			✓	
3	AISYAH DWI RAHMAWATI			✓	✓	
4	ALIA MUNIKA	✓	✓			
5	ANNISA PUTRI WINATA	✓	✓		✓	
6	CHUSNA MARATUS SOLICHAH	✓		✓		
7	DIAH AYU LATIFAH		✓	✓	✓	
8	DIANA LESTARI	✓		✓	✓	
9	DITA ANANDA PUTRI		✓	✓	✓	
10	EKA RIANINGSIH	✓		✓		
11	ERDA YULIANA	✓	✓	✓	✓	
12	ERNITA INDAH WARDHANI		✓	✓	✓	
13	FARRA NABILA SALSABIL	✓		✓	✓	
14	GHULWAN SHIHABUDDIN		✓			
15	ILHAM TAUFIK PRATAMA	✓		✓	✓	
16	KHAIRUNNISA		✓		✓	
17	KODRI ROHADIYANTO	✓		✓	✓	
18	LIANA RIKA RAHMAWATI		✓		✓	
19	LUTFIANA	✓	✓			
20	MAULANA MALIK ARRIZKI			✓	✓	
21	MEILIANI AYU SHOLEHAH SUWANDAYANI	✓	✓	✓	✓	
22	MUHAMMAD RIAN	✓	✓		✓	

23	MUZAKY AL GOFI	✓				
24	NUR AINUN NISA		✓	✓		
25	RAHMA FAUZIAH	✓	✓		✓	
26	SALWA SYIFAUL MAWADDAH	✓		✓	✓	
		17	14	16	19	

Note:

1. The students pay attention of teacher's explanation
2. The students ask/answer the question
3. The students are active in class
4. The students able do the task

OBSERVATION SHEET OF THE STUDENTS ACTIVITIES (CYCLE II)

Day/Date :

No	Students Name	Score				Total
		1	2	3	4	
1	ADELIA EKA MARGARETHE	✓		✓	✓	
2	AFIV AZHAR ADZANI	✓	✓			
3	AISYAH DWI RAHMAWATI	✓	✓	✓	✓	
4	ALIA MUNIKA	✓	✓	✓	✓	
5	ANNISA PUTRI WINATA	✓	✓	✓	✓	
6	CHUSNA MARATUS SOLICHAH	✓	✓	✓	✓	
7	DIAH AYU LATIFAH	✓	✓	✓	✓	
8	DIANA LESTARI	✓	✓	✓	✓	
9	DITA ANANDA PUTRI	✓	✓	✓	✓	
10	EKA RIANINGSIH		✓		✓	
11	ERDA YULIANA	✓	✓	✓	✓	
12	ERNITA INDAH WARDHANI	✓		✓	✓	
13	FARRA NABILA SALSABIL		✓	✓	✓	
14	GHULWAN SHIHABUDDIN	✓			✓	
15	ILHAM TAUFIK PRATAMA	✓		✓	✓	
16	KHAIRUNNISA		✓	✓	✓	
17	KODRI ROHADIYANTO	✓		✓	✓	
18	LIANA RIKA RAHMAWATI	✓	✓	✓		
19	LUTFIANA	✓		✓	✓	
20	MAULANA MALIK ARRIZKI		✓		✓	
21	MEILIANI AYU SHOLEHAH SUWANDAYANI	✓	✓	✓	✓	
22	MUHAMMAD RIAN	✓	✓			

23	MUZAKY AL GOFI	✓	✓	✓	✓	
24	NUR AINUN NISA		✓		✓	
25	RAHMA FAUZIAH	✓	✓	.	✓	
26	SALWA SYIFAUL MAWADDAH	✓	✓	✓	✓	
		21	20	19	23	

Note:

1. The students pay attention of teacher's explanation
2. The students ask/answer the question
3. The students are active in class
4. The students able do the task

THE FIELD NOTE

Cycle I	First Meeting	The teacher gave explained the material about descriptive text.
	Second Meeting	Some students little bit annoyed when the teacher explained the material but the other students felt enjoyed in learning process.
	Third Meeting	The students did post test I and after finished they paid more attention when the teacher corrected their assigment.
Cycle II	First Meeting	The students rather feel bored in learning process but they still paid attention to the teacher.
	Second Meeting	The students had understood the way and the rule to follow the teacher's instruction and feel easier to do the task together with their friends.
	Third Meeting	The students were very glad to did pots test II because they had learn from their mistakes before.

DOCUMENTATION

Picture 1. Pre-Test

Picture 2. Teaching I in Cycle I

Picture 3. Teaching II in Cycle I

Picture 4. Post – Test I

Picture 5. Teaching I in Cycle II

Picture 6. Teaching II in Cycle II

Picture 7. Post – Test II

CURRICULUM VITAE

The name of the writer is Azizah Maulina. She was born in Gantiwarno, on July,31th 1997.She is the Second children of Mr. Siswanto Mrs. Tumiyem.

She was enrolled her study in SD Negeri 4 Metro 2003-2009. Then, she continued her study at SMP Negeri 1 Pekalongan on 2009-2012. She continued her study at MAN 1 Lampung Timur, East Lampung on 2012 -2015. It was long journey for her to find out her dream. Finally, at the same year, she was registered as a S1 student of English Education Department of State Institute for Islamic Studies of Metro.She hope that one day she can continue her study to master of degree.