

AN UNDERGRADUATE THESIS

**IMPROVING READING COMPREHENSION
BY USING SAVE THE LAST WORD FOR ME STRATEGY
AMONG THE EIGHTH GRADERS AT SMPN 2 BEKRI
CENTRAL LAMPUNG**

By :

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Student Number : 1501070158



**Tarbiyah and Teachers Training Faculty
English Education Department**

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H / 2020 M

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CENTRAL LAMPUNG**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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Sudah kami setuju dan dapat di munaqosyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terimakasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

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THE LAST WORD FOR ME STRATEGY AMONG THE
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LAMPUNG

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

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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RATIFICATION PAGE

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An Undergraduate thesis entitled: THE IMPLEMENTATION OF SCAVENGER HUNT STRATEGY TO IMPROVE READING COMPREHENSION AMONG THE EIGHT GRADERS AT MIS MA'ARIF 01 PUNGGUR IN ACADEMIC YEAR OF 2019/2020 , written by Dwiana, student number 1501070045, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Thursday, 21st Januari 2020 at 16.00 – 18.00 pm.

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IMPROVING READING COMPREHENSION
BY USING *SAVE THE LAST WORD FOR ME* STRATEGY
AMONG THE EIGHTH GRADERS AT SMPN 2 BEKRI
CENTRAL LAMPUNG

ABSTRACT

By:

Chelsy Chylindrica Effendi

The purposes of this research are to show that using *Save the Last Word for Me* strategy can improve the students' reading comprehension ability and students' learning activities at the eighth grade of SMPN 2 Bekri Central Lampung. The writer had outlined the problem in this research that focused on reading comprehension abilities. It is related to the problem identification that the students have low motivation to learn English especially in reading, they get difficulties to comprehend the main idea and information from the text, and they are also not interested about the learning method in the class. They always feel bored in reading subject.

The kind of this research is classroom action research (CAR) which was conducted in two cycles. Each cycle consists of planning, acting, observing and reflecting. Object of this research is the students' reading comprehension ability. In collecting the data, the writer used test, observation and documentation. This research was conducted by an English teacher of MA Wali Songo that was Mr. Dasuki, S.Pd.MM.

Finally, the data confirmed that pre-test just 9,3% students that can fulfill Minimum Mastery Criteria (MMC) 60. It can be said that the result of pre-test was unsatisfactory. And, in post-test I there are 62% students that can fulfill MMC. Then, the result in post-test II was 90% students that can fulfill MMC. It means that the use of *Save the Last Word for Me* strategy in reading can improve the student's reading comprehension at the eighth grade of SMPN 2 Bekri Central Lampung.

Keywords: *Reading Comprehension, Save the Last Word for Me Strategy, Classroom Action Research*

**PENINGKATAN KEMAMPUAN PEMAHAMAN MEMBACA MELALUI
STRATEGI *SAVE THE LAST WORD FOR ME*
PADA SISWA KELAS DELAPAN SMPN 2 BEKRI LAMPUNG TENGAH**

ABSTRAK

**OLEH:
CHELSY CHYLINDRICA EFFENDI**

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan *Save the Last Word for Me* strategy dapat meningkatkan kemampuan pemahaman membaca dan aktifitas pembelajaran pada siswa kelas delapan SMPN 2 Lampung Tengah. Permasalahan yang diangkat oleh penulis dalam penelitian ini berkaitan dengan kemampuan pemahaman membaca. Hal ini berdasarkan pada identifikasi masalah yang menjelaskan bahwa siswa mempunyai motivasi rendah untuk belajar bahasa Inggris khususnya materi pemahaman membaca, mereka mengalami kesulitan dalam memahami topik utama dan informasi pada teks, dan mereka pula tidak tertarik terhadap metode yang digunakan di kelas. Mereka selalu bosan pada saat materi membaca bahasa Inggris.

Bentuk dalam penelitian ini adalah penelitian tindak kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Objek dari penelitian ini adalah kemampuan pemahaman siswa. Dalam pengumpulan data, penulis menggunakan test, observasi, dokumentasi dan catatan lapangan. Penelitian ini dilaksanakan dengan guru mata pelajaran bahasa Inggris kelas delapan SMPN 2 Bekri yaitu bapak Dasuki, S.Pd.MM.

Akhirnya, setelah data diteliti dapat disimpulkan bahwa hasil pre-test hanya 9,3% siswa yang dapat memenuhi Kriteria Ketuntasan Minimum (KKM) dengan KKM 60. Hal ini dapat dikatakan bahwa hasil pre-test tidak memuaskan. Dan hasil post-test I adalah 62% siswa yang dapat memenuhi KKM. Kemudian, hasil post-test II adalah 90% siswa yang dapat memenuhi KKM. Hal ini dapat disimpulkan bahwa penggunaan strategi *Save the Last Word for Me* dalam membaca dapat meningkatkan kemampuan pemahaman siswa pada kelas VIII B SMPN 2 Bekri Lampung Tengah.

Kata Kunci : *Kemampuan Pemahaman Membaca Siswa, Strategi Save the Last Word for Me, Penelitian Tindakan Kelas*

STATEMENT OF RESEARCH ORIGINALITY

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

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Januari 2020

Yang Menyatakan,



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Motto

مَنْ جَدَّ وَجَدَ

"Where there is a will, there is a way"

مَنْ ظَفِرَ صَبْرَ

"Whoever is patient must be lucky"

DEDICATION PAGE

This undergraduate thesis is dedicated to:

Allah SWT, The Almighty God for my talents and many perfect things having been blessed. Allah who always accompany my action anywhere.

My dearly loved father (Effendi), mother (Manisih). Thanks for always pray, motivation, support, love and care. My Sponsor and Co-sponsor, thanks for guiding. My beloved Almamater of State Institute for Islamic Studies of Metro.

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Furthermore, this research could not be succesful without support, guidance, advice, help, and ancouragement. Regarding to the undergraduate thesis, the researcher offers big thanks for:

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As human being, the researcher realized that this undergraduate thesis still has weakness. The researcher do apologizes for all mistakes she has made in writing. The researcher hopes this undergraduate thesis can be beneficial for all readers.

Metro, Januari 2020

The Researcher,



CHELSY CHYLINDRICA EFFENDI
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CHAPTER I

INTRODUCTION

A. Background of the study

In Indonesia, English is a foreign language that is not used as a communication tool in a particular country where the language is taught. Learning English in the present era is increasingly facilitated by the presence of technological innovation. Students no longer rely on classes but can be anywhere and anytime. In Indonesia, teaching English is usually taught as one of the subjects in schools with the aim of communicating basic and mastering four language skills that include of listening, reading, writing, and speaking.

As one of the English skills, reading is a process that is carried and used by readers who want to get the message delivered by the author through the medium of words or written language. In addition, reading is useful for language acquisition. Reading is a constant process of guessing, and what one brings to the next is often more important than what one finds in it. In reading, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words.

Moreover, the ability to read in English has several benefits. Reading is very important for us. While most learners want to focus on improving their spoken English, other skills should not be ignored

if they want to become a fluent language user. many benefits of reading in English and some ideas to help the readers become a better reader. Reading is one of the best ways to improve vocabulary and to consolidate your understanding of grammar. In this way, reading helps speed up the normal language learning process that sees passive comprehension become active knowledge. One of the main benefits of reading in English is that there's absolutely no shortage of material to choose from, especially online.

Moreover, the ability to read person's is fulfilled by various aspects that can be categorized in the aspects of linguistics and non-linguistic aspects. Linguistic aspects that significantly influence one's reading comprehension include mastery of English vocabulary, mastery of English grammar, ability to determine main ideas and supporting ideas for reading, the ability to determine or adjust the reading context. Vocabulary mastery is one of the main conditions that determine the success of a skilled person in language, the richer a person's vocabulary is, the greater the possibility of being skilled in language and the easier it is for him to convey and receive the contents of the reading material. Mastery of English grammar wassupport the reader to understand the word sequences contained in each set of languages or the structure of language in the reading. the ability to determine the main ideas and supporting ideas of a reading

washelp the reader to understand the entire message content of a reading effectively.

However, reading is not an easy language skill. There are many problems got by students in the reading process caused by the limitations of the linguistic and non-linguistic aspects possessed by students. Reading problems caused by weak linguistic abilities include weak vocabulary mastery, limited mastery of English grammar, inability to determine basic ideas and supporting ideas, inability to detect reading contexts. the weak mastery of English vocabulary wasmake it difficult for readers to understand the contents of the reading appropriately and can also cause misunderstanding about the content being read.

Reading problems are also caused by limited non-linguistic aspects, including limited teaching media in effective reading, inappropriate teaching strategies set, low environmental support and psychological factors. Less interesting media used in reading lessons wasmake students become easily bored in the reading process. The incompatibility of the strategies used by the teacher in the teaching and learning process about reading washinder the achievement of the purpose of reading. Increasing the ability to read was hampered if the teaching reading strategy used is not appropriate or interesting.

Moreover, in line with the reading problems above, the researcher also found reading problems got by the students of

class VIII B at Bekri Middle School. These problems are obtained from the results of the pre-survey conducted by researcher on August 14 , 2019 on class students VIII B at Bekri Middle School. The researcher conducted interviews with teachers and students about english lessons and the researcher got problem of reading comprehension by students and the researcher also asked for a list of student grades from the teacher to find out what the percentage of students we are able to achieve in MMC and the presentage of student we are not able completed in MMC, and this is list of students' english grades of class VIII B SMPN 2 Bekri is as follows:

Table 1
The List Of Grades For English Subject
Among The Eighth Grades SMPN 2 Bekri

| No | Student's name | Grade | Criteria |
|----|----------------|-------|------------|
| | AP | 40 | Incomplete |
| | AJ | 50 | Incomplete |
| | ASS | 90 | Complete |
| | AW | 35 | Incomplete |
| | ANP | 90 | Complete |
| | BAH | 50 | Incomplete |
| | BAS | 55 | Incomplete |
| | CDB | 65 | Complete |
| | BEP | 50 | Incomplete |
| 1 | DAD | 75 | Complete |
| 2 | DA | 45 | Incomplete |
| 3 | EP | 70 | Complete |
| 4 | IA | 40 | Incomplete |
| 5 | IKP | 65 | Complete |
| 6 | JAA | 50 | Incomplete |
| 7 | LFP | 50 | Incomplete |
| 8 | NS | 70 | Complete |
| 9 | NH | 55 | Incomplete |
| 10 | PA | 70 | Complete |
| 11 | RF | 25 | Incomplete |
| 12 | RP | 55 | Incomplete |
| 13 | RM | 45 | Incomplete |

| | | | |
|---|-----|----|------------|
| 3 | RR | 40 | Incomplete |
| 4 | RP | 15 | Incomplete |
| 5 | RK | 45 | Incomplete |
| 5 | SA | 35 | Incomplete |
| 7 | TS | 55 | Incomplete |
| 8 | TAD | 40 | Incomplete |
| 9 | TAR | 65 | Complete |
| 0 | VDW | 80 | Complete |
| 1 | WAL | 55 | Incomplete |
| 2 | ZAN | 45 | Incomplete |

Source : based on the pre-survey, August 14, 2019.

The results of Reading Comprehension test among the Eighth grade students at SMPN 2 Bekri are illustrated based on Minimum Mastery Criteria (MMC) is 60. The results of the categorization are presented in the following table:

Table 2
The Categorization of
The List Of Grades For English Subject
Scores Among the Eighth Grade At SMP N 2 Bekri

| n | grade | frequency | Percentage | Criteria |
|---|-----------|-----------|------------|------------|
| 1 | ≥ 60 | 10 | 31% | Complete |
| 2 | < 60 | 22 | 69% | Incomplete |

Based on the pre-survey results table above, it can be seen that the number of students who are able to achieve MMC is smaller than those who are unable to achieve MMC. That is because the number of students who are able to achieve the MMC is 10 students (31%). While the number of students who are unable to reach MMC is 22

students (69%). Therefore it can be concluded that the students have a low reading comprehension.

Based on the results of pre-survey, the problems of faced by the students VIII B Bekri Junior High School 2 in reading English was due to the lack of English vocabulary they had. Besides class students VIII B SMPN 2 Bekri Junior High School 2 also has limitations in mastering English grammar. They also have difficulty in determining the main ideas and supporting ideas when reading English texts, it can be said they have that difficulties in understanding the contents of the messages contained in the text. Class students VIII B SMPN 2 Bekri Junior High School 2 has a low motivation in reading an English text.

In relation with reading problems experienced by class students VIII B SMP 2 Bekri needs an effort to increase students' reading comprehension through the application of appropriate strategies. *Save the Last Word for me* is one of the right strategies used to improve the reading comprehension of students. *Save the Last Word for me* is one strategy that can be used to develop the ability to understand reading in students. In applying this strategy, students are guided to understand a text, then the teacher asks students to comment on the opinion of the author or question the author's ideas. Then the student was discuss opinions or opinions with his group friends.

Furthermore, *Save the Last Word for me* allows readers the opportunity to construct their own interpretations and to compare

them with other readers. It means, the students should have critical thinking in comprehend the text. Moreover, the students discuss with their partner in group discussion, each group have new idea. The students write their idea in card note. After they comprehend they make good summary in text and share with other friends to more comprehend the text. In addition *Save the Last Word for me* give a chance for the students participant in group discussion, each students has write their ideas and not depend of the other friend.

In addition, *Save the Last Word for me* discussion strategy requires all students to participate as both active speakers and active listeners. Working in groups of three, students follow a pattern of sharing and discussing their responses to a text. By creating a clear structure for the discussion, this strategy encourages reserved students to share their ideas.

Based on all the illustrations above, the research was attempt to increas the reading comprehension of class students VIII B SMPN 2 Bekri Junior High School. Increasing the reading comprehension of students was carried out by researcher by applying the *Save the Last Word for me* strategy after going through a classroom action research. In this case the researcher formulated a research proposal with the title "INCREASING READING COMPREHENSION BY USING *SAVE THE LAST WORD FOR ME STRATEGY* AMONG THE EIGHTH GRADERS OF SMPN 2 BEKRI CENTRAL LAMPUNG".

B. Problem Identification

Based on the results of the pre-survey, the researcher had identified several research problems as follows:

1. Students have limitations in mastering English vocabulary.
2. Students have weakness in mastering English grammar.
3. Students have weakness in determining the main ideas and supporting ideas.
4. Students have weakness in a reading motivation.
5. Students have limited reading comprehension.

C. Problem Limitation

Based on some of the problems that have been identified the researcher limits the problem by focusing on the problem of number 5 that is the limitedreading comprehension.

D. Problem Formulation

Based on the limitation of the problem, the researcher had formulated the researcher problems as follows: *Can Save the Last Word for me* strategy improve the reading comprehension among the Eighth gradrs of SMPN 2 Bekri Central Lampung?

E. Objectives and benefits

1. Objective of the study

The purpose of this study find out whether the use of *Save the Last Wordfor me* strategy improved the reading comprehension among the Eighth grades of SMPN 2 Bekri Central Lampung.

2. Benefits of the study

This research is expected to be useful for researcher, students, teachers, and subsequent researcher

a. For the student

This research is expected that students can increas their reading comprehension through the strategy. From this study students can read well from the results of conclusions that have been made. Through the use of *Save the Last Word for me* strategy students was involved was actively involved in reading because this strategy has steps that wasmotivate in reading a text.

b. For the teacher

This research is expected so that teachers can teach reading in English easily. By using *Save the Last Word for me* strategy.

c. For the next research

This research is expected to be one of the references and criteria for the next researcher who wastry to increas reading comprehension through the application of *Save the Last Word for me* strategy. From this research, the next researcher can get a detailed description of *Save the Last Word for me* strategy both in terms of theory and practice.

F. Prior Research

This research was conducted by considering several previous studies with those using *Save the Last Word for me* strategy in reading lessons.

The first prior research was conducted by M. Holandiyah and Putri Okva Utami with the research title *Teaching Reading Comprehension Using "Save the Last Word for me" Strategy to the Eighth Grade Students of Junior High School 7 Palembang*. The teaching strategy used in the first prior research is *Save the Last Word for me*. The research method used in the first prior research is a quasi-experimental design using nonequivalent pretest-posttest design. The first prior research sample is the sample of the study was taken by using convenience sampling method. The total number of the sample was 79 students, 40 students belonged to the experimental group and 39 students belonged to the control group. The results of the first prior research can stimulate, develop and increase students' reading comprehension.¹

This research and the first prior research have similarities and differences. The similarity between the first prior research and this research lies in the teaching strategy. This research and the first prior research applies the teaching strategy of *Save the Last Word for me*.

¹ M. Holandiyah and Putri Okva Utami, "*Teaching Reading Comprehension Using Save the Last Word for me Strategy to the Eighth Grade Students of Junior High School 7 Palembang*"

While the difference between this research and the first prior research lies in the differences in research samples and research methods. This research method is class room action research while the first prior research method is quasi-Experiment.

The second prior research was conducted by Martina Napratilora, with the title of research *A Comparison Between Save the Last Word for me And Strategic on Students 'Listen-Read-Discuss (Lrd)' Reading Comprehension at SMP N 1 Teluk Pinang*. The teaching strategy used in the second prior research is *Save the Last Word for me* and Listen-Read-Discuss (LRD) Strategies. The research method used in the second prior research is Quasi Experimental Non-equivalent Design Pre-test and Post-test Group Design. The sample from the second research is the participants of the study comprising 76, two students from Junior High School 1 in Teluk Pinang. The results of the second prior research show findings show that using the *Save the Last Word for me* strategy is better than using the Listen-Read-Discuss (LRD) strategy. Further increasments using the *Save the Last Word for me* and Listen-Read-Discuss (LRD) strategies of the results received can be implemented in teaching reading comprehension.²

This research and the second prior research have similarities and differences. The equation between the second prior research and this research lies in one teaching strategy. This research and the second prior

² Martina Napratilora, "A Comparison Between *Save the Last Word for me* And Strategic on Students 'Listen-Read-Discuss (Lrd)' Reading Comprehension at SMP N 1 Teluk Pinang".

research apply the teaching strategy of *Save the Last Word for me*. The difference between this study and the second prior research lies in the differences in research samples and research methods. This research method is classroom action research while the second prior research method is Quasi-Experimental Non-equivalent Design Pre-test and Post-test Group Design. The second prior research uses two strategies while this research uses one strategy.

The third prior research was conducted by Rini Mulyanti with the research title *Teaching Reading By Combining Prediction and Save the Last Word for me Strategy At Senior High School*. The teaching strategy used in the third prior research is the Partner Prediction and *Save the Last Word for me* Strategy. The research method used in the third prior research is quasi experimental design. The third prior research sample is the student at senior high school. The results of the third prior research have improved the ability of students to understand a text and improve students' thinking skills.

This research and the third prior research have similarities and differences. The equation between the third prior research and this research is located in one teaching strategy. This research and the third prior research apply the teaching strategy of “*Save the Last Word for Me*”. While the difference between this research and the third prior research lies in the differences in research samples and research methods. This research method is classroom action research while the

third prior research method is a quasi - experiment. The third prior research uses two strategies while this research uses one strategy.³

³ Rini Mulyanti, "Teaching Reading By Combining Prediction and *Save the Last Word for me* Strategy At Senior High School".

CHAPTER II

LITERATURE REVIEW

A. The Concept of Reading Comprehension

1. The Nature of Reading

Reading is a key to learning, a means to open doors to knowledge.⁴ It means that by reading books people can get a lot of knowledge and broaden the horizons, various surprises and various entertainments. Reading is most peopleful and important skill for people.⁵ It means that reading is one of the keys and windows of the world of all knowledge, for people to understand everything.

Moreover, reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language.⁶ It means that by reading people can know everything they want to know.

2. Type of Reading

1) Intensive Reading

Intensive reading is text reading or passage reading. In this reading the learner reads the text to get knowledge or analysis.

⁴Ada Anbar "*The secret of natural readers : how preschool children learn to read*", (Westport : Library of Congress Cataloging in Publication Data, 1935), 3.

⁵ Dr. M.F.Patel, Paraveen M.Jain "*English language teaching*", (Vaishali Nagar : Sunrise Publishers & Distributors, 2008), 113.

⁶ *Ibid*, 114.

The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learner reads book to acquire knowledge is the kind of intensive reading.⁷

2) Extensive Reading

Extensive reading is the reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading. Usually people read for to keep them update⁸.

3) Aloud Reading

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation. If it is not cared, it was vary difficult at secondary level⁹.

4) Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to improve reading comprehension among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind

⁷M.F. Patel and Praveen M. Jain, *English Language Teaching Methods, Tools and Techniques*, (Jaipur:Sunrise Publishers & Distributors, 2008), 118.

⁸*Ibid*, 120.

⁹*Ibid*, 120.

of habit in which learner are enabled to read without any audible whisper.¹⁰

3. The Measurement of Reading

Assessment is a popular and sometimes misunderstood term in current educational practice. You might be tempted to think of testing and assessing as synonymous terms, but they are not. Tests are prepared administrative procedures that occur at identifiable times in a curriculum when learners must use all their faculties to offer speaking performance, knowing that their responses are being measured and evaluated.¹¹

According to Brown there are some criteria commonly used in indicating students' reading comprehension, those are:¹²

- a. Main idea (topic)
- b. Expression/ 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

¹⁰ *Ibid*, 122.

¹¹ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (New York : Longman, 2004), 4.

¹² *Ibid*, 206.

h. Vocabulary in context

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

4. The Nature of Comprehension

Comprehension is “putting it all together” to understand what has been read.¹³ It means that reading is important for students to get better understand a reading text so that they understand what is in the reading.

Comprehension that is intended to extract complete meanings from presented material as opposed to comprehension aimed at only extracting main ideas, skimming, or searching for particular details.¹⁴ It means that comprehension aims to help students to be easy in finding meaning, main ideas in a reading.

It is generally agreed by educators that, even in the earliest stages, comprehension mpeoplelet be the central focpeople of teaching children to read and not something to be emphasised only after children have learned how to decode and identify words.¹⁵ It means

¹³ Karen Breitbart” *Reading for Every Child: Comprehension—grade K*”, (Michigan : Frank Schaffer Publications), 2005, 4.

¹⁴ Thomson, G Brian, “*Reading Acquisition Processes Language and Education Library ;4*”, (Bristol : Multilingual Matters Ltd : , 1993), 8.

¹⁵ Peter Westwood “*Reading and learning difficulties: approaches to teaching*

that comprehension is very important in reading process, so that they can understand the text.

5. The Nature of Reading Comprehension

Reading comprehension has been described as ‘a complex intellectual process involving a number of abilities’.¹⁶ It means that to understand a reading text, the people have the ability, one of them is the ability to be able to read a text.

Reading comprehension is the process of making meaning from text.¹⁷ It means that reading comprehension can help students understand the meaning in a text.

Reading comprehension is learning from text.¹⁸ It means that reading comprehension is essential not only to academic learning in all subject areas but to lifelong learning as peoplell.

B. The concept of Save the Last Word for me Strategy

1. The nature of Save the Last Word for me Strategy

A strategy that is specifically designed to entheage both critical and reflective thinking and learning is *Save the Last Word for*

and assessment”, (Apeopletralia : Acer Press, 2001), 9.

¹⁶ *Ibid*, 10.

¹⁷ Gary Woolley, ”*Reading Comprehension Assisting Children with Learning Difficulties*”, (Heidelberg : springer , 2011), 15.

¹⁸John T. Guthrie, Allan Wigfield and Kathleen C. Perencevich, “*Motivating Reading Comprehension Concept-Oriented Reading Instruction*”, (New Jersey : Lawrence Erlbaum Associates, Publishers, 2004), 12.

Me.¹⁹ It means that that this strategy is very helpful so students can think critically and reflectively.

According to Buehl, this strategy is best utilized when the reading assigned might elicit differing interpretations or opinions from students.²⁰ It's means this strategy wassucceed when students can find an idea or new thought that is different from the reading they are reading.

Save the Last Word for me is a strategy that is often peopled by teacher to help students think more deeply about the book they are reading.²¹ It means that this strategy is good for students to think more about the book or text they are reading or understanding.

Save the Last Word for me is a strategy that promotes a reflective stance to reading, more students are apt to participate in the disceoplesion, the strategy provides the context for making personal connection to the text, and frequently, students may revise interpretation and responses the other.²² It means that students can be more independent to respond to the text.

2. The benefits of *Save the Last Word for me* Strategy

¹⁹Roberta L. Sejnost, Sharon M. Thiese “*Building content literacy : strategies for the adolescent learner*”, (Thousand Oaks: Corwin Press A Sage Company, 2010), 109.

²⁰ *Ibid*, 109.

²¹ Patricia A. Antonacci, Cathrine M. O’Callaghan & Lona Colledge, “*Promoting literacy development : 50 research-based strategies for K-8 learners*”, (Thousand Oaks :Sage Publications, 2012), 229.

²² *Ibid*, 229.

- 1) This strategy allows for deeper understanding of the text.²³
- 2) Save the Last Word for me is an excellent strategy to peoplee with complex texts that may elicit differing reaction or multiple interactions.²⁴
- 3) According to Buehl, this strategy is best utilized when the reading assigned might elicit differing interpretations or opinions from students.²⁵

3. The implementation of Save the Last Word for me Strategy

The implementation of Save the Last Word for me Strategy in teaching reading is as follows:²⁶

- a. As the student's read the passage, text, or story, the teacher asks them to put a chek mark or sticky note next to five statements that pique their curiosity or evoke a strong response (either positive or negative).
- b. After the students have a finished the reading, they select two or the statements that the found most memorable and write each on the found of a separate 3rdx5th card (or fold a piece of notebook paper in half)on the front of their card.
- c. Underneath the statements, the students write down in their own words that they think the author was trying to say.

²³ Randi Stone, *"Best practices for teaching reading : what award-winning classroom teachers"*, (Thousand Oaks : Corwin Press A Sage Company, 2009), 102.

²⁴ Dough Buehl, *"Classroom Strategies for Interactive Learning"*, (USA : Stenhouse Publishers, 2017), 182.

²⁵Roberta L. Sejnost, Sharon M. Thiese *"Building content literacy : strategies for the adolescent learner"*,(Thousand Oaks : Corwin Press A Sage Company,2010), 109.

²⁶ Kathy Perez, *"More Than 100 Brain-Friendly Tools and Strategies for Literacy Intruction"*, (Thousand Oaks : Corwin Press A Sage Company, 2008), 93.

- d. On the back of each card, the students read and write comments that they would like to share with their group about this statement.

C. Action Hypothesis

Action hypothesis of this research is outlined, as follows:

“Save the Last Word for me Strategy can be used to improve the students’ reading comprehension and their learning activity among the Eighth Graders at SMPN 2 Bekri Central Lampung.”

CHAPTER III

RESEARCH METHOD

A. Variables and Operational Definition of Variables

1. Variables of Research

This research consists of two variables; they are independent and dependent variables. The independent variable in this research is “*Save the Last Word for me*” strategy that was implemented to improve the students’ reading comprehension in easy way. This strategy is useful to help the students in the process of reading comprehension.

The dependent variable of this research is reading comprehension as an important language skill that has to be mastered by the students in order to be able to read the text effectively.

2. Operational Definition of Variable

An operational definition is the specification of how you wasdefine and measure the variable in your study. You can find definitions in published research studies on your topic. Sometimes published studies have sections titled “Definition of Terms.” Alternatively, you might examine definitions in research summaries such as handbooks or encyclopedias.²⁷

²⁷John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Boston: Pearson, 2012), 151.

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

a. Dependent Variable

According to David Nunan, dependent variable is a written cloze test, then the default definition of 'listening comprehension' is 'the ability to complete written cloze passage'.²⁸ The dependent variable of this research is students' reading comprehension that focuses on the students' ability.

To measure reading comprehension of students, the students wasget the reading comprehension test. The students wasanswer twenty reading comprehension questions based on the text. It is a simple test as a sample to know about the students' reading comprehension ability. The indicators of a reading test in this variable are:

- 1) The students are able to identify reading topic.
- 2) The students are able to understand the author's purpose.
- 3) The students are able to identify text structure.
- 4) The students are able to comprehend the main idea and supporting idea of the text.
- 5) The students are able to know the meaning of vocabulary provided in the text.

²⁸ David Nunan, *Research Methods in Language Learning* (Cambridge: Cambridge University Press, 1992), 15.

6) The students are able to compare text information with prior knowledge of topic.

b. The independent Variable

The independent variable are variable (probably) cause, influence or effect outcome. They are also called treatment, independent variable of this research is *Save the Last Word for me* strategy which is defined as an intruotional strategy where by teacher models the desired learning strategy or task, then gradually shifts responsibility to the students. In reading comprehension there are some indicators that indicated the students be able to comprehend a reading text as follows:

- a. The student show good respond to learn reading using text structure strategy.
- b. The student have more concentration in reading the text.

Moreover, based on the explanation above, in this research the researcher wasuse *Save the Last Word for me* strategy to conduct a treatment for the students the elevent graders of SMP N 2 Bekri Central Lampung. In addition researcher wascollect the data by using a multiple choice test.

B. The Research Setting

The researcher was conduct Classroom Action research (CAR) at SMPN 2 Bekri Central Lampung. The subject of this research is the students' at class VIII B of SMPN 2 Bekri, Central Lampung, consisting of 32 students. The school is located at Sinar banten village, Bekri sub-district, Central Lampung.

C. The Subject and Object of the Research

This research is the Classroom Action Research (CAR). The subject of this action research is the students of VIII B at SMPN 2 Bekri. SMPN 2 Bekri is one of the oldest schools in Central Lampung, it has 288 students and the are 25 teachers. The teacher chooses one of the classes that the students had a lower average score in reading comprehension.

Table 3
Number of students at VIII B of SMPN 2 Bekri

| No | Sex | | Total |
|----|------|--------|-------|
| | Male | Female | |
| 1 | 14 | 18 | 32 |

D. Research procedure

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

According to Anne Burns, classroom action research is part of a broad movement that has been going on in education generally for some time. So, one of the main aims of classroom action research is to identify a problems situation or issue that the participants who may include teachers, students, managers, administrators, or even parents consider worth looking into more deeply and systematically.²⁹

According to Jean McNiff and Jack Whitehead, Action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work.³⁰

Action research is different from otmeanher kinds of research, it is useful to look at the underpinning assumptions, and see how these can transform into different kinds of practices. Doing this also reveals the main features of action research.³¹

Meanwhile, Paul McIntosh states that action research is grounded in an eclectic mixture of philosophical thinking around transcendence, of ethical thinking around values, and of recognition that it operates in a domain of uncertainty as to how it apprehends the nature of an ‘action’.

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Moreover, Karen Goodnough points out thataction research is one of the best types of professional development that can benefit teachers

²⁹ Anne Burns, *Doing Action Resaerch in English Language Teaching* (New York: Routledge, 2010), 2.

³⁰ Jean McNiff and Jack Whitehead, *All You Need To Know About Action Research An Introduction*, (London : SAGE Publications, 2006), 7.

³¹ *Ibid*, p,22.

³² Paul McIntosh, *Action Research and Reflective Practice: Creative and Visual Methods to facilitate Reflection and Learning* (New York: Rotledge, 2010), 37.

willing to try new methods of learning and teaching and to learn from mistakes in order to experience growth as teachers. As teachers, we often encourage our students to be risk-takers and think outside of the box. So, like our students, we should be willing to take risks and try new approaches to teaching if it is beneficial to our students' growth.³³

Based on the statement above, the students can say that Classroom Action Research is a reflective study done by the teacher in a classroom for getting solution about the problem until it can be solved. In addition, classroom action research helps the teacher to solve problem by applying a new method, strategy, or technique as an alternative way leading to innovation.

Classroom action research (CAR) has various models but in this research, the researcher was use O'Leary research design. O'Leary report that action research is a cyclical process that takes shape as knowledge emerges. Cycles converge towards better situation understanding and increasd action implementation and are based in evaluative practice that alters between action and critical reflection.³⁴

³³ Karen Goodnough, *Taking Action in Science Classrooms Through Collaborative Action Research: A Guide For Educators* (Rosterdam: Sense Publisher, 2011), 86.

³⁴ Zina O'Leary, *The Essential Guide To Doing Research*, (London: Sage Publications, 2004), 140.

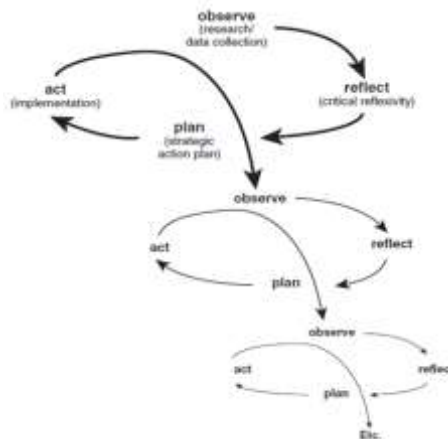


Figure 1

Adapted Zina O'Leary Model³⁵

This figure describes the sequence of the research that is preceded by a preliminary study and followed by generally involve some variation on planning, acting, observation, and reflection. The researcher makes a plan, how to stimulate the students by the technique and based the cycle.

CAR was apply in this research since it is regarded important to develop reading comprehension of the eleventh grader of SMPN 2 Bekri by *Save the Last Word for me* strategy applying, by applying this strategy it is expected to solve students' problems in teaching-learning process of reading comprehension ability.

The classroom action research design apply in this research is a collaborative classroom action research. In conducting the research, the students wascollaborate with the real English teacher of SMPN 2 Bekri as an observer and collaborator. The researcher wasplay a role as an

³⁵ *Ibid*, 141.

English teacher who teaches reading comprehension through “*Save the Last Word for me*” 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 happen in the classroom. Also the real English teacher acts as a collaborator when helps the students in designing lesson plan, carrying out the reflection, and determining the follow up of the study. Here, the real teacher is not only as an observer but the students also took actions by making lesson plan and giving assessment. Then, the researcher also was collect and analyze data together with the teacher to know the result of their student reading comprehension result.

The steps of cycle 1 was as follows:

1. Cycle 1

a. Planning

After interviewing, observing and conducting test before CAR. The teacher and the students make instruments, as follows:

- 1) The researcher prepares the lesson plan based on the 2013 curriculum and English syllabus.
- 2) The researcher prepares the observational note and guidelines
- 3) The researcher prepares the instrument of written tests before and after CAR.

b. Acting

In this phase, the researcher acts as the teacher and the real teacher becomes the observer. The students conduct some activities in the class as follows:

1) Pre-Teaching

- a) The researcher greets the students and checks the attendance list.
- b) The researcher gives warm up activities.
- c) The researcher explains general overview related to the topics of descriptive text.
- d) The researcher confirms the students their comprehension about the descriptive text.

2) While Teaching Activity

- a) When students read passages, texts, or stories, the teacher asks them to put a check mark or sticky notes next to three statements or quotes that offend their curiosity or generate a strong response (either positive or negative).
- b) when the students finish reading, they choose three statements or quotations that they think are most memorable and write each of them on the front of their card.
- c). On the back, they should write a few sentences explaining why they chose that statement or quote — what it meant

to them, reminded them. They may have connected it to something that happened to them in their own life, to a movie or book they saw or read, or to something that happened in history or is happening in current events.

- d) On the back of each card, the students read and write comments that they would like to share with their group about this statement.

3). Post-Teaching

- a) The researcher gives a conclusion about descriptive text.
- b) The researcher closes the class.

c. Observing

In this phase, the students wasconduct some activities as follows:

- 1) The real teacher observers teaching learning activity in the classroom, such as class situation, teacher's performance, and students' response.
- 2) Identifies the students' achievement in learning reading comprehension by giving the test after CAR in cycle 1.
- 3) The researcher calculates students' increasment scores from test before CAR to test after CAR in cycle 1 whether improving or not.

d. Reflecting

In this phase, the researcher and teacher have some activities as follows:

- 1) The teacher and the researcher discuss not only about the result of the implementation of CAR, but also students' achievement and the media.
- 2) The teacher and the researcher prepare the lesson plan for the next cycle and for test after CAR in cycle 2 in order to know the increasment of students' score and to solve the problem unfinished yet.

2. Cycle 2

a. Planning

After interviewing, observing and conducting test before CAR. The teacher and the researcher make instruments, as follows:

- 1) The researcher prepares the lesson plan based on the 2013 curriculum and English syllabus.
- 2) The researcher prepares the observational note and guidelines
- 3) The researcher prepares the instrument of written tests before and after CAR.

b. Acting

In this phase, the researcher acts as the teacher and the real teacher becomes the observer. The students conduct some activities in the class as follows:

1) Pre-Teaching

- a) The researcher greets the students and checks the attendance list.
- b) The researcher gives warm up activities.
- c) The researcher explains general overview related to the topics of descriptive text.
- d) The researcher confirms the students their comprehension about the descriptive text.

2) Whilst Teaching

The implementation of Save the Last Word for me Strategy in teaching reading is as follows:

- a) When students read passages, texts, or stories, the teacher asks them to put a check mark or sticky notes next to three statements or quotes that offend their curiosity or generate a strong response (either positive or negative).
- b) when the students finish reading, they choose three statements or quotations that they think are most memorable and write each of them on the front of their card.
- c). On the back, they should write a few sentences explaining why they chose that statement or quote — what it meant to them, reminded them. They may have connected it to something that happened to them in their own life, to a

movie or book they saw or read, or to something that happened in history or is happening in current events.

- d) On the back of each card, the students read and write comments that they would like to share with their group about this statement.

3).Post-Teaching

- a) The researcher gives a conclusion about descriptive text.
- b) The researcher closes the class.

c. Observing

- 1) The real teacher observes of teaching learning activity in the classroom, which includes class situation, teacher's performance, and students' response.
- 2) Students are given the test after CAR in cycle 2.
- 3) The researcher calculates students' increasment scores from test before CAR to test after CAR in cycle 1 to test after CAR in cycle

d. Reflecting

- 1) The researcher and the teacher discuss about the result of the implementation CAR by modifying a new strategy in action, about students' response with the media, about increasment students' score in reading comprehension and about analyzing the result from test after CAR in cycle 1 to test after CAR in cycle 2.

2) And then, the researcher and the teacher make an agreement, if the target is not achieved, the action was continued to cycle 3, but if the target is achieved, the action was stopped.

E. The Data Collecting Technique

There are two type of collecting data: qualitative data and quantitative data. The researcher uses observation dealing with the qualitative data. On the other side, the researcher uses the students' final result score of reading comprehension as a pre-test and post-test to obtain the quantitative data.

Some instruments are apply to obtain the data in this study. The completely explanation of those instruments as follow:

1. Test

The researcher uses test to get data result of the students' reading comprehension ability. The result of this test is students' reading comprehension score based on the media apply. The aim of this test is to measure the students' reading comprehension ability. The tests consist of the some types, as follows:

a. Pre-test

The pre-test was conducted before implementing “*Save the Last Word for me*” strategy in preparations study. Pre-test of this research was in the form of reading comprehension test that ask the students to answer the questions based on the text.

b. Post-test

The post-test is implemented after using “*Save the Last Word for me*” strategy in teaching reading comprehension ability. Post-test of this research was in the form of reading comprehension test that ask the students to answer the questions based on the text.

2. Observation

In this case, the researcher observes the students directly in the classroom and gets the description about students’ activity in learning reading comprehension process. The real teacher also observes the researcher who teaches in the classroom and the implementation of CAR based on observation notes which already made before.

The data is taken based on the students’ participants during teaching and learning activity according to lesson plan. The information obtained from this observation is used to as a basis to determine the planning for following cycle.

3. Documentation

Documentation is the method which is used to get information from the written source or document. The researcher uses the documentation method to get some information about:

- a. The history of SMPN 2 Bekri, Central Lampung.

- b. The condition teachers and officials employes in SMPN 2 Bekri, Central Lampung.
- c. The quantity of the students of SMPN 2 Bekri, Central Lampung.
- d. Organization structure of SMPN 2 Bekri, Central Lampung.
- e. Reading comprehension worksheet, course overviews and classroom materials of the students at SMPN 2 Bekri, Central Lampung.

4. Field Note

In this research, the researcher was use field note to focus on a particular issue or teaching behavior over a period of time. Moreover, the researcher was take field note related to the classroom situation, classroom management, classroom interaction between teacher and students or students with students and etc.

F. Research Instrument

1. Reading comprehension Test

To identify the students' reading comprehension of the tenth grade of SMPN 2 Bekri, Central Lampung, the students was applied reading comprehension test. The test measures the ability of the students in reading comprehension subject.

The test consists of pre-test and post-test, of this research was in the form of reading comprehension test that asks the students to answer the questions based on the text.

G. Data Analysis Technique

Data analysis was conducted by taking the average score of the pre-test, and post test. To know students achievements after the actions are conducted and given test at the early and the last cycles. In scoring the test, the students score is counted with the following formula:³⁶

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

Notes:

\bar{X} = mean

Σ = sum of

X = raw score

N = number of cases

Moreover, to know the result the researcher was compare between pre-test and post-test. The result was matched by the minimum standard in this school at least 65. If from cycle 1, there are some students not successful, so the researcher was conduct cycle II.

H. The Indicator of Success

To know the gain of data, the researcher would analyze the result of test by taking the avarege score of pre-test and post-test. Fourthermore, the result must achive the passing grade of reading comprehension in the class at least 60. If the mean of post-test has

³⁶ Ary Donald et all, *Introduction to Research in Education* (California: Wadsworth Cengage Learning 2010), 108-109.

fulfilled at least 60, and 70% of the students has been passed, the researcher would not continue to the next cycle. There would be two minimum cycles in this action research.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

D. Result of The Research

In this chapter, the researcher would like to present the result of this research that explains the answer of problem formulation, as follows:

1. Save the Last Word For Me strategy improve the students' ability in reading comprehensionnthe Eighth grades of SMPN 2 Bekri?"
2. Save the Last Word For Me strategy improve the students' ability in reading comprehensionnthe Eighth grades of SMPN 2 Bekri?"

3. Description of SMPN 2 Bekri

Before presenting the result of this research, the researcher describes SMPN 2 Bekri that consists of:

a. The History of SMPN 2 Bekri

SMPN 2 Bekri, Bekri subdistrict, Central Lampung was established in 2016. This school was established in the village of Sinar Banten, Bantri District, Central Lampung Regency.

Since the year of the founding of SMP Negeri 2 Bekri, Central Lampung Regency in the first year, teaching and learning activities are still hitching a ride at SD Negeri 1 Sinar Banten.

SMPN 2 Bekri Education Central Lampung Regency is one of the very strategic State Junior High Schools located in

Srimulyo hamlet, Kampung Sinar Banten, Bekri Subdistrict, Central Lampung Regency, occupying 6,000m² land, SMPN 2 Bekri is supported by 15 public elementary schools and 1 private elementary school. The capacity of SMPN 2 Bekri is very limited while every New Student Admission is always excess of applicants with forced new students who are not accepted into SMPN 2 Bekri students.

This school is a favorite school around Bekri sub-district and its surroundings because it is one of the state junior high schools flanked by several elementary schools and several other villages around it. This school is the most sought after by students.

b. Vision and Mission of SMPN 2 Bekri

1) Vision of the School

Creating the students of SMPN 2 Bekri who has a Active, Creative, Clean, Enthusiastic, and Religious.

2) The mission of the school

- a) Encouraging activities and creativity optimally to all components of the school, especially students.
- b) Optimizing learning in order to improve student skills so that they have achievements to be proud of.
- c) Implement learning and guidance effectively so that student intelligence continues to be honed in order to create solid intellectual and emotional intelligence.

- d) Enthusiastic about the development and progress of science and technology.
- e) Cause deep appreciation and high experience of religious teachings (Religion) so that it creates maturity in thinking and acting.

c. The Quantity Students of SMPN 2 Bekri

The quantity students of SMPN 2 Bekri that is identified, as follows:

Figure 2
The Students' Quantity of SMPN 2 Bekri
in the Academic Year of 2019/2020

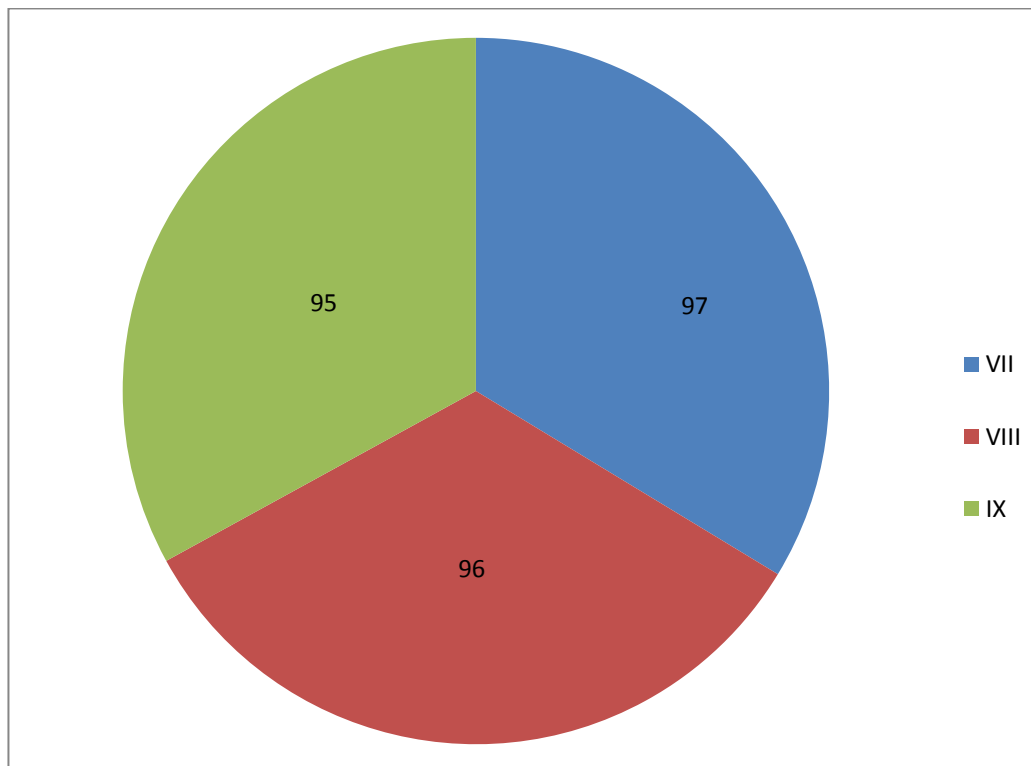
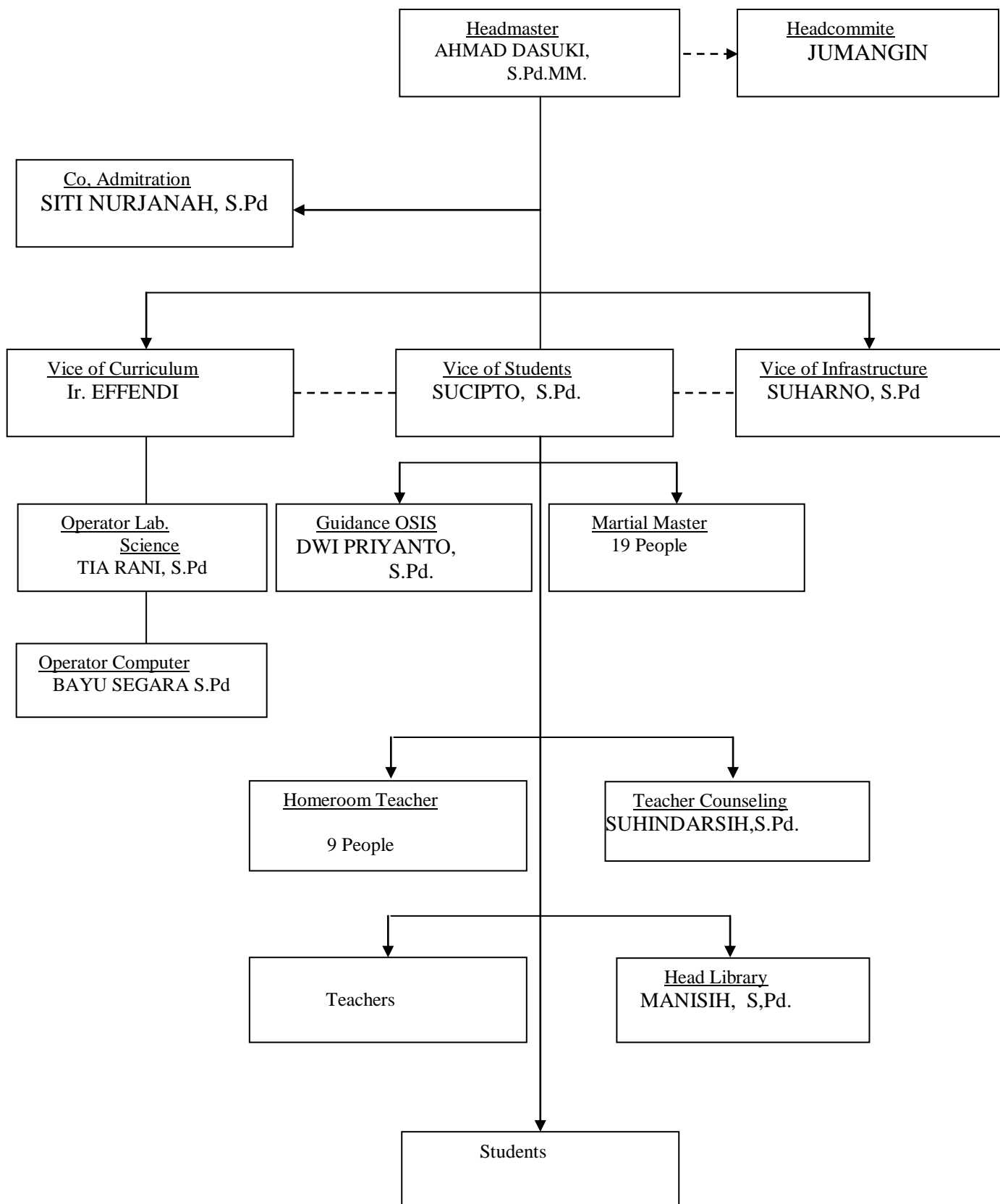


Figure 3

d. The Organization Structure of SMPN 2 Bekri

The Organization Structure of Junior high schoolthe academic year of 2019/2020 is illustrated in the following figure:



4. Description of the Research

This research used classroom action research. It was conducted in two cycles: cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2x45 minutes. Each cycle includes of planning, action, observation and reflection. In this research, have 32 students in VIII B class, the researcher is as an English teacher and Mr,Heri Arwansyah, S.Pd as the collaborator.

a. Pre-test activity

The researcher conducted the pre-test on November, 5th 2019 at 07.05 until 08.55 AM. All the students have 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 reading comprehension before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of test was multiple choice tests. Then, the students' pre-test result is illustrated on the table below:

Table 4
Students' Pre-test Score

| N | NAME | SCORE | NOTE |
|---|------|-------|------------|
| 1 | P | 30 | INCOMPLETE |
| 2 | S | 30 | INCOMPLETE |
| 3 | SH | 60 | COMPLETE |

| | | | |
|---|----|----|-----------------|
| 4 | V | 40 | INCOMPLETE E |
| 5 | NP | 30 | INCOMPLETE E |
| 6 | AH | 30 | INCOMPLETE E |
| 7 | AF | 50 | INCOMPLETE E |
| 8 | DB | 60 | COMPLETE |
| 9 | EP | 40 | INCOMPLETE E |
| 1 | AD | 40 | INCOMPLETE E |
| 1 | A | 30 | INCOMPLETE E |
| 1 | | 50 | INCOMPLETE E |
| 1 | | 50 | INCOMPLETE E |
| 1 | P | 40 | INCOMPLETE E |
| 1 | A | 50 | INCOMPLETE E |
| 1 | P | 30 | INCOMPLETE E |
| 1 | S | 60 | COMPLETE |
| 1 | H | 40 | INCOMPLETE E |
| 1 | A | 30 | INCOMPLETE E |
| 2 | F | 50 | INCOMPLETE E |
| 2 | P | 50 | INCOMPLETE E |
| 2 | M | 40 | INCOMPLETE E |
| 2 | R | 50 | INCOMPLETE E |
| 2 | P | 40 | INCOMPLETE E |
| 2 | K | 50 | INCOMPLETE E |
| 2 | A | 50 | INCOMPLETE E |

| | | | |
|-------------------|----|------|------------|
| 2 | | 40 | INCOMPLETE |
| 2 | AP | 40 | INCOMPLETE |
| 2 | AR | 30 | INCOMPLETE |
| 3 | DW | 50 | INCOMPLETE |
| 3 | AL | 40 | INCOMPLETE |
| 3 | AN | 50 | INCOMPLETE |
| Total | | 1370 | |
| Average | | 42 | |
| High Score | | 60 | |
| Low Score | | 30 | |

Source: The result score of reading pre-test at Eighth graders of SMPN 2 Bekri November 5th 2019.

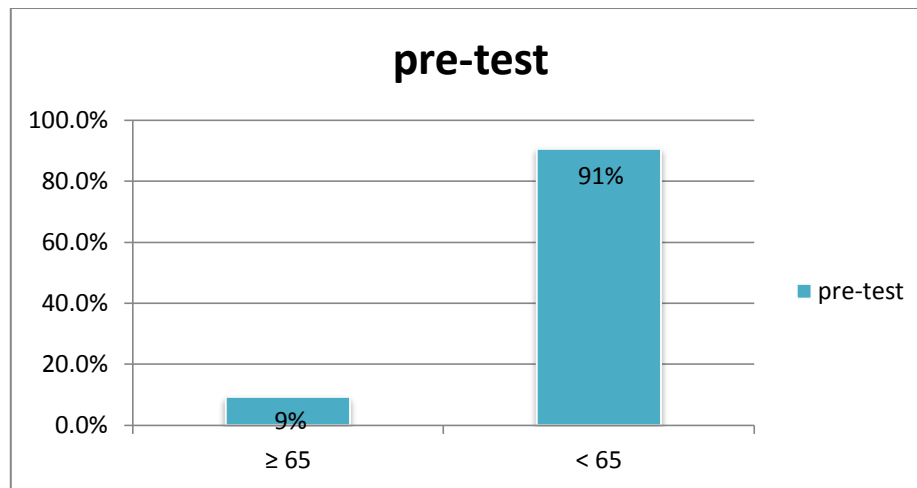
Table 5
Frequency of students' score in Pre-test

| N | Grade | Frequency | Percentage | Explanation |
|----------|--------------|------------------|-------------------|--------------------|
| 1 | ≥ 60 | 3 | 9% | Complete |
| 2 | <60 | 29 | 91% | Incomplete |
| | Total | 32 | 100% | |

Source: The result score of reading pre-test at Eighth graders of SMPN 2 Bekri November 5th 2019.

Figure 4

The Percentage of the Students' Score in Pre-test



Based on the data above, it could be inferred that 29 students (91%) were not successful and 3 other students (9%) were successful. The successful students were those who got the minimum mastery criteria of English subject at SMPN 2 Bekri at least 60. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 42, so the result was unsatisfied. Therefore, the researcher used *Save the Last Word for Me* strategy to improve the students' reading comprehension.

b. Cycle I

1) Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post-test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

a) The first meeting

The first meeting was conducted on November, 6th 2019 at 07.05 until 08.55 and followed by 32 students. The meeting was started by praying, greeting and checking the attendance list and asking the condition of the students. Afterwards, the researcher gave the material of descriptive text.

At the beginning of teaching learning process, the researcher asked the students about descriptive text. Some of the students forgot and just a little of them have known the definition about descriptive text. Secondly, the researcher explained about definition, generic

structure and social function of descriptive text. After that, the researcher gave example of descriptive text.

After that, the researcher explained *Save The Last Word for Me* strategy. Researcher give a text the title "my grand mother" to students. Students read the text. Researcher ask students to look for words they don't understand or that they find difficult. After that students must to put a chek mark to five statements that is "very neat, lived with me, grey hair, brown eyes and tell story". After the students have a finished the reading, they select two the statements that is "lived with me and grey hair" the found most memorable and write each on the found of a separate 3rdx5th cardon the front of their card.Under the statements, the students write "my grand mother lived with me, my mother, my father and my sister in my house" ,"my grand mother have many grey hair" they write down in their own words that they think the author was trying to say. Among on the back of each card, the students read write comments that they would like to share with their group about this statement.

At the end of the meeting, researcher provide feedback to students of the learning process. The researcher motivates and informs students about the

activities in the next meeting. Then, the researcher closed the material by praying together.

b) The second meeting

The second meeting was held on November 12, 2019 from 07.05 to 08.55. for 2x45 minutes after students take action. The researcher starts the lesson by praying, greeting, checking the attendance list and assessing the condition of students. The activity continued by giving some further explanation about descriptive text on how to apply the *Save the Last Word for Me* strategy to understand. Researcher give a text the title "The Lonely Landy Story" to students. Students read the text. Researcher ask students to look for words they don't understand or that they find difficult. After that students must to put a chek mark to five statements that is "spikes, sharp, lonely, rolled his body and wolf". After the students have a finished the reading, they select two the statements that is "spikes and wolf" the found most memorable and write each on the found of a separate 3rdx5th card on the front of their card. Under the statements, the students write "wolf is very scary" , "the landy spikes is very dangerous" they write down in their own words that they think the author was trying to say.

Among on the back of each card, the students read write comments that they would like to share with their group about this statement.

Then, at the end of this meeting the researcher gave post test 1 conducted in cycle I with the same results in the previous pre-test. Post tests were conducted to find out how students' reading comprehension after paying attention. This type of test is a multiple choice test. The researcher gave 10 multiple choices. Student test results in post-test 1 are better than the tests in the previous pre-test.

Table 6
The Students' Score in Post-test 1

| N | NAME | SCORE | NOTE |
|----------|-------------|--------------|-------------|
| 1 | | 50 | INCOMPLETE |
| 2 | S | 50 | INCOMPLETE |
| 3 | SH | 70 | COMPLETE |
| 4 | V | 50 | INCOMPLETE |
| 5 | JP | 50 | COMPLETE |
| 6 | H | 50 | INCOMPLETE |
| 7 | F | 60 | COMPLETE |

| | | | |
|---|---|----|------------|
| 8 | B | 70 | COMPLETE |
| 9 | P | 50 | INCOMPLETE |
| 1 | D | 50 | INCOMPLETE |
| 1 | A | 40 | INCOMPLETE |
| 1 | | 50 | INCOMPLETE |
| 1 | | 60 | COMPLETE |
| 1 | P | 50 | INCOMPLETE |
| 1 | A | 60 | COMPLETE |
| 1 | P | 40 | INCOMPLETE |
| 1 | | 70 | COMPLETE |
| 1 | H | 50 | INCOMPLETE |
| 1 | | 40 | INCOMPLETE |
| 2 | | 60 | COMPLETE |
| 2 | | 60 | COMPLETE |
| 2 | M | 50 | INCOMPLETE |
| 2 | C | 60 | COMPLETE |
| 2 | | 50 | INCOMPLETE |
| 2 | C | 50 | INCOMPLETE |

| | | | |
|-------------------|----|------|--------------------|
| | | | ET E |
| 2 | | 60 | COMPLE TE |
| 2 | | 50 | INCOMPL ET E |
| 2 | P | 50 | INCOMPL ET E |
| 2 | R | 40 | INCOMPL ET E |
| 3 | OW | 60 | COMPLE TE |
| 3 | AL | 50 | INCOMPL ET E |
| 3 | N | 50 | INCOMPL ET E |
| Total | | 1700 | |
| Average | | 53 | |
| High Score | | 70 | |
| Low Score | | 40 | |

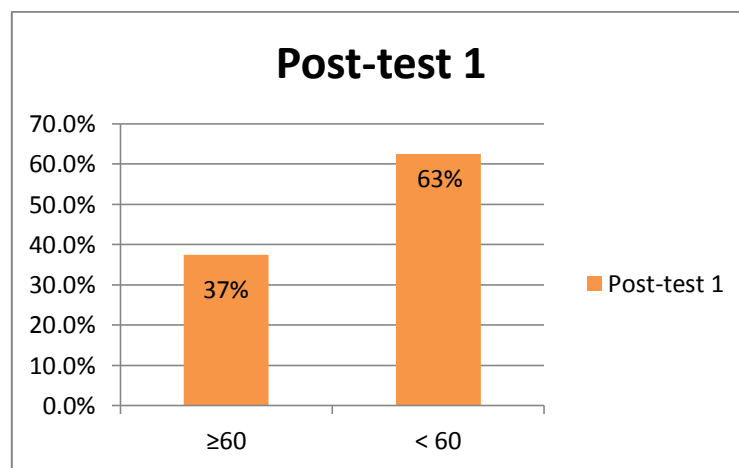
Table 7
Frequency of students' Score in Post-test I

| N | Gr a d e | Freque n c i e s | Perce n t a g e | Explan a t i o n |
|----------|-----------------------------|---|--|---|
| 1 | ≥ 6 0 | 12 | 37% | Comple te |
| 2 | <6 0 | 20 | 63% | Incompl e |

| | | | | |
|--|-------------------|----|------|--------|
| | | | | t e |
| | To t a l | 32 | 100% | |

Source: The result score of reading inpost test II at the Eighth graders of SMPN 2 Bekri on November 12th 2019.

Figure 5
The Percentage of the Students' Score on Post-test 1



Based on the result above, it could be seen that 20 students (63%) got score up to the standard and 12 students (37%) 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 60. Learning process was said successful when 70% students got grade ≥ 60 . The fact showed that the result was unsatisfied.

c) Observing

In observation of researcher action, the collaborator observed the students' activities. The researcher as a teacher gave descriptive text by using *Save the Last Word for Me* strategy.

While the treatment was being executed, the student activities during the learning process were 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 result of the students' learning activities could be seen as follow:

Table 8
The Observation of Students' Learning Activity in Cycle I

| N | Name | The Students' Activity | | | |
|---|------|------------------------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1 | | - | - | ✓ | |
| 2 | S | ✓ | | | ✓ |
| 3 | SH | ✓ | ✓ | ✓ | ✓ |
| 4 | V | ✓ | - | ✓ | ✓ |
| 5 | P | ✓ | | ✓ | |
| 6 | H | ✓ | ✓ | | |
| 7 | F | ✓ | | ✓ | ✓ |
| 8 | B | ✓ | ✓ | ✓ | ✓ |
| 9 | P | | ✓ | ✓ | |
| 1 | D | ✓ | | - | |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |
| 1 | A | - | ✓ | ✓ | ✓ |
| 1 | | ✓ | | ✓ | - |
| 1 | | ✓ | ✓ | | ✓ |
| 1 | P | ✓ | ✓ | - | ✓ |
| 1 | A | ✓ | | ✓ | ✓ |
| 1 | P | | ✓ | ✓ | - |
| 1 | | ✓ | ✓ | - | ✓ |
| 1 | I | ✓ | | ✓ | - |
| 1 | | | ✓ | ✓ | ✓ |
| 2 | | ✓ | ✓ | | |
| 2 | | | | ✓ | ✓ |
| 2 | A | - | - | ✓ | ✓ |
| 2 | | ✓ | ✓ | | |
| 2 | | | ✓ | | |
| 2 | | ✓ | ✓ | | ✓ |

| | | | | | |
|--------------|----|----|----|----|----|
| 2 | | - | - | ✓ | ✓ |
| 2 | | ✓ | - | - | ✓ |
| 2 | P | ✓ | ✓ | ✓ | - |
| 2 | R | - | ✓ | - | ✓ |
| 3 | DW | ✓ | - | ✓ | - |
| 3 | AL | ✓ | ✓ | ✓ | - |
| 3 | N | - | ✓ | - | ✓ |
| Total | | 20 | 18 | 19 | 18 |

Note: Tick (✓) for each positive activity

1. The students able to comprehension the reading text.
2. The students asked/answer the questions *Save the Last Word for Me* strategy.
3. The students able to active in the class.
4. The students able to do the tasked of *Save the Last Word for Me*.

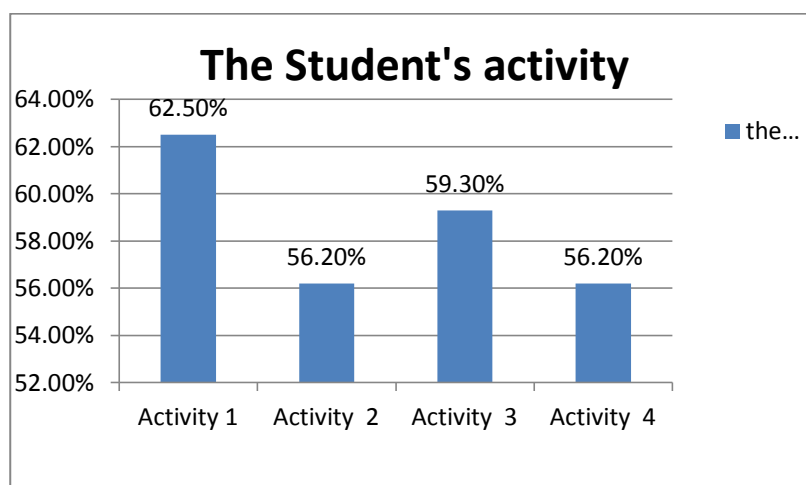
Table 9
The Frequency Students' Activities in Cycle I

| N | Students Activities | Freq u e n c | presentage |
|----------|----------------------------|-------------------------------------|-------------------|
|----------|----------------------------|-------------------------------------|-------------------|

| | | y | |
|---|---|----|--------------|
| 1 | The students able to comprehension the reading text. | 20 | 62,5% |
| 2 | The students asked/answer the questions Save the Last Word for Me strategy. | 18 | 56,2% |
| 3 | The students able to active in the class. | 19 | 59,3% |
| 4 | The students able to do the task Save the Last Word for Me. | 18 | 56,2% |

Source: The students' activity at the Eighth graders of SMPN 2 Bekri on November 12th 2019.

Figure 6
The Percentage of Students Activities in Cycle I



The table showed that not all the students' active in learning process. There were 21 students (62.5%) who are able to comprehension the reading text, 18 students (56.2%) who asked/answer the questions of *Save the Last Word for Me* strategy, 19 students who are able to decide what the missing words (59.3%) and 18 students (56.2%) who are able to do the task of *Save the Last Word for Me* strategy.

d) Reflecting

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not

achieved Minimum Mastery Criteria (MMC) of the research yet. At the end of this cycle, the researcher

analyzed and calculated all the processes like students' pre-test score and the result of students' post-test I score. The comparison between post-test score and post-test I score was as follows:

Table 10
The Comparison between Pre-Test and Post-Test I Score in Cycle I

| No | Name | Pre-Test Score | Post-Test I Score | Improving | Explanation |
|----|------|----------------|-------------------|-----------|-------------|
| 1 | AP | 30 | 50 | 20 | prove |
| 2 | JS | 30 | 50 | 20 | prove |
| 3 | SH | 60 | 70 | 10 | prove |
| 4 | W | 40 | 50 | 10 | prove |
| 5 | NP | 30 | 50 | 20 | prove |
| 6 | AH | 30 | 50 | 20 | prove |
| 7 | AF | 50 | 60 | 20 | increase |
| 8 | DB | 60 | 70 | 10 | prove |
| 9 | EP | 40 | 50 | 10 | prove |
| 1 | AD | 40 | 50 | 10 | prove |
| 1 | DA | 30 | 40 | 10 | prove |
| 1 | EP | 50 | 50 | 0 | Constant |
| 1 | A | 50 | 60 | 10 | Improve |
| 1 | KP | 40 | 50 | 10 | Impro |

| | | | | | |
|---|----|----|----|----|----------|
| | | | | | ve |
| 1 | AA | 50 | 60 | 10 | Improve |
| 1 | FP | 30 | 40 | 10 | Improve |
| 1 | NS | 60 | 70 | 10 | Improve |
| 1 | TH | 40 | 50 | 10 | prove |
| 1 | A | 30 | 40 | 10 | prove |
| 2 | RF | 50 | 60 | 10 | Improve |
| 2 | RP | 50 | 60 | 10 | Improve |
| 2 | M | 40 | 50 | 10 | Improve |
| 2 | RR | 50 | 60 | 10 | Improve |
| 2 | RP | 40 | 50 | 10 | prove |
| 2 | RK | 50 | 50 | 0 | constant |
| 2 | A | 55 | 60 | 10 | prove |
| 2 | TS | 40 | 50 | 10 | prove |
| 2 | AP | 40 | 50 | 10 | prove |
| 2 | AR | 30 | 40 | 10 | prove |
| 3 | DW | 50 | 60 | 10 | prove |
| 3 | AL | 40 | 50 | 10 | prove |
| 3 | AN | 50 | 50 | 0 | constant |

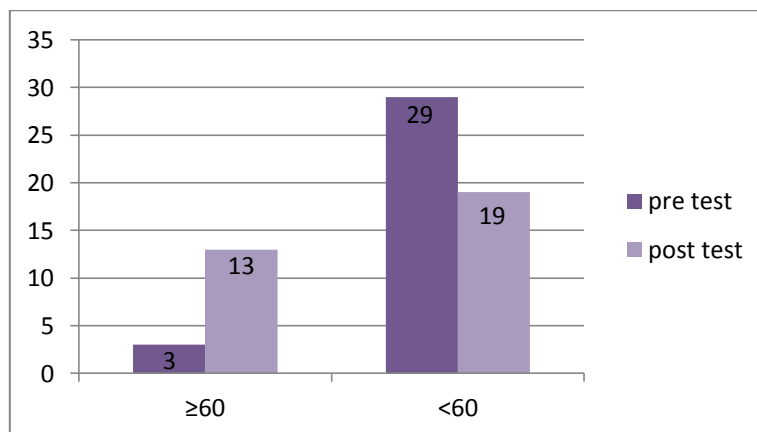
| | | | | |
|---------|-----|------|-----|--|
| total | 370 | 1700 | 340 | |
| average | 42 | 53 | 10 | |

Table 11
The Comparison of Students' Pre-Test and Post-Test I in Cycle I

| Interval | Pre-Test | Post-Test I | Explanation |
|--------------|-----------|-------------|-------------|
| ≥ 60 | 3 | 13 | Complete |
| < 60 | 29 | 19 | Incomplete |
| Total | 32 | 32 | |

Then, the graph of comparison students reading comprehension pre-test and post-test I score in cycle I could be seen as follow:

Figure 7
The Comparison of Percentage of the Students' Completeness Score in Pre-test and post-test I



Based on the table and the graphic above, in pre-test it could be inferred that 29 students (91%) were not successful and 3 other students (9%) were successful. The successful students were those who got the minimum mastery criteria at SMPN 2 Bekriat least 60. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 42, so the result was unsatisfied. Meanwhile, based on the graphic of pot-test 1, it could be seen that 13 students (41%) got score up to the standard and 19 students (59%) got score less than the standard. From the post-test 1 result, the researcher got the average of 53. 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 60. Learning process was said successful when 70% students got grade ≥ 60 . The fact showed that the result was unsatisfied.

e) Cycle II

The action in the cycle I was not successful enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. the steps of the cycle II as follows:

1) Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem that appeared on cycle I. Then, the researcher and collaborator planned to give the material for students in reading comprehension by the *Save the Last Word for Me* strategy.

The researcher and collaborator prepared the lesson plan, material and observation sheet of the students' activities. The researcher also planned to give evaluation to measure the students' mastery on the gave materials.

2) Acting

a) The first meeting

The description of the teaching and learning process of cycle II was not different from the previous cycle. In each treatment, the researcher tried to make the students more active.

The first meeting was conducted on November 13th 2019 at 07.05 until 08.55 followed by 32 students. The researcher began the lesson greeting, praying, checking attendance list and askeding the students' condition. The researcher continued the material in the last meeting.

After that, the researcher explained *Save The Last Word for Me* strategy. Researcher give a text the title

”octopus” to students. Students read the text. Researcher ask students to look for words they don't understand or that they find difficult. After that students must to put a chek mark to five statements that is “eight feet, big balloon, tentacles, enemies and dark fluid”. After the students have a finished the reading, they select two the statements that is “eight feet and dark fluid” the found most memorable and write each on the found of a separate 3rdx5th card on the front of their card.Under the statements, the students write “octopus have eight feet hand”, ” i have seen dark fluid octopus” they write down in their own words that they think the author was trying to say. Among on the back of each card, the students read write comments that they would like to share with their group about this statement.

At the end of the meeting, researcher provide feedback to students of the learning process. The researcher motivates and informs students about the activities in the next meeting. Then, the researcher closed the material by praying together.

b) The second meeting

The second meeting was conducted on November 19th 2019. This meeting used to post test II at the end of cycle II, after the students given the action. The researcher explained again about *Save The Last Word for Me* strategy.

Researcher give a text the title "elephant" to students. Students read the text. Researcher ask students to look for words they don't understand or that they find difficult. After that students must to put a chek mark to five statements that is "hairless skin, wide ears, long trunk, largest mammals and protected". After the students have a finished the reading, they select two the statements that is "wide ears and largest mammals" the found most memorable and write each on the found of a separate 3rdx5th card on the front of their card.Under the statements, the students write "the elephant have big and wide ears" ,"elephant is largest mammalsin the word" they write down in their own words that they think the author was trying to say. Among on the back of each card, the students read write comments that they would like to share with their group about this statement.

After giving the treatment twice in cycle II, the researcher gave post-test to the students. The test was

multiple choices. There were 10 questions. It was same type with the first cycle but different questions. In this meeting almost all of the students could answer well. The result of post-test II could be seen on the table below:

Table 12
The Students' Score of Post Test II

| N | NAME | SCORE | NOTE |
|----------|-------------|--------------|-------------|
| 1 | AP | 70 | COMPLETE |
| 2 | AJS | 60 | COMPLETE |
| 3 | ASSH | 80 | COMPLETE |
| 4 | AW | 60 | COMPLETE |
| 5 | ANP | 60 | COMPLETE |
| 6 | BAH | 50 | INCOMPLETE |
| 7 | BAF | 70 | COMPLETE |
| 8 | CDB | 80 | COMPLETE |
| 9 | DEP | 60 | COMPLETE |
| 1 | DAD | 60 | COMPLETE |
| 1 | DA | 50 | INCOMPLETE |
| 1 | EP | 60 | COMPLETE |
| 1 | IA | 80 | COMPLETE |
| 1 | IKP | 60 | COMPLETE |
| 1 | JAA | 70 | COMPLETE |
| 1 | LFP | 50 | INCOMPLETE |
| 1 | NS | 80 | COMPLETE |
| 1 | NH | 60 | COMPLETE |
| 1 | PA | 50 | INCOMPLETE |
| 2 | RF | 60 | COMPLETE |

| | | | |
|-------------------|-----|-------------|------------|
| 2 | RP | 70 | COMPLETE |
| 2 | RM | 60 | COMPLETE |
| 2 | RR | 70 | COMPLETE |
| 2 | RP | 60 | COMPLETE |
| 2 | RK | 60 | COMPLETE |
| 2 | SA | 70 | COMPLETE |
| 2 | TS | 60 | COMPLETE |
| 2 | TAP | 50 | INCOMPLETE |
| 2 | TAR | 50 | INCOMPLETE |
| 3 | VDW | 70 | COMPLETE |
| 3 | WAL | 65 | COMPLETE |
| 3 | ZAN | 60 | COMPLETE |
| Total | | 1990 | |
| Average | | 62 | |
| High Score | | 80 | |
| Low Score | | 50 | |

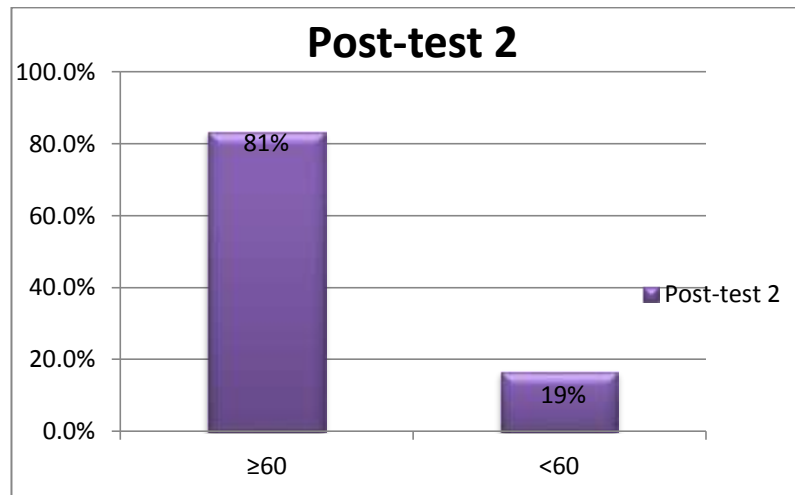
Table 13
The Frequency of students' score in Post-test II

| N | Gr | Freque | Perce | Explan |
|----------|-----------|---------------|--------------|---------------|
| | a | n | n | a |
| | d | c | t | t |
| | e | i | a | i |
| | | e | g | o |
| | | s | e | n |

| | | | | |
|---|-----------|----|-------|------------|
| 1 | ≥ 60 | 26 | 81% | Complete |
| 2 | < 60 | 6 | 19% | Incomplete |
| | Total | 32 | 100 % | |

Source: The result score of reading in post test II at the Eighth graders of SMPN 2 Bekrion November, 13th 2019.

Figure 8
The Percentage of the Students' Score in Post-test II



Based on the result above, it could be inferred that 26 students (81%) were successful and 6 other students (19%) were not successful. From the result of post-test II, the researcher got the average of 62. It was higher than post-test I in cycle I.

3) Observing

In this step, the researcher presented the material by *Save the Last Word for Me* 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 14
The Result of Students' Activity in Cycle II

| N | Name | The Students' Activity | | | |
|---|------|------------------------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1 | | - | ✓ | ✓ | |
| 2 | S | ✓ | | ✓ | ✓ |
| 3 | SH | ✓ | ✓ | ✓ | ✓ |
| 4 | V | ✓ | ✓ | ✓ | ✓ |
| 5 | NP | ✓ | | ✓ | ✓ |
| 6 | AH | | ✓ | ✓ | |
| 7 | AF | ✓ | ✓ | ✓ | ✓ |
| 8 | DB | ✓ | ✓ | ✓ | ✓ |
| 9 | EP | ✓ | ✓ | ✓ | ✓ |
| 1 | AD | ✓ | ✓ | | |
| 1 | A | ✓ | ✓ | | ✓ |
| 1 | | ✓ | ✓ | ✓ | ✓ |
| 1 | | ✓ | ✓ | ✓ | ✓ |
| 1 | P | ✓ | ✓ | ✓ | ✓ |
| 1 | A | ✓ | | ✓ | ✓ |
| 1 | P | ✓ | ✓ | ✓ | ✓ |
| 1 | | ✓ | ✓ | ✓ | ✓ |
| 1 | I | | ✓ | ✓ | ✓ |
| 1 | | ✓ | ✓ | ✓ | ✓ |
| 2 | | ✓ | ✓ | ✓ | ✓ |
| 2 | | ✓ | | ✓ | ✓ |
| 2 | M | ✓ | ✓ | ✓ | ✓ |
| 2 | | ✓ | ✓ | ✓ | ✓ |
| 2 | | ✓ | | ✓ | ✓ |
| 2 | | ✓ | ✓ | | ✓ |
| 2 | | ✓ | ✓ | ✓ | |

| | | | | | |
|--------------------------|----|-------|-------|-------|-------|
| 2 | | ✓ | | ✓ | ✓ |
| 2 | P | ✓ | ✓ | | ✓ |
| 2 | R | ✓ | ✓ | ✓ | |
| 3 | DW | ✓ | | ✓ | ✓ |
| 3 | AL | ✓ | ✓ | ✓ | |
| 3 | N | ✓ | ✓ | ✓ | |
| Total | | 29 | 25 | 28 | 25 |
| Percentage (%) | | 90.6% | 78.1% | 87.5% | 78.1% |

Note: Tick (✓) for each positive activity

1. The students able to comprehension the reading text.
2. The students asked/answer the questions *Save the Last Word for Me*.
3. The students able to active in the class.
4. The students able to do the tasked of *Save the Word for Me*.

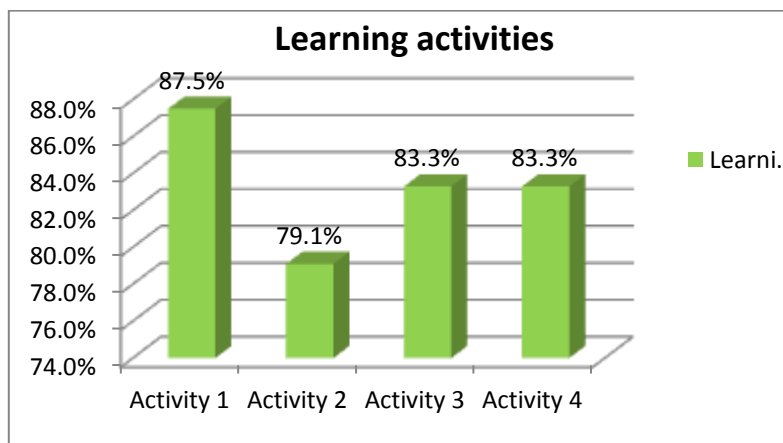
Table 15
The Frequency Students' Activity in Cycle II

| N | Students Activities | Frequency | Percentage |
|----------|--|------------------|-------------------|
| 1 | The students able to comprehension the reading text. | 29 | 90.6% |

| | | | |
|--------------|--|-----------|-------|
| 2 | The students asked/answered the questions of Save the Last Word for Me strategy. | 25 | 78.1% |
| 3 | The students able to decide what the missing words. | 28 | 87.5% |
| 4 | The students able to do the task of Save the Last Word for Me strategy. | 25 | 78.1% |
| Total | | 32 | |

Source: The students' activities at the Eighth graders of SMPN 2 Bekri on October 17th 2019.

Figure 9
The Percentage of Students reading comprehension in Cycle II



The table above showed that the students' activity in cycle II was improved. The students' activity that had high percentages were the students able to comprehend the reading text 87.5%, then, the students asked/answer the questions of *Save the Last Word for Me* strategy 79.1% and the students able to decide what the missing words 83.3%, and the last the students able to do the task of *Save the Last Word for Me* strategy 83.3%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage $\geq 70\%$.

4) Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using *Save the Last*

Word for Me strategy, the students reading comprehension 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 score in post test I and post-test II could be compared on the following table.

Table 16
The Comparison between score in Post-Test I and Post-Test II

| No | Name | Post-Test I Score | Post-Test II Score | Improvement | Observation |
|----|------|-------------------|--------------------|-------------|-------------|
| 1 | AP | 50 | 70 | 20 | prove |
| 2 | JS | 50 | 60 | 10 | prove |
| 3 | SH | 70 | 80 | 10 | prove |
| 4 | W | 50 | 60 | 20 | prove |
| 5 | NP | 50 | 60 | 10 | prove |
| 6 | AH | 50 | 50 | 0 | constant |
| 7 | AF | 65 | 75 | 10 | prove |
| 8 | DB | 70 | 80 | 10 | prove |
| 9 | EP | 55 | 65 | 10 | prove |
| 10 | AD | 55 | 65 | 10 | prove |
| 11 | DA | 40 | 50 | 10 | prove |
| 12 | EP | 50 | 60 | 10 | prove |
| 13 | A | 60 | 80 | 20 | prove |

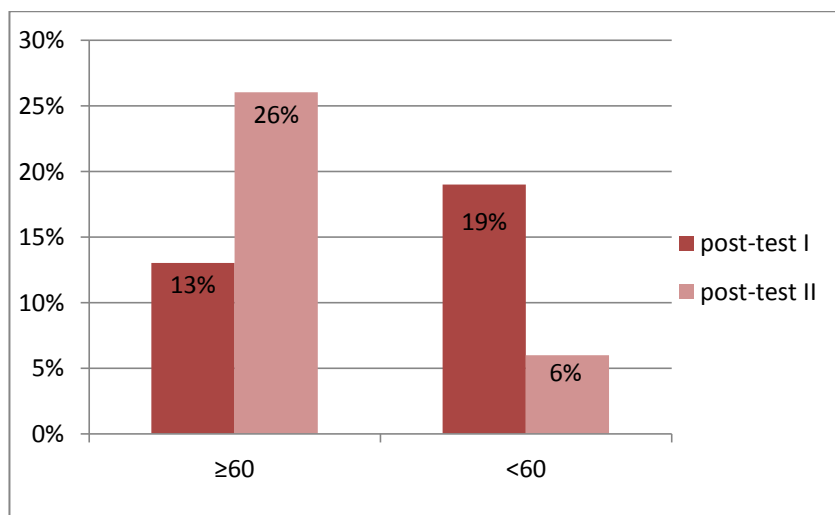
| | | | | | |
|----------------|----|-------------|-------------|------------|----------|
| 1 | KP | 55 | 65 | 10 | prove |
| 1 | AA | 60 | 70 | 10 | Improve |
| 1 | FP | 45 | 55 | 10 | Improve |
| 1 | NS | 70 | 80 | 10 | Improve |
| 1 | TH | 50 | 60 | 20 | prove |
| 1 | TA | 45 | 55 | 10 | prove |
| 2 | RF | 60 | 60 | 0 | constant |
| 2 | KP | 65 | 75 | 10 | Improve |
| 2 | M | 50 | 60 | 10 | prove |
| 2 | CR | 60 | 70 | 10 | prove |
| 2 | KP | 55 | 65 | 10 | prove |
| 2 | CK | 55 | 65 | 10 | prove |
| 2 | A | 65 | 75 | 10 | prove |
| 2 | CS | 50 | 60 | 10 | prove |
| 2 | AP | 55 | 55 | 0 | constant |
| 2 | AR | 40 | 50 | 10 | prove |
| 3 | DW | 65 | 75 | 10 | prove |
| 3 | AL | 55 | 65 | 10 | prove |
| 3 | AN | 50 | 60 | 10 | prove |
| total | | 1700 | 1990 | 330 | |
| average | | 53 | 62 | 10 | |

Table 17
The Comparison of Students' Score in Post-test I and Post-Test II

| Interva l | Post- T es t I | Post- T e s t I I |
|----------------------|-----------------------------------|--|
| ≥60 | 13 | 26 |
| <60 | 19 | 6 |
| Total | 32 | 32 |

Then, the graph of students reading comprehension post-test I and post-test II score in cycle II could be seen as follow:

Figure 10
**The Precentage of Comparison of Students' scorein
 Post-test I and Post-test II**



From the table above, it could be seen that the grade of the students in post-test II was various. It could be inferred that 26 students (81%) were successful and 6 other students (19%) were not successful. From the post-test II results, the researcher got the average of 62. It was higher than post-test I in cycle I. It means that the indicator of success of this research had been achieved that was $\geq 70\%$ students got score 60. It indicated that the students' reading comprehension 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 *Save the Last Word for Me* strategy improve the students' reading comprehension.

E. INTERPRETATION

Reading would be easier to understanding when it is supported by the appropriate teaching strategy because the lesson wastake 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 comprehension by using *Save the Last Word for Me* strategy can improve students' reading comprehension. *Save the Last Word for Me* strategy is a strategy for measuring students reading comprehension by using card. Therefore, it has proved that *Save the Last Word for Me* strategy could be one the interesting strategy to teaching reading comprehension.

3. The Result of Students Learning

a. Result of students score in Pre- Test

In this phase, the researcher presented the pre- test to measure the students ability before implementing the treatment. The researcher obtained the data through test in the form of multiple choice which completed for 60 minutes. It was done on November 5th, 2019. From the result of pre-test showed that most of the students got difficult for doing the test. Based on pre-test result, it could be inferred that 29 students (91%) were not successful and 3 other students (9%) were successful. The successful students were those who got the minimum mastery criteria at SMPN 2 Bekri at least 60.

b. Result of Students score in Post- Test 1

In this research, to know the students reading comprehension after implementing the treatment the researcher conducted the post- test I. It was done on November, 6th 2019. based on the result of post-test 1, it could be seen that 12 students (37%) got

score up to the standard and 20 students (63%) 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 60. Learning process was said successful when 70% students got grade ≥ 60 . The fact showed that the result was unsatisfied.

c. Result of Students' score in Post- Test II

In this phase, the researcher continued to cycle II because the score of post test 1 in cycle 1 did not fulfilled the MMC yet that was only 37% passed the MMC. The researcher presented the post- test II to measure the students ability after implementing the treatment. The researcher obtained the data through test in the form of multiple choice test which completed for 45 minutes. it could be seen that the grade of the students in post-test II was various. It could be inferred that 26 students (81%) were successful and 6 other students (19%) were not successful. From the post-test 2 results, the researcher got the average score is 62. It was higher than post-test 1 in cycle I. It means that the indicator of success of this research had been achieved that was $\geq 70\%$ students got grade 60. It indicated that the students' reading comprehension was improved.

d. Comparison of Grade 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 18
The Comparison of Reading Comprehension of
Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle
II

| No | Grade | | |
|-----|----------|-------------|--------------|
| | Pre-Test | Post-Test I | Post-Test II |
| 1. | 30 | 50 | 70 |
| 2. | 30 | 50 | 60 |
| 3. | 60 | 70 | 80 |
| 4. | 40 | 50 | 60 |
| 5. | 30 | 50 | 60 |
| 6. | 30 | 50 | 50 |
| 7. | 50 | 60 | 70 |
| 8. | 60 | 70 | 80 |
| 9. | 40 | 50 | 60 |
| 10. | 40 | 50 | 60 |
| 11. | 30 | 40 | 50 |
| 12. | 50 | 50 | 60 |
| 13. | 50 | 60 | 80 |
| 14. | 40 | 50 | 60 |
| 15. | 50 | 60 | 70 |
| 16. | 30 | 40 | 50 |
| 17. | 60 | 70 | 80 |

| | | | |
|----------------|-------------|-------------|-------------|
| 18. | 40 | 50 | 60 |
| 19. | 30 | 40 | 50 |
| 20. | 50 | 60 | 60 |
| 21 | 50 | 60 | 70 |
| 22 | 40 | 50 | 60 |
| 23 | 50 | 60 | 70 |
| 24 | 40 | 50 | 60 |
| 25 | 50 | 50 | 60 |
| 26 | 50 | 60 | 70 |
| 27 | 40 | 50 | 60 |
| 28 | 40 | 50 | 50 |
| 29 | 30 | 40 | 50 |
| 30 | 50 | 60 | 70 |
| 31 | 40 | 50 | 65 |
| 32 | 50 | 50 | 60 |
| Total | 1370 | 1700 | 1990 |
| Average | 42 | 53 | 62 |

Table 19
The Comparison of Students' Pre-Test, Post-Test I Grade
in Cycle I and Post-Test II Grade in Cycle II

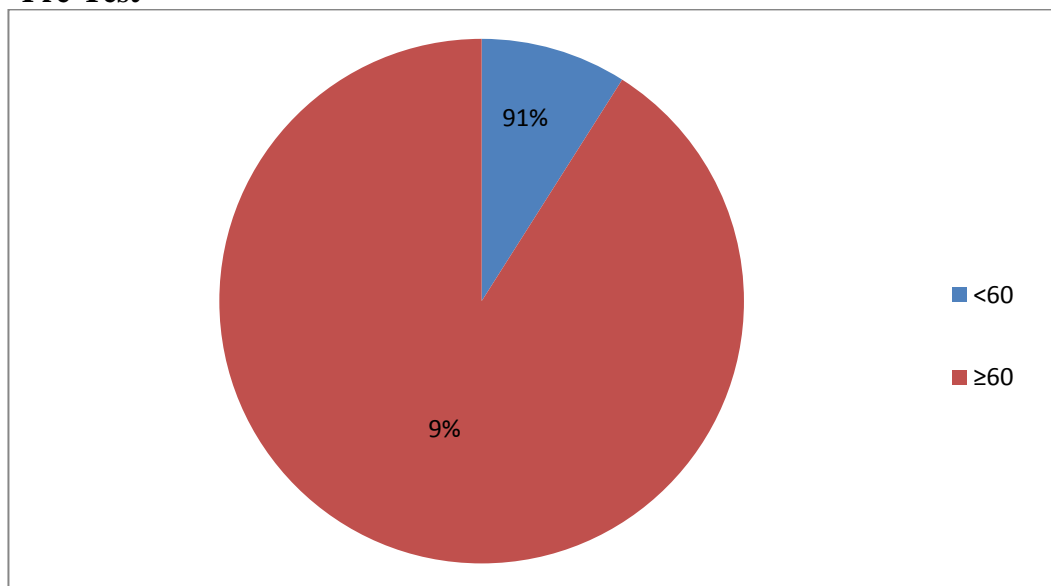
| In t e r v a l | Pre - T e s t | Post- T e s t I | Post- T e s t I I | Explan a t i o n |
|---|--|--|--|---|
| ≥6 0 | 3 | 12 | 26 | Comple t e |
| <6 0 | 29 | 20 | 6 | Incomp l e t e |
| To t a l | 32 | 32 | 32 | |

Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant improving of the students' score. It could be seen from the students get score60 from 3 to 12 became 26. The average score from 42 to 53 became 62. Therefore, the researcher concludes that the research was successful because the indicator of success in this research had been achieved.

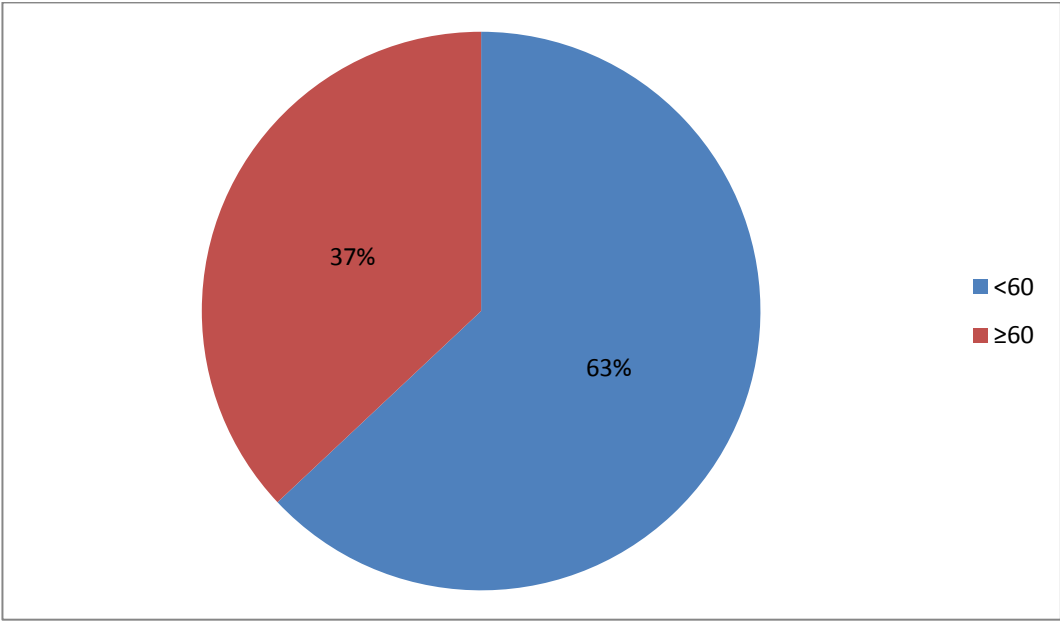
The researcher show the graph of the result of pre-test, post-test I and post-test II, as follow:

Figure 11
The Comparison Grade of Students Reading Comprehension in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II

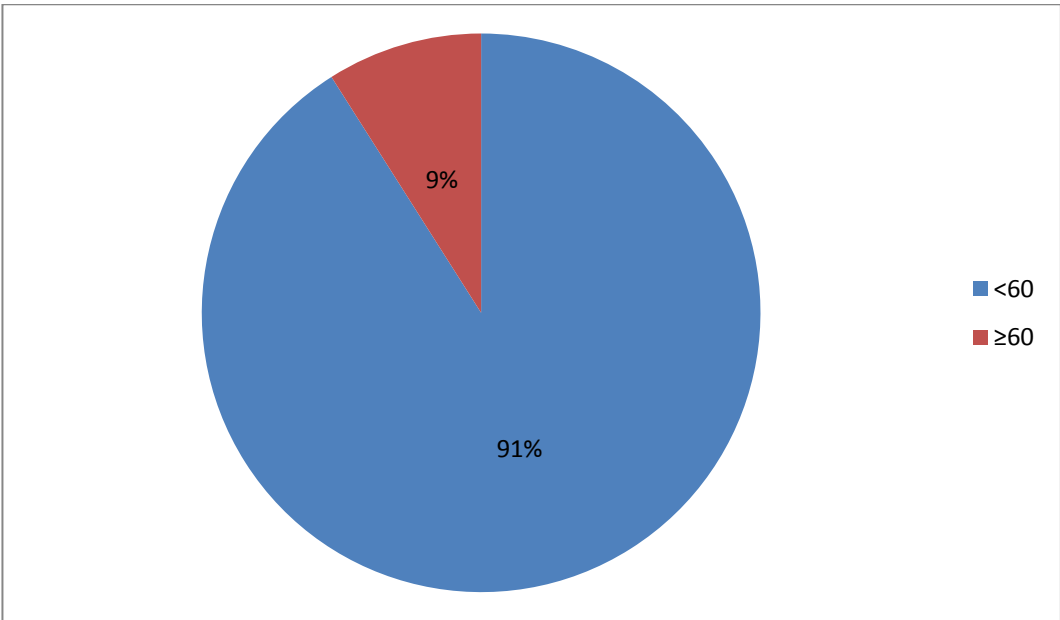
Pre-Test



Post-test 1



Post-test 2



Based on the graph above, it could be inferred that *Save the Last Word for Me* strategy could improve the students' reading comprehension. It is supported by improvingscore of the

students from pre-test to post-test I and from post-test I to post-test II. The improving students from pre-test to post-test I is 8 students, from post-test I to post-test II is 9 students.

4. 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 is as follows:

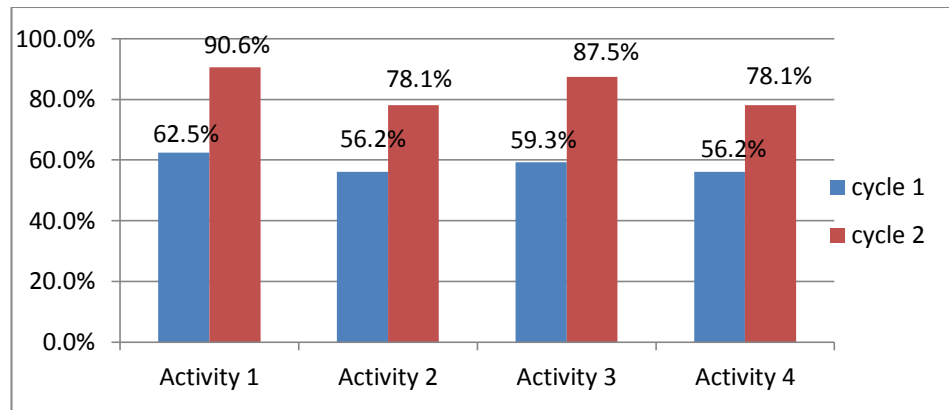
Table 20
The Percentage of Students Activities in Cycle I and Cycle II

| N | Students' Activities | Cycle I | | Cycle II | | Improving |
|---|--|---------|------------|----------|------------|-----------|
| | | F | Percentage | F | Percentage | |
| 1 | The students able to comprehension on the reading text | 2 | 62.5 % | 2 | 90.6 % | 28.1 % |
| 2 | The stud | 1 | 56.2 % | 2 | 78.1 % | 21.9 % |

| | | | | | | |
|---|--|---|--------|---|--------|--------|
| | ents asked/answered the questions of Save the Last Word for Me strategy. | | | | | |
| 3 | The students able to active in the class . | 1 | 59.3 % | 2 | 87.5 % | 28.2 % |
| 4 | The students able to do the task of Save the Last Word for Me strategy. | 1 | 56.2 % | 2 | 78.1 % | 21.9 % |

Figure 12

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 able to comprehension the reading text

The students' comprehension the reading text from the first meeting to the next meeting was improved. In cycle I it was only 62.5% and in cycle II was 90.6%, it is improve 28.1%.

- b) The students asked/answer question of *Save the Last Word for Me* strategy.

The students who asked/answer question of *Save the Last Word for Me* strategy was improved 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 21.9%, from cycle I 56.2% and cycle II 78.1%.

- c) The students able to active in the class.

The students able to decide what the missing words were improved. It could be seen on the cycle I 59.3% and cycle II also 78.5%, it improve 28.2%.

Based on the data above, it could be concluded that the students able to decide what the missing words because most of the students shown good improving in reading comprehension when *Save the Last Word for Me* strategy was apply in learning process from cycle I up to cycle II.

- d) The students' able to do the tasked of *Save the Last Word for Me* strategy.

The students who had done the tasked were improved. It could be seen on the cycle I 56.2% and cycle II 78.1%, it improved 21.9%.

Then, based on the explanation of cycle I and cycle II, it could be inferred that the use of *Save the Last Word for Me* strategy improve the students' in reading comprehension. There was progress average score from 42,53 and to 62.

Based on the result of pra-survey, it can be inferred that there was an improving on the average score and total of the students who passed the test from pre-test, post-test I to post-test II. The

score in the pre-test was 3 students' did achieve the criteria (9.3%).

Moreover, in the post-test I there was 12 students or (37%) passed the test, the indicator students get score ≥ 60 with average 42. Meanwhile, in the post-test II there was 26 students or (81.2%) passed the test, the indicator students get score ≥ 60 with average 62. From the explanation, the researcher concluded that the research was successful and it could be stopped in the cycle II because the indicator of success 70% of students got score 60 was achieved.

F. DISCUSSION

In teaching reading comprehension to the students' of SMPN 2 Bekri especially in students of VIII Bclass, based on the pre survey there are some problems like some students have unsatisfied reading comprehension and difficulties in determining the main ideas. The researcher chooses *Save the Last Word for Me* strategy to improve the students' reading comprehension.

The researcher used this strategy to identify the students' knowledge and understanding on the reading process. Therefore, it is proved that the implementation of *Save the Last Word for Me* strategy improve the students' learning activities. Therefore, *Save the Last Word for Me* strategy hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it can be show that the use of *Save the Last Word for Me* strategy could improve the students' in reading comprehension. There is progress from the students gets score ≥ 60 from pre-test 9% or 3 students, post-test I 37% or 12 students and post-test II become 81% or 20 students. It is inferred that there is improvement 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. 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 70% of students got score ≥ 60 are reached.

The result of the student's activities in cycle I and cycle II are improved. The students able to comprehension the reading text from 62.5% become 87.5%, the students asked/answer the questions of *Save the Last Word for Me* strategy from 58.3% become 79.1%, the students able to decide what the missing words from 66.6% become 83.3%, the students able to do the task of *Save the Last Word for Me* strategy from 66.6% become 83.3%,. The result of students' activities in cycle I and cycle II, there is improvement in students' learning activity.

CHAPTER V CONCLUSION AND SUGGESTION

C. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the reading comprehension could be improved through *Save the Last Word for Me* strategy among the Eighth graders at SMPN 2 Bekri, as follows:

1. *Save the Last Word for Me* strategy can improve reading comprehension among the Eighth graders at SMPN 2 Bekri. It can be seen on the progress from pre-test to cycle I and cycle II. The average score from pre test is 42 to post test I is 53 became 62 in post test II. In cycle I, there were 11 students passed the test. Moreover, in cycle II there were 20 students who get score ≥ 60 . It means that result of cycle II had already achieved the indicator of success that was 70% of the students achieve the minimum mastery criteria (MMC).
2. *Save the Last Word for Me* strategy can improve students' learning activity among the Eighth graders at SMPN 2 Bekri. The student's activity in the implementation of cycle I and cycle II is very active and satisfied in reading comprehension. It means that *Save the Last Word for Me* strategy can improve the student's reading comprehension. The student's activity in cycle I and cycle II improve significantly.

D. Suggestion

Based on the conclusion above, there are some suggestions intended to the improvement of teaching and learning process, as follows:

1. For English Teacher

- a. It is better for the teacher to use *Save the Last Word for Me* strategy in English learning especially in reading because it can improve students' reading comprehension.
- b. The teacher should give motivation to the students in order to be active in learning process.

2. For the Students

It is suggested to the students to be more active in learning process in the class and improve their ability in reading comprehension so they can be successful in English learning.

3. For Headmaster

To support the English teacher to use *Save the Last Word for Me* strategy in learning process, because *Save the Last Word for Me strategy* is so helpful.

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APPENDICES



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| | | I | II | | |
| 1. | Thursday 29/08/2019 | | ✓ | 1. Review background of the study 2. Review Chapter II 3. Footnote | |
| 2. | Tuesday 07/09/2019 | | ✓ | 1. Acc Chapter II 2. Review Chapter II the summary | |
| 3. | Tuesday 10/09/2019 | | | See to advisor | |

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 NIP. 19750610 200801 1 014

Dosen Pembimbing II

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


KEMENTERIAN AGAMA REPUBLIK INDONESIA
**INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

 Jl. Ki. Hajar Dewantara Kampus 35 A Bringinjo Kota Metro Lampung 34111
 Telp. (0725) 41587 Fax. (0725) 47296 Email: info@iaimetro.ac.id website: www.iaimetro.ac.id

**FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : CHELSY CHYLINDRICA EFFENDI

Fakultas/Jurusan : TBI

NPM : 1501070158

Semester/TA : IX / 2019

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|---------------|------------|----|--|------------------------|
| | | I | II | | |
| 1 | 12/9-19 | | | - Be consistent in using the term : <u>skill</u> <u>usability</u> - SMPN or <u>summa</u> <u>optimal</u> | |
| 2 | 16/9-19 | | | -> elaborate the theory! - Chapter II/ | |
| 3 | 19/9-19 | | | - Revise the grammar & mistake (Chapter II) | |
| 4 | 23/9-19 | | | - Revision is ok - Acc for someone | |

 Mengetahui :
 Ketua Jurusan TBI

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

Dosen Pembimbing I

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : CHELSY CHYLINDRICA EFFENDI

Fakultas/Jurusan : TBI

NPM : 1501070158

Semester/TA : IX / 2019

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|---------------|------------|----|-----------------------------|------------------------|
| | | I | II | | |
| | 7/6-19 | | | ACC for Research Instrument | |

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 206801 1 014

Dosen Pembimbing I

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KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

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 FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
 FAKULTAS TARBİYAH DAN ILMU KEGURUAN
 IAIN METRO

Nama : CHELSY CHYLINDRICA EFFENDI

Fakultas/Jurusan : TBI

NPM : 1501070158

Semester/TA : IX / 2019

| No | Hari/ Tanggal | Pembimbing | | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|---------------|------------|----|--|------------------------|
| | | I | II | | |
| 1. | Selasa 31/12 | ✓ | | - abstract → KUNCI - table → Diagram | |
| 2. | Rabu 8/1-20 | ✓ | | - change the pic diagram - action + write based on the theory on page 18-19 | |
| 3. | Selasa 4/2020 | | | - finish the table - Review meaning I Cycle I - Review meaning II Cycle II Acc for munasosyah | |

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing I

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 NIP. 19620424 199903 2 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

88

Jalan Ki. Haji Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-3462/In.28.1/J/TL.00/10/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMPN 2 BEKRI KECAMATAN BEKRI KAB. LAMPUNG TENGAH
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:


Nama : **CHELSY CHYLINDRICA EFFENDI**
NPM : 1501070158
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : **INCREASING READING COMPREHENSION BY USING SAVE THE LAST WORD FOR ME STRATEGY AMONG THE EIGHT GRADERS OF SMPN 2 BEKRI CENTRAL LAMPUNG**

untuk melakukan *pra-survey* di SMPN 2 BEKRI KECAMATAN BEKRI KAB. LAMPUNG TENGAH.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 24 Oktober 2019
Ketua Jurusan
Tadris Bahasa Inggris


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



PEMERINTAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 2 BEKRI



NSS : 20.2 12.02.15.218 – NPSN : 6994 5367
AKREDITASI "B"

Alamat : Kampung Sinar Banten, Kec. Bekri Kode Pos : 34162

SURAT KETERANGAN SURVEY

Nomor : 420 / 107 / C.5/Da.IV.01/2019

Saya yang bertanda tangan di bawah ini :

Nama : AHMAD DASUKI, S.Pd.MM.
NIP : 196999251995121001
Pangkat/Golongan : Pembina/IVb
Jabatan : Kepala SMP Negeri 2 Bekri

Menerangkan bahwa :

Nama : CHELSY CHYLINDRICA EFFEND
NPM : 150107058
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris

Bahwa benar nama tersebut diatas telah melakukan Pra - Survey di SMP Negeri 2 Bekri pada tanggal
14 Agustus 2019.

Demikian surat keterangan ini di buat dengan sebenar - benarnya, untuk dapat di gunakan
sebagaimana mestinya.

Bekri, 04 Oktober 2019
KUPID Satuan Pendidikan

SMP NEGERI 2 BEKRI

AHMAD DASUKI, S.Pd.,MM
NIP. 196909251995121001

SILABUS PEMBELAJARAN

Satuan Pendidikan : SMP/MTs
Mata Pelajaran : Bahasa Inggris
Kelas : VIII (Delapan)

Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
 KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
 KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
 KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|---|---|--|--|---------------|--|
| 3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif | deskriptif pendek dan sederhana, tentang orang, binatang, dan benda • <i>Fungsi sosial</i> | Mengamati <ul style="list-style-type: none"> Menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan | <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial teks deskriptif | 16 JP | <ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan |

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| <p>dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana a.</p> <p>4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan</p> | <p>banggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</p> <ul style="list-style-type: none"> • <i>Struktur text</i> (gagasan utama dan informasi rinci) <ol style="list-style-type: none"> a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. <p>panjang teks: kurang lebih 6 (tiga) kalimat.</p> <ul style="list-style-type: none"> • <i>Unsur kebahasaan</i> <ol style="list-style-type: none"> (1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (<i>-s</i>). (2) Kata ganti <i>it, they, she, we, dst.; our, my, your, their, dst.</i> | <p>benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.</p> <ul style="list-style-type: none"> • Membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. <p>Menanyakan bimbingan dan arahan guru, menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan</p> | <p>tentang orang, binatang, benda, pendek dan sederhana.</p> <ul style="list-style-type: none"> • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks deskriptif. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, dan tekana | <p>guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> • Contoh teks dari sumber otentik • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files - |
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| <p>unsur kebahasaan yang benar dan sesuai konteks.</p> | <p>(3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan <i>quite, very</i>.</p> <p>(4) Frasa nominal seperti <i>dark brown, cute little cat, beautiful red flower</i></p> <p>(5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be, have, go, play, get, take</i>, dll.</p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan</p> <p><i>Topik</i> Orang, binatang, benda di</p> | <p>an Informasi</p> <ul style="list-style-type: none"> • Secara kolaboratif, mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda. • Membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan | <p>n kata, intonasi, ejaan, tanda baca, kerapian tulisan tangan</p> <ul style="list-style-type: none"> • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif. <p>CAR A</p> | <p>english.britishcouncil.org/en/ - https://www.google.com/</p> |
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| | <p>sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p> | <p>menyebutkan:</p> <ul style="list-style-type: none"> - fungsi sosial setiap teks - nama orang, binatang, benda yang dideskripsikan - sifat orang, binatang, benda yang dideskripsikan - tindakan orang, binatang, benda yang dideskripsikan - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <ul style="list-style-type: none"> • Secara kolaboratif meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. <p>Menalar/Men</p> | <p>P E N I L A I A N :</p> <p>SIK A P</p> <ul style="list-style-type: none"> • Observasi • Observasi terhadap kesungguhan, tanggung jawab, dan kerjasama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan | | |
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| | | <p>gasos iasi</p> <ul style="list-style-type: none"> • Membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan. | <p>diri dalam melaksanakan anakan komunikasi, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> • Penilaian diri: | | |
| | | <p>omunikasikan</p> <ul style="list-style-type: none"> • Membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur | <p>Pern y a t a a n s i s w a s e c a r a t e r t u l i s d a l a</p> | | |

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| | | <p>teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).</p> <ul style="list-style-type: none"> • Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. | <p>m j u r n a l b e l a j a r s e d e r h a n a b e r b a h a s a I n d o n e s i a</p> | | |
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| | | | <p>tela h dib uat.</p> <p>KET</p> <p>E R A M P I L A N .</p> <ul style="list-style-type: none">• Unjuk kerja Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebut kan dan menanya kan deskripsi orang, binatang, benda• Portofolio <p>ian mel alui kar ya-</p> | | |
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| | | | kar ya pes erta didi k dala m bent uk teks des krip tif san gat pen dek dan sed erha na tent ang ora ng, bina tang , ben da yan g tela h dib uat mel alui taha p draf , tela ah, per | | |
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| | | | <p>baik an sam pai men gha silk an kar ya terb aik sesu ai den gan fun gsi sosi alny a.</p> <ul style="list-style-type: none">• Observasi: <p>(p en ila ia n ya ng be rtu ju an un tu k m e m be rik an ba lik</p> | | |
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**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan : SMPN 2 BEKRI
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII B/Ganjil
Tema : Teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda
Alokasi Waktu : 2 x 2JP

A. KOMPOTENSI INTI

- .1 Menghargai dan menghayati ajaran agama yang dianutnya.
- .2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- .3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- .4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR

- 1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar

- | Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman
- |0 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya
- |1 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana
- |2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. TUJUAN PEMBELAJARAN :

Melalui pendekatan saintifik dan metode diskusi peserta didik dapat:

1. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya
2. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. MATERI PEMBELAJARAN:

Teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda

- *Fungsi sosial*

Mendeskripsikan orang, binatang dan benda untuk kepentingan menjual, membeli, mengenalkan, melaporkan kehilangan.

- *Struktur teks*

- a. Penyebutan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan
- b. Penyebutan sifat orang, binatang, benda dan bagiannya, dan

- c. Penyebutan tindakan dari atau terkait dengan orang, binatang, benda

Panjang teks: kurang lebih 6 (enam) kalimat.

I have a niece. Her name is Fanny. She is five years old. She has chubby cheeks and flat nose. Her eyes are slanted. She looks funny when she smiles.

- *Unsur kebahasaan*

(1) Pertanyaan dan pernyataan tentang deskripsi

- *How does your brother look like?*

- *He's short and wears glasses*

(2) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).

(3) Kata ganti *it, they, she, we, dst; our, my, your, their, dst.*

(4) Kata sifat, tanpa atau dengan penambahan kata *quite, very*, atau kombinasi seperti *dark brown, nice little cat*, dan sebagainya.

(5) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

(6) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

- *Topik*

Berbagai hal terkait dengan *orang, binatang dan benda di sekitar rumah, sekolah dan lingkungan.*

My Grandmother

My Grandmother is a very gentle, loving, and caring person. She never raises her voice at anyone. She has lived with me for as long as I can remember. She takes care of me when Mom and Dad go to work.

My Grandmother is a very neat and tidy person. She has very dry grey hair which she usually pulls up into a bun. She has dark brown eyes that twinkle whenever she sees me. I hardly ever see them wet.

Grandmother likes to tell stories. She usually tells me brief stories of her childhood and expresses them very well with her tired, old, wrinkled hands. Sometimes, she also tells story about my Grandfather who has passed away. My dear Grandmother always says good things about him. She once told me that he was the nicest person she had ever met.

I really love my Grandmother.

E. METODE PEMBELAJARAN:

- **Save the Last Word for Me Strategy**

F. MEDIA, ALAT DAN SUMBER PEMBELAJARAN :

1. Media

- Worksheet atau lembar kerja (peserta didik).
- Lembar penilaian

2. Alat/Bahan

- Marker, papan tulis.
- Laptop

3. Sumber Belajar :

- Buku Wajib Siswa SMP Kelas VIII
- Text yang berkaitan dengan descriptive text.

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

| KEGIATAN | DESKRIPSI KEGIATAN | ALOKASI WAKTU |
|--------------------|--|----------------------|
| Pendahuluan | <p>a. Persiapan psikis dan fisik dalam membuka pelajaran dengan mengucapkan salam dan berdoa bersama</p> <p>b. Menginformasikan tujuan yang akan dicapai selama pembelajaran.</p> <p>c. Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran</p> | 10 Menit |

| KEGIATAN | DESKRIPSI KEGIATAN | ALOKASI WAKTU |
|-------------|--|-----------------|
| | d. Memberi motivasi siswa untuk aktif dalam proses pembelajaran | |
| Inti | <p style="text-align: center;">Pertemuan 1</p> <p>Mengamati:</p> <ol style="list-style-type: none"> Guru membimbing siswa untuk mengamati contoh descriptive text. <p>Mempertanyakan:</p> <ol style="list-style-type: none"> Guru membimbing siswa mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari contoh descriptive text tersebut.. <p>Mengeksplorasi:</p> <ol style="list-style-type: none"> Guru menjelaskan struktur teks dalam descriptive text. <p>Mengasosiasi:</p> <ol style="list-style-type: none"> Guru meminta siswa untuk menganalisis struktur teks dari teks yang mereka baca. <p>Mengkomunikasikan:</p> <ol style="list-style-type: none"> Guru meminta siswa untuk menyampaikan hasil analisis mereka. <p style="text-align: center;">Pertemuan 2</p> <p>Mengamati:</p> <ol style="list-style-type: none"> Guru membimbing siswa mengamati fungsi sosial, unsur | 60 Menit |

| KEGIATAN | DESKRIPSI KEGIATAN | ALOKASI WAKTU |
|----------|--|---------------|
| | <p>kebahasaan, gagasan utama dan informasi rinci dari contoh descriptive text tersebut.</p> <p>Mempertanyakan:</p> <ol style="list-style-type: none"> 1. Guru membimbing siswa mempertanyakan fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dari contoh descriptive text tersebut. <p>Mengeksplorasi:</p> <ol style="list-style-type: none"> 1. Guru menjelaskan tentang fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dalam descriptive text. <p>Mengasosiasi:</p> <ol style="list-style-type: none"> 1. Guru meminta siswa untuk menganalisis tentang fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dalam descriptive text yang mereka baca. <p>Mengkomunikasikan:</p> <p>Guru meminta siswa untuk menyampaikan hasil analisis mereka.</p> | |

| KEGIATAN | DESKRIPSI KEGIATAN | ALOKASI WAKTU |
|----------------|---|----------------|
| Penutup | a. Membuat kesimpulan berdasarkan hasil pengamatan dan analisis tentang materi ajar dalam pembelajaran yang dilakukan peserta didik bersama guru b. Melaksanakan <i>test</i> secara lisan c. Menutup pelajaran dengan berdoa sesuai dengan agama dan keyakinan masing-masing. | 5 menit |

H. PENILAIAN:

1. Standard of Assessment:

| Score | Explanation |
|-----------|-------------|
| ≥ 75 | Complete |
| < 75 | Incomplete |

2. English Score

| Indikator Pencapaian Kompetensi | Teknik Penilaian | Instrumen |
|---|------------------|--------------------|
| Menangkap makna teks narrative | Teks tertulis | Soal pilihan ganda |
| Menemukan informasi yang terdapat dalam teks narrative | Teks tertulis | Soal pilihan ganda |
| Menyusun teks narrative dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks | Teks tertulis | Soal pilihan ganda |

| | | |
|---|---------------|--------------------|
| Menyusun teks narrative dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks | Teks tertulis | Soal pilihan ganda |
|---|---------------|--------------------|

Mengetahui,
Collaborator



Heri Arwansyah, S.Pd

Bekri, November 2019
Researcher



Chelsy Chylindrica Effendi
NPM. 1401070158

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan : SMPN 2 BEKRI
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII B/Ganjil
Tema : Teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda
Alokasi Waktu : 2 x 2JP

I. KOMPOTENSI INTI

- .1 Menghargai dan menghayati ajaran agama yang dianutnya.
- .2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- .3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- .4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

J. KOMPETENSI DASAR

- 1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar

- | Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman
- |0 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya
- |1 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana
- |2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

K. TUJUAN PEMBELAJARAN :

Melalui pendekatan saintifik dan metode diskusi peserta didik dapat:

1. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya
2. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

L. MATERI PEMBELAJARAN:

Teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda

- *Fungsi sosial*

Mendeskripsikan orang, binatang dan benda untuk kepentingan menjual, membeli, mengenalkan, melaporkan kehilangan.

- *Struktur teks*

d. Penyebutan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan

e. Penyebutan sifat orang, binatang, benda dan bagiannya, dan

- f. Penyebutan tindakan dari atau terkait dengan orang, binatang, benda

Panjang teks: kurang lebih 6 (enam) kalimat.

I have a niece. Her name is Fanny. She is five years old. She has chubby cheeks and flat nose. Her eyes are slanted. She looks funny when she smiles.

- *Unsur kebahasaan*

(7) Pertanyaan dan pernyataan tentang deskripsi

- *How does your brother look like?*
- *He's short and wears glasses*

(8) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s).

(9) Kata ganti *it, they, she, we, dst; our, my, your, their, dst.*

(10) Kata sifat, tanpa atau dengan penambahan kata *quite, very*, atau kombinasi seperti *dark brown, nice little cat*, dan sebagainya.

(11) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

(12) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

- *Topik*

Berbagai hal terkait dengan *orang, binatang dan benda di sekitar rumah, sekolah dan lingkungan.*

Octopus

The Octopus is a sea animal with eight powerful feet which it uses as hands. These are called tentacles. The word "Octopus" comes from two Greek words that mean "eight feet".

The octopus, the squid and the cuttlefish belong to the same family that has no outside shells. Their bodies are covered entirely with skin. Therefore the body of an octopus is soft. It looks like a big balloon. A fully-grown octopus can be as large as 8,5 metres from the tip of one tentacles to the tip of another. It can weigh as much as 45 kilograms.

Besides using its tentacles to catch small fish, sea plants, crab and lobsters, the octopus also uses them against its enemies. The

octopus wraps its tentacles around the victim and squeezes it before eating it.

The octopus escapes from its enemies by giving out a thick dark fluid to darken the water. It can also change the colour of its body to match its surroundings. It hides from its enemies by doing this.

M. METODE PEMBELAJARAN:

- **Save the Last Word for Me Strategy**

N. MEDIA, ALAT DAN SUMBER PEMBELAJARAN :

4. Media

- Worksheet atau lembar kerja (peserta didik).
- Lembar penilaian

5. Alat/Bahan

- Marker, papan tulis.
- Laptop

6. Sumber Belajar :

- Buku Wajib Siswa SMP Kelas VIII
- Text yang berkaitan dengan descriptive text.

O. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

| KEGIATAN | DESKRIPSI KEGIATAN | ALOKASI WAKTU |
|--------------------|--|----------------------|
| Pendahuluan | e. Persiapan psikis dan fisik dalam membuka pelajaran dengan mengucapkan salam dan berdoa bersama f. Menginformasikan tujuan yang akan dicapai selama pembelajaran. g. Menyampaikan secara singkat garis besar materi yang akan disajikan selama | 10 Menit |

| KEGIATAN | DESKRIPSI KEGIATAN | ALOKASI W AK TU |
|--------------------|---|--------------------------|
| | <p>pembelajaran</p> <p>h. Memberi motivasi siswa untuk aktif dalam proses pembelajaran</p> | |
| <p>Inti</p> | <p>Pertemuan 1</p> <p>ngamati:</p> <p>2. Guru membimbing siswa untuk mengamati contoh descriptive text.</p> <p>mpertanyakan:</p> <p>2. Guru membimbing siswa mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari contoh descriptive text tersebut..</p> <p>ngeksplorasi:</p> <p>2. Guru menjelaskan struktur teks dalam descriptive text.</p> <p>ngasosiasi:</p> <p>2. Guru meminta siswa untuk menganalisis struktur teks dari teks yang mereka baca.</p> <p>ngkomunikasikan:</p> <p>2. Guru meminta siswa untuk menyampaikan hasil analisis mereka.</p> <p>Pertemuan 2</p> <p>ngamati:</p> <p>2. Guru membimbing siswa mengamati fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dari contoh descriptive text tersebut.</p> | <p>60 Menit</p> |

| KEGIATAN | DESKRIPSI KEGIATAN | ALOKASI W AK TU |
|----------------|---|--------------------------|
| | <p>mempertanyakan:</p> <p>2. Guru membimbing siswa mempertanyakan fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dari contoh descriptive text tersebut.</p> <p>mengeksplorasi:</p> <p>2. Guru menjelaskan tentang fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dalam descriptive text.</p> <p>mengasosiasi:</p> <p>2. Guru meminta siswa untuk menganalisis tentang fungsi sosial, unsur kebahasaan, gagasan utama dan informasi rinci dalam descriptive text yang mereka baca.</p> <p>mengkomunikasikan:</p> <p>Guru meminta siswa untuk menyampaikan hasil analisis mereka.</p> | |
| Penutup | <p>d. Membuat kesimpulan berdasarkan hasil pengamatan dan analisis tentang materi ajar dalam pembelajaran yang dilakukan peserta didik bersama guru</p> <p>e. Melaksanakan <i>test</i> secara lisan</p> <p>f. Menutup pelajaran dengan berdoa sesuai dengan agama dan keyakinan masing-masing.</p> | 5 menit |

P. **PENILAIAN:**

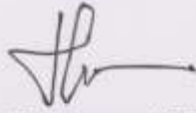
3. Standard of Assessment:

| Score | Explanation |
|--------------|--------------------|
| ≥ 75 | Complete |
| < 75 | Incomplete |

4. English Score

| | | |
|---|---------------|--------------------|
| Menyusun teks narrative dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks | Teks tertulis | Soal pilihan ganda |
|---|---------------|--------------------|

Mengetahui,
Collaborator



Heri Arwansyah, S.Pd

Bekri, November 2019
Researcher



Chelsy Chylindrica Effendi
NPM/1501070158

PRE-TEST of Descriptive Text on Reading Comprehension

Direction:

1. Write your name and class on your answer sheet!
 2. Read the text then answer the question by crossing a, b, c, or d!
 3. You may not cheat with your friends!
 4. Check your answer before submitting!
-

Read the following text to answer questions 1-10

Text 1

Wingo Island

The Island of Wingo is by the island of Singa. In the water around Wingo Island, there are hundreds of sharks. They are so many that the water bubbles like a whirlpool. People can only get to Wingo Island by boat. The boat has a rocket on it. The rocket takes people over the sharks and onto the island.

Wingo Island has no sand but it has green moss. At night the moss sparkles like stars. Tall stars called Fruji grow everywhere. The Fruji trees have purple leaves at the top and yellow fruit all over them. When a fruit falls off, another tree grows in a minute.

The Weather on Wingo Island is very hot but at twelve o'clock, everyday, it rains. Sometimes, there are windstorms. They happen when too many animals fly around at the same time.

People who stay on Wingo Island sleep in a big-gloo. It is like an igloo but it is on long poles. It has a ladder to get up and a slide to come down. The big-gloo has a moss bed, chairs, and tables that are made of Fruji trees.

There is no television on Wingo Island. So is the telephone and computer. It is a place to listen to the leaves whispering. It is a place to lie on soft green moss and look at the clouds. It is really a place to dream.

1. Fruji is the ... on Wingo Island.
 - a. Name of a river
 - b. Name of a mountain
 - c. Name of a tree
 - d. Name of someone who lives
2. What are the chairs and tables in that island made of?
 - a. Iron
 - b. Moss

- c. Trees
 - d. Fruji trees
3. What causes windstorms at Wingo?
- a. Moss
 - b. The sand
 - c. Animals
 - d. The sea around Wingo
4. Where do the people of the island live in?
- a. In the houses
 - b. In the forest
 - c. In the tree holes
 - d. In the big-gloos
5. According to passage, which of the following is not true?
- a. Wingo is an island.
 - b. Many sharks are in Wingo island.
 - c. The weather in Wingo Island is tropic all the time.
 - d. Rain always falls in Wingo Island
6. "People can only get to Wingo Island by boat."
The sentence implies that Wngo Island is
- a. Near to other islands
 - b. Close to another island
 - c. Near to another island
 - d. Far from other islands
7. What is the story about?
- a. A lake
 - b. A river
 - c. An island
 - d. A continent
8. "It is place to listen to the leaves whispering"
The underlined word refers to
- a. The telephone
 - b. The computer
 - c. An island
 - d. Wingo Island
9. "People can only get to Wingo Island by boat." (paragraph 1)
What does the word "boat" mean?
- a. A small ship
 - b. An island
 - c. A rocket
 - d. A helicopter

10. "It is place to listen to the leaves whispering." (last paragraph)

The closest meaning of the underlined word is

- | | |
|--------------------------|-----------------------|
| a. Talking in a soft way | c. Laughing |
| b. Singing | d. Makes a soft sound |

**POST TEST of Reading Comprehension
(CYCLE 1)**

Direction:

1. Write your name and class on your answer sheet!
 2. Read the text then answer the question by crossing a, b, c, or d!
 3. You may not cheat with your friends!
 4. Check your answer before submitting!
-

Read the following text to answer questions 1-10

PETER

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

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

1. How old is Peter? He is ... years old.
 - a. Four
 - b. Fourteen
 - c. Forty
 - d. Ten
2. The writer is ... years old.
 - a. Fourteen
 - b. Sixteen
 - c. Eighteen
 - d. Nineteen
3. Which of the following statement is not true about Peter?
 - a. He has long and straight hair.
 - b. He has bright eyes.
 - c. He is not interested in sports.
 - d. He plays football and tennis.
4. According to the passage, we know that Peter is
 - a. The writer's youngest brother
 - b. The writer's elder brother
 - c. A naughty boy
 - d. A friendly boy

5. It is implied in the passage that
- Peter is naughty.
 - Peter is lazy.
 - Peter is unfriendly.
 - Peter is diligent.
6. From the text, we may conclude that....
- Many people do not like Peter.
 - People is older that the writer.
 - Peter is a welcoming person.
 - Peter is not diligent at all.
7. What is the text mostly about?
- Peter
 - Peter's hobby
 - Peter's family
 - peters' elder brother
8. "He is fourteen years old . . . Than me."
- The underlined word refers to
- Peter
 - The writer
 - The writer's brother
 - the writer's family
9. "Peter is interested in sports very much, and at school he plays football and tennis." The underlined phrase can be replaced by
- Dislike sport
 - Really likes sport
 - Hates sport very much
 - Finds sport not really entertaining
10. "But he usually does what he is asked to do"
- The underlined phrase means ...
- He does anything he wants.
 - He always asks.
 - He is lazy.
 - He is diligent.

**POST-TEST of Descriptive Text on Reading Comprehension
(CYCLE 2)**

Direction:

- 5. Write your name and class on your answer sheet!**
 - 6. Read the text then answer the question by crossing a, b, c, or d!**
 - 7. You may not cheat with your friends!**
 - 8. Check your answer before submitting!**
-

Read the following text to answer questions 1-4

Text 1

I just got a new toy from my uncle. My uncle is a sailor. He bought me a robot when he sailed abroad. I love this robot. My robot is very nice. It is about twenty centimeters tall. The colour of the robot is blue. The robot has a strong body. It has two big red eyes. It has two strong legs are covered with blade boots. My robot can be moved with two medium sized batteries. After inserting the batteries at the back of the robot body, we can make it move when we push the button behind its neck. The robot will move its left dan right foot in turn. It will move its two arms in turn too. However, the robot could not bend its feet and it moves forward only.

1. What are the colour of the robot's eyes?
 - a. Red
 - b. Blue
 - c. Black
 - d. White

2. How tall is the robot?
 - a. 12cm
 - b. 20cm
 - c. 22cm
 - d. 25 cm

3. "It has two big red eyes". It refers to....
 - a. Therobot
 - b. Thewriter
 - c. Thebody
 - d. The battery

4. What is the main idea of paragraph three?
 - a. The writer's robot can be move with two medium sizes batteries
 - b. The robot is difficult to move
 - c. The robot can be moved without batteries

- d. The batteries must be put to make the robot strong

Read the following text to answer question 5-7

Text 2

Kartikasari was born on December 15, 2004 in Bandung. Her friends call her Ika. She lives at Jl. Gatot Subroto 12A, Bandung. She is an SMP students. She is in the seventh grade. She is quite tall and slim. She has long wavy hair and dark eyes. She looks beautiful with her long hair. She will not have hair cut, because she prefers it that way. Everyone knows she is very serious person and very discipline with her main duty as a student. That's why she always does well in her class. She is also symphatic, honest, kind and friendly. Her parents must be proud of her.

- 5. What is her nick name?
 - a. Sari
 - b. Ika
 - c. Tika
 - d. Ira

- 6. What does she look like?
 - a. She has long wavy hair and brown eyes
 - b. She has short curly hair and brown eyes
 - c. She has short wavy hair and dark eyes
 - d. She has long wavy hair and dark eyes

- 7. What does she do? she is a
 - a. Teacher
 - b. Student
 - c. Librarian
 - d. Officer

Read the following text to answer questions number 8 to 10.

Text 3



Do you know Isyana Sarasvati? She is a very famous singer from Indonesia. She is pretty and very talented. Her fulname is Isyana Sarasvati. She is usually called Isyana. This beautiful lady was born in Bandung, West Java, on May 2, 1993. Her parents are Sapta Dwi Kardana and Luana Marpanda.

Isyana, the Taurus girl, is slim. She is only 50 kg and 165 tall. She has a long smooth beautiful hair. By glimpsing, she looks like a korean star.

Talking about her personality, Isyana is kind of introvert girl. She seems very quiet. But actually she is friendly enough to people. Talking about her passion in music. Isyana likes jazz, RnB, pop, and soul. She also can play piano, saxophone, and violin. That's fantastic. What do you know about her song? Isyana is being famous because of a very romantic song entitled "Keep Being You" and "Tetap dalam Jiwa".

8. The second paragraph talks us about
 - a. Isyana's personality
 - b. Isyana's physical appearance
 - c. Isyana's attitude
 - d. Isyana's passion

9. What does Isyana do? She is a
 - a. Vocalist
 - b. Singer
 - c. Pianist
 - d. Musician

10. "She is a very famous singer from Indonesia". The underlined word means

- a. Strange
- b. Unpopular
- c. Well-known
- d. Clumsy

ATTENDANCE LIST OF STUDENTS

Class: VIII B

Date: November 05th, 2019

| NO | NAME | SIGNATURE | |
|----|---------------------------|------------------|------------------|
| 1 | Aditya Prayoga | 1 <i>Aditya</i> | |
| 2 | Aman Jaya Sugiarto | | 2 <i>XMM</i> |
| 3 | Anggun Shelsa Surya Hardi | 3 <i>Anggun</i> | |
| 4 | Arifan Wibisono | | 4 <i>Arifan</i> |
| 5 | Arneza Namira Putri | 5 <i>Arneza</i> | |
| 6 | Bagas Ade Himawan | | 6 <i>Bagas</i> |
| 7 | Bunga Aulia Fadhillah | 7 <i>Bunga</i> | |
| 8 | Carisa Dwi Bentara | | 8 <i>Carisa</i> |
| 9 | Desta Eka Pratiwi | 9 <i>Desta</i> | |
| 10 | Devina Aurellia Daud | | 10 <i>Devina</i> |
| 11 | Dwi Anjani | 11 <i>Dwi</i> | |
| 12 | Enggal Prasetyo | | 12 <i>Enggal</i> |
| 13 | Ibnu Alfarizqi | 13 <i>Ibnu</i> | |
| 14 | Indah Kurnia Putri | | 14 <i>Indah</i> |
| 15 | Jesika Aulia Amara | 15 <i>Jesika</i> | |
| 16 | Leoni Fairin Pratama | | 16 <i>Leoni</i> |
| 17 | Nandia Safitri | 17 <i>Nandia</i> | |
| 18 | Nur Hidayanto | | 18 <i>Nur</i> |
| 19 | Prita Ameliya | 19 <i>Prita</i> | |
| 20 | Rayhan Ferdinand | | 20 <i>Rayhan</i> |
| 21 | Rehan Pratama | 21 <i>Rehan</i> | |
| 22 | Reva Marselina | | 22 <i>Reva</i> |
| 23 | Ridho Riyandika | 23 <i>Ridho</i> | |
| 24 | Riski Prastiyo | | 24 <i>Riski</i> |
| 25 | Riyan Kurniawan | 25 <i>Riyan</i> | |
| 26 | Salwa Anggarini | | 26 <i>Salwa</i> |
| 27 | Tara septiani | 27 <i>Tara</i> | |
| 28 | Teja adi pratama | | 28 <i>Teja</i> |
| 29 | Tirta Adji Ramadan | 29 <i>Tirta</i> | |
| 30 | Vica Dwi Wulundari | | 30 <i>Vica</i> |
| 31 | Widia Asih Lestari | 31 <i>Widia</i> | |
| 32 | Zahra Adellia Nurriska | | 32 <i>Zahra</i> |

ATTENDANCE LIST OF STUDENTS

Class: VIII B

Date: November 12th, 2019

| NO | NAME | SIGNATURE | |
|----|---------------------------|-----------|----|
| 1 | Aditya Prayoga | 1 | 2 |
| 2 | Aman Jaya Sugiarto | | |
| 3 | Anggun Shelsa Surya Hardi | 3 | |
| 4 | Arifan Wibisono | | 4 |
| 5 | Arneza Namira Putri | 5 | |
| 6 | Bagas Ade Himawan | | 6 |
| 7 | Bunga Aulia Fadhilah | 7 | |
| 8 | Carisa Dwi Bentara | | 8 |
| 9 | Desta Eka Pratiwi | 9 | |
| 10 | Devina Aurellia Daud | | 10 |
| 11 | Dwi Anjani | 11 | |
| 12 | Enggal Prasetyo | | 12 |
| 13 | Ibnu Alfarizqi | 13 | |
| 14 | Indah Kurnia Putri | | 14 |
| 15 | Jesika Aulia Amara | 15 | |
| 16 | Leoni Fajrin Pratama | | 16 |
| 17 | Nandia Safitri | 17 | |
| 18 | Nur Hidayanto | | 18 |
| 19 | Prita Ameliya | 19 | |
| 20 | Rayhan Ferdinand | | 20 |
| 21 | Rehan Pratama | 21 | |
| 22 | Reva Marselina | | 22 |
| 23 | Ridho Riyandika | 23 | |
| 24 | Riski Prastiyo | | 24 |
| 25 | Riyan Kurniawan | 25 | |
| 26 | Salwa Anggarini | | 26 |
| 27 | Tara septiani | 27 | |
| 28 | Teja adi pratama | | 28 |
| 29 | Tirta Adji Ramadan | 29 | |
| 30 | Vica Dwi Wulandari | | 30 |
| 31 | Widia Asih Lestari | 31 | |
| 32 | Zahra Adellia Nurriska | | 32 |

ATTENDANCE LIST OF STUDENTS

Class: VIII B

Date: November 19th, 2019

| NO | NAME | SIGNATURE | |
|----|---------------------------|-----------|----|
| 1 | Aditiya Prayoga | 1 | 2 |
| 2 | Aman Jaya Sugiarto | | |
| 3 | Anggun Shelsa Surya Hardi | 3 | 4 |
| 4 | Arifan Wibisono | | |
| 5 | Arneza Namira Putri | 5 | 6 |
| 6 | Bagas Ade Himawan | | |
| 7 | Bunga Aulia Fadhilah | 7 | 8 |
| 8 | Carisa Dwi Bentara | | |
| 9 | Desta Eka Pratiwi | 9 | 10 |
| 10 | Devina Aurellia Daud | | |
| 11 | Dwi Anjani | 11 | 12 |
| 12 | Eggal Prasetyo | | |
| 13 | Ibnu Alfarizqi | 13 | 14 |
| 14 | Indah Kurnia Putri | | |
| 15 | Jesika Aulia Amara | 15 | 16 |
| 16 | Leoni Fajrin Pratama | | |
| 17 | Nandia Safitri | 17 | 18 |
| 18 | Nur Hidayanto | | |
| 19 | Prita Amelia | 19 | 20 |
| 20 | Rayhan Ferdinand | | |
| 21 | Rehan Pratama | 21 | 22 |
| 22 | Reva Marselina | | |
| 23 | Ridho Riyandika | 23 | 24 |
| 24 | Riski Prastiyo | | |
| 25 | Riyan Kurniawan | 25 | 26 |
| 26 | Salwa Anggarini | | |
| 27 | Tara septiani | 27 | 28 |
| 28 | Teja adi pratama | | |
| 29 | Tirta Adji Ramadan | 29 | 30 |
| 30 | Vica Dwi Wulandari | | |
| 31 | Widia Asih Lestari | 31 | 32 |
| 32 | Zahra Adellia Nurriska | | |

KEY ANSWER OF PRE-TEST

| | | | | |
|----|---|---|---|---|
| 1 | A | B | C | D |
| 2 | A | B | C | D |
| 3 | A | B | C | D |
| 4 | A | B | C | D |
| 5 | A | B | C | D |
| 6 | A | B | C | D |
| 7 | A | B | C | D |
| 8 | A | B | C | D |
| 9 | A | B | C | D |
| 10 | A | B | C | D |

KEY ANSWER OF POST-TEST 1

| | | | | |
|----|---|---|---|---|
| 1 | A | B | C | D |
| 2 | A | B | C | D |
| 3 | A | B | C | D |
| 4 | A | B | C | D |
| 5 | A | B | C | D |
| 6 | A | B | C | D |
| 7 | A | B | C | D |
| 8 | A | B | C | D |
| 9 | A | B | C | D |
| 10 | A | B | C | D |

KEY ANSWER OF POST-TEST 2

| | | | | |
|----|---|---|---|---|
| 1 | A | B | C | D |
| 2 | A | B | C | D |
| 3 | A | B | C | D |
| 4 | A | B | C | D |
| 5 | A | B | C | D |
| 6 | A | B | C | D |
| 7 | A | B | C | D |
| 8 | A | B | C | D |
| 9 | A | B | C | D |
| 10 | A | B | C | D |

ANSWER SHEET PRE-TEST

NAME : _____

CLASS : _____

Please Give The Cross (X) To The Right Answer !

| | | | | |
|----|---|---|---|---|
| 1 | A | B | C | D |
| 2 | A | B | C | D |
| 3 | A | B | C | D |
| 4 | A | B | C | D |
| 5 | A | B | C | D |
| 6 | A | B | C | D |
| 7 | A | B | C | D |
| 8 | A | B | C | D |
| 9 | A | B | C | D |
| 10 | A | B | C | D |

ANSWER SHEET POST-TEST 1

NAME : _____

CLASS : _____

Please Give The Cross (X) To The Right Answer !

| | | | | |
|----|---|---|---|---|
| 1 | A | B | C | D |
| 2 | A | B | C | D |
| 3 | A | B | C | D |
| 4 | A | B | C | D |
| 5 | A | B | C | D |
| 6 | A | B | C | D |
| 7 | A | B | C | D |
| 8 | A | B | C | D |
| 9 | A | B | C | D |
| 10 | A | B | C | D |

ANSWER SHEET POST-TEST 2

NAME : _____

CLASS : _____

Please Give The Cross (X) To The Right Answer !

| | | | | |
|----|---|---|---|---|
| 1 | A | B | C | D |
| 2 | A | B | C | D |
| 3 | A | B | C | D |
| 4 | A | B | C | D |
| 5 | A | B | C | D |
| 6 | A | B | C | D |
| 7 | A | B | C | D |
| 8 | A | B | C | D |
| 9 | A | B | C | D |
| 10 | A | B | C | D |

ANSWER SHEET PRE-TEST

NAME : CARISA DWI BENTARA
CLASS : VIII^B (8)

B:6

Please Give The Cross (X) To The Right Answer !

| | | | | |
|--------------|--------------|--------------|--------------|--------------|
| 1 | A | B | C | D |
| 2 | A | B | C | D |
| 3 | A | B | C | D |
| 4 | A | B | C | D |
| 5 | A | B | C | D |
| 6 | A | B | C | D |
| 7 | A | B | C | D |
| 8 | A | B | C | D |
| 9 | A | B | C | D |
| 10 | A | B | C | D |

ANSWER SHEET PRE-TEST

NAME : TEJA ADI PRATAMA

CLASS : VIII B

B-4

Please Give The Cross (X) To The Right Answer !

| | | | | |
|---------------|--------------|--------------|--------------|--------------|
| 1 | A | B | C | D |
| 2 | A | B | C | D |
| 3 | A | B | C | D |
| 4 | A | B | C | D |
| 5 | A | B | C | D |
| 6 | A | B | C | D |
| 7 | A | B | C | D |
| 8 | A | B | C | D |
| 9 | A | B | C | D |
| 10 | A | B | C | D |

ANSWER SHEET POST-TEST 1

NAME : CAELISA DWI BENTARA
CLASS : VIII #

B = 7

Please Give The Cross (X) To The Right Answer!

| | | | | |
|----|--------------|--------------|--------------|--------------|
| 1 | A | B | C | D |
| 2 | A | B | C | D |
| 3 | A | B | C | D |
| 4 | A | B | C | D |
| 5 | A | B | C | D |
| 6 | A | B | C | D |
| 7 | A | B | C | D |
| 8 | A | B | C | D |
| 9 | A | B | C | D |
| 10 | A | B | C | D |

ANSWER SHEET POST-TEST 1

NAME : TEJA ADI PRATAMA

B.5

CLASS : VIII B

Please Give The Cross (X) To The Right Answer !

| | | | | |
|---------------|--------------|--------------|--------------|--------------|
| 1 | A | B | C | D |
| 2 | A | B | C | D |
| 3 | A | B | C | D |
| 4 | A | B | C | D |
| 5 | A | B | C | D |
| 6 | A | B | C | D |
| 7 | A | B | C | D |
| 8 | A | B | C | D |
| 9 | A | B | C | D |
| 10 | A | B | C | D |

ANSWER SHEET POST-TEST 2

NAME : CARISA DWI BENTARA
CLASS : VIII^B

B-8

Please Give The Cross (X) To The Right Answer!

| | | | | |
|----|--------------|--------------|--------------|--------------|
| 1 | A | B | C | D |
| 2 | A | B | C | D |
| 3 | A | B | C | D |
| 4 | A | B | C | D |
| 5 | A | B | C | D |
| 6 | A | B | C | D |
| 7 | A | B | C | D |
| 8 | A | B | C | D |
| 9 | A | B | C | D |
| 10 | A | B | C | D |

ANSWER SHEET POST-TEST 2

NAME : TEJA ADI PRATAMACLASS : VIII B

B.5

Please Give The Cross (X) To The Right Answer!

| | | | | |
|----|--------------|--------------|--------------|--------------|
| 1 | A | B | C | D |
| 2 | A | B | C | D |
| 3 | A | B | C | D |
| 4 | A | B | C | D |
| 5 | A | B | C | D |
| 6 | A | B | C | D |
| 7 | A | B | C | D |
| 8 | A | B | C | D |
| 9 | A | B | C | D |
| 10 | A | B | C | D |

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

CYCLE 1

Subject : English

Class/semester : VIII B/Ganjil

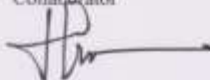
School : SMPN 2 BEKRI

| No | Student's Name | The aspects that are observed | | | |
|-------|----------------|---|----------------------------------|----------------------------------|--------------------------------------|
| | | The students pay attention of teacher's explanation | The students ask&answer question | The students are active in class | The students are able to do the task |
| 1 | AP | - | - | ✓ | - |
| 2 | AJS | ✓ | - | - | ✓ |
| 3 | ASSH | ✓ | ✓ | ✓ | ✓ |
| 4 | AW | ✓ | - | ✓ | ✓ |
| 5 | ANP | ✓ | - | ✓ | - |
| 6 | BAH | ✓ | ✓ | - | - |
| 7 | BAF | ✓ | - | ✓ | ✓ |
| 8 | CDB | ✓ | ✓ | ✓ | ✓ |
| 9 | DEP | - | ✓ | ✓ | - |
| 10 | DAD | ✓ | - | - | - |
| 11 | DA | - | ✓ | ✓ | ✓ |
| 12 | EP | ✓ | - | ✓ | - |
| 13 | IA | ✓ | ✓ | - | ✓ |
| 14 | IKP | ✓ | ✓ | - | ✓ |
| 15 | JAA | ✓ | - | ✓ | ✓ |
| 16 | LFP | - | ✓ | ✓ | - |
| 17 | NS | ✓ | ✓ | - | ✓ |
| 18 | NH | ✓ | - | ✓ | ✓ |
| 19 | PA | - | ✓ | ✓ | ✓ |
| 20 | RF | ✓ | ✓ | - | - |
| 21 | RP | - | - | ✓ | ✓ |
| 22 | RM | - | - | ✓ | ✓ |
| 23 | RR | ✓ | ✓ | - | - |
| 24 | RP | - | ✓ | - | - |
| 25 | RK | ✓ | ✓ | - | ✓ |
| 26 | SA | - | - | ✓ | ✓ |
| 27 | TS | ✓ | - | - | ✓ |
| 28 | TAP | ✓ | ✓ | ✓ | - |
| 29 | TAR | - | ✓ | - | ✓ |
| 30 | VDW | ✓ | - | ✓ | - |
| 31 | WAL | ✓ | ✓ | ✓ | - |
| 32 | ZAN | - | ✓ | - | ✓ |
| TOTAL | | 20 | 18 | 19 | 18 |

Note:

- Tick (√) for each positive activity
- Percentage of student's activities
 1. The students pay attention of teacher's explanation=
 2. The students ask and answer question=
 3. The students are active in class=
 4. The students are able to do the task=

Collaborator

**Heri Arwansyah, S.Pd**

Metro, November 2019

The Researcher

**Chelsy Chylindrica Effendi****NPM: 1501070158**

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

CYCLE 2

Subject : English

Class/semester : VIII B/Ganjil

School : SMPN 2 BEKRI

| No | Student's Name | The aspects that are observed | | | |
|-------|----------------|---|----------------------------------|----------------------------------|--------------------------------------|
| | | The students pay attention of teacher's explanation | The students ask&answer question | The students are active in class | The students are able to do the task |
| 1 | AP | - | ✓ | ✓ | - |
| 2 | AJS | ✓ | - | ✓ | ✓ |
| 3 | ASSH | ✓ | ✓ | ✓ | ✓ |
| 4 | AW | ✓ | ✓ | ✓ | ✓ |
| 5 | ANP | ✓ | - | ✓ | ✓ |
| 6 | BAH | - | ✓ | ✓ | - |
| 7 | BAF | ✓ | ✓ | ✓ | ✓ |
| 8 | CDB | ✓ | ✓ | ✓ | ✓ |
| 9 | DEP | ✓ | ✓ | ✓ | ✓ |
| 10 | DAD | ✓ | ✓ | - | - |
| 11 | DA | ✓ | ✓ | - | ✓ |
| 12 | EP | ✓ | ✓ | ✓ | ✓ |
| 13 | IA | ✓ | ✓ | ✓ | ✓ |
| 14 | IKP | ✓ | ✓ | ✓ | ✓ |
| 15 | JAA | ✓ | - | ✓ | ✓ |
| 16 | LFP | ✓ | ✓ | ✓ | ✓ |
| 17 | NS | ✓ | ✓ | ✓ | ✓ |
| 18 | NH | - | ✓ | ✓ | ✓ |
| 19 | PA | ✓ | ✓ | ✓ | ✓ |
| 20 | RF | ✓ | ✓ | ✓ | ✓ |
| 21 | RP | ✓ | - | ✓ | ✓ |
| 22 | RM | ✓ | ✓ | ✓ | ✓ |
| 23 | RR | ✓ | ✓ | ✓ | ✓ |
| 24 | RP | ✓ | - | ✓ | ✓ |
| 25 | RK | ✓ | ✓ | - | ✓ |
| 26 | SA | ✓ | - | ✓ | ✓ |
| 27 | TS | ✓ | - | ✓ | ✓ |
| 28 | TAP | ✓ | ✓ | - | ✓ |
| 29 | TAR | ✓ | ✓ | ✓ | - |
| 30 | VDW | ✓ | - | ✓ | ✓ |
| 31 | WAL | ✓ | ✓ | ✓ | - |
| 32 | ZAN | ✓ | ✓ | ✓ | - |
| TOTAL | | 29 | 45 | 28 | 25 |

Note:


- Tick (√) for each positive activity
- Percentage of student's activities
 1. The students pay attention of teacher's explanation=
 2. The students ask and answer question=
 3. The students are active in class=
 4. The students are able to do the task=

Collaborator

**Heri Arwansyah, S.Pd**

Metro, November 2019

The Researcher


Chelsy Chylindrica Effendi
NPM: 1501070158

OBSERVATION SHEET OF WRITER ACTIVITIES

CYCLE 1

| Researcher Activities | Good | Enough | Low |
|--|------|--------|-----|
| 1. Pre-teaching | | | |
| a. Preparing the lesson | ✓ | | |
| b. Preparing the material | ✓ | | |
| c. Class opening ability | ✓ | | |
| 2. While-teaching | | | |
| a. Informing the objective of learning | ✓ | | |
| b. Explaining the material used Save the Last Word for Me strategy | ✓ | | |
| c. Guiding the students to follow the lesson | | ✓ | |
| 3. Post-teaching | | | |
| a. Concluding the result of learning | ✓ | | |
| b. Class closing ability | ✓ | | |
| Tick (✓) for each positive effect | | | |

Bekri, 2 November 2019
Collaborator



Heri Arwansyah, S.Pd

OBSERVATION SHEET OF WRITER ACTIVITIES

CYCLE 2

| Researcher Activities | Good | Enough | Low |
|--|------|--------|-----|
| 1. Pre-teaching | | | |
| a. Preparing the lesson | ✓ | | |
| b. Preparing the material | ✓ | | |
| c. Class opening ability | ✓ | | |
| 2. While-teaching | | | |
| a. Informing the objective of learning | ✓ | | |
| b. Explaining the material used Save the Last Word for Me strategy | ✓ | | |
| c. Guiding the students to follow the lesson | ✓ | | |
| 3. Post-teaching | | | |
| a. Concluding the result of learning | ✓ | | |
| b. Class closing ability | ✓ | | |
| Tick (✓) for each positive effect | | | |

Bekri November 2019
Collaborator



Heri Arwansyah, S.Pd

Scoring Rubric Reading Comprehension

| No | Criteria | Score |
|----|---|-------|
| 1 | Students can identify the meaning of the ideas in the text | 0-20 |
| 2 | Students can identify the communicative purpose of the text | 0-20 |
| 3 | Students can identify main idea of the text | 0-20 |
| 4 | Students can identify information contained in the text | 0-40 |
| | Total | 100 |

Field Note Table

| NO | Date | Activity | Field Note Result |
|-----------|------------------------------------|-----------------|---|
| 1. | November,5th2019 | PreTest | In pre-test the researcher come to the class finally, introduce her self and explained her purpose. The reasearcher save a test to the students of multiple choice about descriptive text that consist 10 items because the pre-test activity is the way to know the students' of reading comprehension. |
| 2. | November,6th2019 | Meeting1 | In this meeting the condition of the of the class affective, the students gave attention to the researcher. After that, the researcher explained the material about descriptive text by using Save the Last Word for Me strategy. In addition, in meeting (cycle 1) the researcher observed about the learning activity pf students' SMPN 2 Bekri Central |

| | | | |
|-----------|---------------------------------------|--------------------|--|
| | | | Lampung. |
| 3. | November, 12th 2019 | Meeting 2 | In the second meeting, the researcher explain more about descriptive text on how apply Save the Last Word for Me strategy. In addition, the researcher observed about the learning activity pf students' SMPN 2 Bekri Central Lampung. The result of this activity is students have a progress to reading comprehension. |
| 4. | November, 12th 2019 | Post-Test 1 | At the stage, the researcher give the students 80 minutes to a post-test. The students got a 10 test multiple choice. The students were unsuccessful to got passing grade 70% of students score in post-test does not achieved |

| | | | |
|----|------------------------------------|--------------|--|
| | | | 60 as the minimal score. In addition, the pre-test 1 results only 12 or 37% students score got as MMC. |
| 5. | November, 13 th 2019 | Meeting 1 | In this meeting, the researcher continued the material about descriptive text by using Save the Last Word for Me strategy. In addition, the researcher observed about the learning activity of students' SMPN 2 Bekri Central Lampung. The result of this activity is students have a progress to reading comprehension. |
| 6. | November, 19 th 2019 | Meeting 2 | In the second meeting(cycle 2), the researcher explain more about descriptive text on how apply Save the Last Word for Me strategy. In addition, the researcher observed about the learning activity of students' SMPN 2 |

| | | | |
|----|--------------------------------|----------------|--|
| | | | Bekri Central Lampung. The result of this activity is students have a progress to reading comprehension. |
| 7. | November,19 th 2019 | Post-Test 2 | In this stage, the researcher give the post-test II to the students. The students got a 10 test multiple choice. The students were unsuccessful to got passing grade 70% of students score in post-test does not achived 60 as the minimal score. In addition, the pre-test 1 results 26 or 81% students score got as MMC. |

**The Condition of Teacher and Official Employers
at SMPN 2 Bekri**

| N | Name | Position |
|----------|----------------------------|------------------------|
| 1 | AHMAD DASUKI, S.Pd.MM. | Headmaster |
| 2 | SITI NURJANAH,S.Pd. | Co, Admitration |
| 3 | SUCIPTO, S.Pd. | Vice of Students |
| 3 | SUHARNO, S.Pd | Vice of Infrastructure |
| 4 | Ir. EFFENDI | Vice of Curriculum |
| 5 | TIA RANI,S.Pd. | Operator Lab. Science |
| 6 | DWI PRIYANTO, S.Pd. | Guidance OSIS |
| 7 | SUHINDARSIH,S.Pd. | Teacher Cancelling |
| 8 | MANISIH, S,Pd. | Head of Library |
| 9 | BAYU SEGARA,S.Pd | Operator Computer |
| 1 | IDA ROSMAINI,S.Pd | Teacher |
| 1 | HERI ARWANSYAH, S.Pd | Teacher |
| 1 | ENOK ROSITAWATI, S.Pd | Teacher |
| 1 | ROKHANI, S.Pd | Teacher |
| 1 | MANISIH, S.Pd | Teacher |
| 1 | SUWANDI,S.Pd. | Teacher |
| 1 | DESTI MARIA ULFA,S.Pd | Teacher |
| 1 | JUWITA RATNA SARI,S.Pd | Teacher |
| 1 | KASI YULIANTI,S.Pd | Teacher |
| 1 | HINDRAWAN ,S.Pd | Teacher |
| 2 | ASRI IRIANA WATI,S.Pd.I | Teacher |
| 2 | AGUS STIONO,S.Pd. | Teacher |
| 2 | AHMAD,S.Pd.I | Teacher |
| 2 | EVI ESIYANTI,S.E | Teacher |
| 2 | SUPRIYADI,S.Pd | Teacher |
| 2 | SRI UTAMI,S.Pd.I | Teacher |
| 2 | RANTI OKTAFIANA | Teacher |

| | | |
|---|---------------|---------|
| | | |
| 2 | NIKKY SAPUTRY | Teacher |

The Building of SMPN 2 Bekri

| No | Building facility | Quantity |
|----|----------------------|----------|
| 1 | classroom | 9 |
| 2 | library room | 1 |
| 3 | Administration room | 1 |
| 4 | Principal's office | 1 |
| 5 | Teacher council room | 1 |
| 6 | Basketball court | 1 |
| 7 | Student's Toilet | 1 |
| 8 | Teacher's toilet | 1 |
| 9 | OSIS room | 1 |
| 10 | Warehouse | 1 |
| 11 | Mosque | 1 |

source:school archive taken on September 19th, 2019.

DOCUMENTATION

PRETEST



CYCLE 1

Meeting 1



Meeting 2 and PostTest 1



CYCLE 2

Meeting 1



Meeting 2 and PostTest 2





CURRICULUM VITAE

My name is Chelsy Chylindrica Effendi born in Bekri, on August 28, 1997. I am the first child from Mr. Effendi and Mrs. Manisih. I was enrolled in SDN 2 Tanjung Raya on 2003-2009. I continued the study at SMP TMI Roudlatul Qur'an on 2009-2012. Then, I continued the study at SMA TMI Roudlatul Qur'an on 2012-2015. It was a long journey for me to find out my dream, finally in 2020, I was registered as a S1 student of English Education Department of State Islamic Institute of Metro.