AN UNDERGRADUATE THESIS

IMPROVING THE STUDENTS' READING SKILL
THROUGH TEAM ACCELERATED INSTRUCTION STRATEGY
AT THE EIGHTH GRADE OF SMP WIRATAMA KOTAGAJAH
CENTRAL LAMPUNG

By:
FEBRI PUJI LESTARI
St. NUMBER. 13107277

Tarbiyah and Teacher Training Faculty
English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1439 H/2018 M

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

By:

FEBRI PUJI LESTARI
Student Number: 13107277

Tarbiyah and Teacher Training Faculty
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APPROVAL PAGE

Title : IMPROVING THE STUDENTS' READING SKILL THROUGH TEAM ACCELERATED INSTRUCTION STRATEGY AT THE EIGHTH GRADE OF SMP WIRATAMA KOTAGAJAH CENTRAL LAMPUNG

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NOTA DINAS

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Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Nama   : Febri Puji Lestari

NPM   : 13107277

JudulSkripsi : Improving the Students' Reading Skill through Team Accelerated Instruction Strategy at the Eighth Grade of SMP Wiratama Kotagajah Central Lampung

Sudah kami dapat setujui dan dapat di munaqosahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

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NOTIFICATION LETTER

Metro, December 2017

Number   :
Appendix   :
Matter   : **In order to hold the Munaqosah**

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

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to the undergraduate thesis which is written by:

Name   : Febri Puji Lestari
Student Number : 13107277
Title   : Improving the Students' Reading Skill through Team Accelerated Instruction Strategy at the Eighth Grade of SMP Wiratama Kotagajah Central Lampung

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosah. Thank you very much.

Wassalamu'alaikumWr.Wb

Metro, December 2017

Sponsor,   Co- sponsor,

Dra. Umi Yawisah, M.Hum   **Syahreni Siregar, M.Hum**
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RATIFICATION PAGE

No: B-0254/In.28.1/D/PP.00.9/01/2018

An undergraduate thesis entitled: IMPROVING THE STUDENTS' READING SKILL THROUGH TEAM ACCELERATED INSTRUCTION STRATEGY AT THE EIGHTH GRADE OF SMP WIRATAMA KOTAGAJAH CENTRAL LAMPUNG, written by FEBRI PUJI LESTARI, student number 13107277, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, January 10th, 2018 at 15.00-17.00.

BOARD OF EXAMINERS:

Chairperson : Dra. Umi Yawisah, M. Hum   (....................)

Examiner I   : Drs. Kuryani Utih, M. Pd   (....................)

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IMPROVING THE STUDENTS' READING SKILL THROUGH TEAM ACCELERATED INSTRUCTION STRATEGY AT THE EIGHTH GRADE OF SMP WIRATAMA KOTAGAJAH CENTRAL LAMPUNG

ABSTRACT
By:
FEBRI PUJI LESTARI

The aim of this research is to know whether the use of Team Accelerated Instruction strategy can improve the students' reading skill of the eighth grade in SMP Wiratama Kotagajah. The researcher realizes that Team Accelerated Instruction strategy could be one of strategy in teaching learning process.

This research is classroom action research. The research used test, observation, documentation, and field note to collect the data. The classroom action research was 2 cycles. There are four steps in each cycle they are: planning, acting, observing and reflecting. The researcher gave one pre-test before treatment, two treatments and two post-test, the subject of this action research are the eighth grade in SMP Wiratama Kotagajah Central Lampung. This research used 26 students as object of research.

Based on the result, the average score of pre-test 57.53 became 64.42 in the post-test cycle I became 73.26 in the post-test cycle II. These were indicating that there was improving the average scores after doing the action or after using Team Accelerated Instruction strategy in teaching and learning process. It could be concluded that using Team Accelerated Instruction strategy could be improved the students reading skill at the eighth grade of SMP Wiratama Kotagajah Central Lampung.

Key Words: *Reading Skill, Team Accelerated Instruction Strategy*

**PENINGKATKAN KEMAMPUAN MEMBACA SISWA
MELALUI STRATEGI *PENEMPATAN KELOMPO*K DI KELAS VIII
SMP WIRATAMA KOTAGAJAH LAMPUNG TENGAH**

ABSTRAK
Oleh:

FEBRI PUJI LESTARI

Tujuan penelitian ini adalah untuk mengetahui apakah strategi penempatan kelompok dapat meningkatkan kemampuan membaca siswa. Peneliti menyadari bahwa strategi penempatan kelompok dapat menjadi salah satu strategi dalam proses belajar mengajar.

Penelitian ini adalah penelitian tindakan kelas. Penelitian ini menggunakan tes, observasi, dokumentasi dan catatan dalam pengumpulana data. Penelitian tindakan kelas ini dilakukan dalam 2 siklus. Ada 4 tahap dalam setiap siklus yaitu perencanaan, tindakan, observasi dan refleksi. Dalam penelitian ini siswa diberikan pre-test sebelum tindakan, 2 kali tindakan, dan 2 post-test. Penelitian ini dilaksanakan dikelas VIII SMP Wiatama Kotagajah Lampung Tengah. Penelitian ini menggunakan 26 siswa sebagai objek penelitian.

Berdasarkan hasil penelitian, nilai rata-rata pada pre test 57.53 menjadi 64.42 pada post test di siklus I menjadi 73.26 di post test siklus II. Hal tersebut menandakan bahwa adanya peningkatan nilai rata-rata setelah melakukan atau menggunakan strategi penempatan kelompok dalam proses belajar dan mengajar. Dapat disimpulkan bahwa Strategi penempatan kelompok dapat meningkatkan kemampuan membaca siswa di kelas delapan SMP Wiratama Kotagajah Lampung Tengah.

Kata Kunci: *Kemampuan Membaca, Penempatan Kelompok*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name	: Febri Puji Lestari
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States that this undergraduated thesis is originally the result of the writer's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, November 2017

The writer

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ORISINILITAS PENELITIAN

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

Metro, November 2017

Penulis

Febri Puji Lestari
NPM.13107277

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MOTTO

<div dir="rtl">

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾

إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

</div>

5. "So verily, with every difficulty, there is relief"

6. "Verily with every difficulty there is relief"

Therefore, when thou art free (from thine immediate task)

still labour hard.

(QS. Al-Insyirah: 5-6)

DEDICATION PAGE

All praise be Allah SWT, I highly dedicate this undergraduate thesis

to :

My beloved parents Mr .Suripto and Mrs. Mujiati for giving their endless love, and who always protecting me, as my inspiration of my life, who always pray for my success, and my spirit in my life, thank you so much for everything.

My beloved sister Okta Dewi Anggraini and My beloved brother

Yanuar Tri Pujianto thanks for your support and your care.

All my big family whom I love.

My lovely best friends Krisna Septiana, Septa Merlin, Nurleni Aryanti, Eva Yulita And Clara Lolaita thanks for your support and your spirit to helped me.

My beloved classmates' A Class TBI'13, thank you very much who gave me new family, new experiences (laugh, love, happiness, crazy, and solid) and keep always gave me support until the end

My beloved Almamaters The State Institute For Islamic Studies of

Metro

ACKNOWLEDMENT

In the name of Allah, the most gracious, the most marched praise in to Allah, the lord of the world who his mercy and blessings, none of these would be possible. He has give his accomplish to this undergraduate thesis. Realizing that this undergraduate thesis is about "Improving the Students' Reading Skill through Team Accelerated Instruction Strategy at the Eighth Grade of SMP Wiratama Kotagajah Central Lampung" would not be accomplished without any helps and supports from many helpful individuals. In this lovely chance, I would like to sincerely acknowledgment his gratitude.

The first of all, the deepest gratitude would be addressed to my beloved parents for understanding and supporting me to finish the undergraduate thesis soon, and always pray for me to be a successful person. The writer cannot stand alone, there were many persons who contributed their meaningful hands in accomplishing her undergraduate thesis that the writer could not mention one by one.

The researcher would like to thank her parents for financial and spiritual support. The researcher thanks also go to Dra. Umi Yawisah, M. Hum and Mrs. Syahreni Siregar, M.Hum for being patient and efficiency during the accomplishment of this undergraduate thesis. May Allah SWT give them His better reward for their spending time to support and guide during the undergraduate thesis writing process.

Finally the researcher deepest gratitude also go to my classmate especially my best friend Eva Yulita, Clara Lolaita, Rosita Aryani, Imah, Septa Merlin, Lilik Nurmala, Krisna Septiana, Nurleni Aryanti, Indrawan, Umi, Wiji, Alvi, Anggun, Aal, Uyuy, Selvi, Rizka, Meli, Hary, Anisa, Iyon, Ipin, Hadit, Rensi, Eka and all of the member of A class in English Education Study Program thank you so much for everything. My friends in English Educational Study Program at the academic year 2013. My Almamater IAIN Metro.

Nobody is perfect. The researcher do apologizes for all mistakes she has made in writing and presentation items. Hopefully, this undergraduate thesis can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Metro, November 2017
The writer,

FEBRI PUJI LESTARI
St.ID. 13107277

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is one of the important aspects in human life. The function of language is to communicate each other. With language we can express our ideas, opinion, discussion and transferring information to the other people. Language is a means of human communication because without language the people can not communicate and understand each other. In order to be successful to join to the communicative interaction, the people must use their language according to the conventional rules among their community in order to they can interact and communicate well.

The language learners should be master four skills in language. The four skills that must be mastered by all language learners are Listening, Speaking, Writing, and Reading. Reading is one of the skills that the students have master. The students who have good skill in reading will be easy to get information, knowledge, and idea from sources they read. But so far, the learners still find difficulties to improve their reading skill because they seldom do the reading activity at school and material for reading is not interesting for them. The success of their study depends on their ability to read. If they have a good ability in reading, they have better chance to success in their study. Reading is a process very much determined by what the reader's brain, emotions and beliefs bring to the reading the knowledge,

strategies for processing text. Readers need motivation and concentrate to learn reading skill. Reading is not only about read texts, but also reading is about skill. Without skill, readers will not know the contents and main idea in the text. Therefore, reading is the process of reader combining a text to build meaning. Reading is what people know the contents of the text.

There are some factors that influence the students in mastering English, especially in reading skill. Students' have low knowledge and motivation. If the students' knowledge of English is poor, it will impact toward their achievement especially in reading skill. In addition, many students have low motivation in reading. Most of the students are uninterested in reading a lot of the text, whereas they also lack of vocabulary and grammar and these are one of obstacles which have been faced by the English teachers. Based on the observation with English teacher of eighth grade in SMP Wiratama Kotagajah, it is found that the students' reading skill is not satisfactory yet. Most of the students at the eighth graders have difficulties to understand the text in English well. The low of students' skill in reading English text is very influence toward the students reading skill, so the knowing and understanding of the text from the students will improve their skill.

The other factors come from the teacher. The students do not understand the subject well if they do not find out any variation in the teaching of English, especially in the teaching reading process. If the teacher only asks the students to read aloud the text sentence by sentence and asks them to translate it in the teaching – learning process, the students are not interested in reading seriously. It

can influence the students' achievement and they are not able to learn English well. The students should be given an interesting reading materials, motivation, and chance to study together in improving reading competence. The teachers have the important role to encourage students' awareness in reading. They should be able to apply an appropriate strategy in the teaching – learning to make the students interested in their learning and finally they easily master the reading skill. So, the students need something to solve those problems. This is supported in the pre-survey data that the researcher do at April, 27, 2017 the table showing the students' reading skill at eighth grade of SMP Wiratama Kotagajah as follows:

Table 1

The Data Score of Pre Survey Reading Skill at the Eighth Grade of SMP Wiratama Kotagajah

No	Name	English Learning Achievement	
		Score	Category
1	APM	33	Low
2	BA	80	High
3	DJA	53	Fair
4	DAS	33	Low
5	ES	26	Low
6	FR	60	Fair
7	HA	53	Fair

8	IS	40	Low
9	IIY	26	Low
10	JPPS	40	Low
11	KEO	20	Fair
12	LAE	46	Fair
13	M.I A	33	Low
14	MPK	60	Fair
15	MP	60	Fair
16	MVP	46	Fair
17	MNS	66	Fair
18	MRM	60	Fair
19	NO	73	High
20	RA	53	Fair
21	RT	73	High
22	RA	53	Fair
23	SOK	66	Fair
24	TS	33	Low
25	VL	66	Fair
26	AAR	73	High
Total Average		1325 = 50.96	

Source: English teacher in the eighth grade of SMP Wiratama Kotagajah

Table 2

The Criteria of Learning Result

No	Categories	Score	Frequencies	Percentages
1.	High	71-100	4	15%
2.	Fair	41-70	13	50%
3.	Low	0-40	9	35%
Total			26	100%

Based on the data above, it can be seen that the students' reading skill must be improved. The students who get score 71-100 are 4 students or 15%, the students who get score 41-70 are 13 students or 50%, and the students who get score 0-40 are 9 students or 35%.

The indicator of success of reading skill at the eighth grade of SMP Wiratama is 70. So, if the student have a score $\leq$ 70 it means that the student have clear in reading skill, but if the student have a score $\geq$ 70 it means that student do not say clear in reading skill.

Therefore, the researcher will conduct the research entitled: "Improving The Students' Reading Skill Through Team Accelerated Instruction Strategy at the Eighth Grade of SMP Wiratama Central Lampung.

B. Problem Identification

Based on the background explained above, the researcher identifies some problems as follow:

1. The students have low in reading skill.

2. The students have low motivation in learning English

3. The students are not interested in the reading materials

4. The students make some mistakes when they read English text

5. The students not confidents to read the text they feel enjoy if read with their group.

C. Problem Limitation

In line with the problems mentioned above, the researcher limits the problem only to improve the students' reading skill by using team accelerated instruction at the eighth grade of SMP Wiratama Kotagajah Central Lampung

D. Problem Formulation

Based on the problems above, the researcher formulates the problem in this research as follows: "can the use of Team Accelerated Instruction Strategy improve the students' reading skill at the eighth grade of SMP Wiratama Kotagajah Central Lampung?

E. Objective and Benefit of The Study

1. Objective of the study

   The objective of the study is to know "whether the use of Team Accelerated Instruction Strategy can improve the student's reading skill at SMP Wiratama Kotagajah".

2. Benefits of the study

   After showing this research and finding the results the researcher hopes that it will be useful for:

   a. For the students:

1. To motivate the student in learning English especially in reading skill.

2. To enable the students improving their reading skill.

b. For the teacher:

The researcher hopes them to be able to use some way in helping the students to be more creative in applying learning process by using team accelerated instruction strategy.

c. The headmaster can convey to the teachers that they should know students' problems in order to reach learning process effectively.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Review

1. Reading

a. The Concept of Reading

Anthony, H. Pearson, and Raphael, contend that reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation.[1]

Reading is a fluent process of readers combining from a text and their own background knowledge to build meaning. The goal of reading is comprehension. Strategic reading is defined as the ability of the reader to use a wide variety of reading strategies to accomplish a purpose for reading.[2] Reading is a complex process made up of several interlocking skills and processes.[3]

Moreover, Andrew P. Johnson states that, reading is the practice of using text to create meaning. If there is no meaning being created, there is no reading taking place.[4]

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[1] Thomas S. C. Farrel, *A Strategic Approach to Teaching Reading,* (Singapore: National Institute of Education, 2002), p.137.
[2] Nunan, David, *Practical English Language Teaching*, The McGraw-Hill Companies, p. 68
[3] Tankersley, Karen, *The Threads of Reading*, Association for Supervision and Curriculum Development, p. 2
[4] Johnson, Andrew P, *Teaching Reading and Writing: A Guidedbookfor Tutoring and Remediating Students,* Rowman and little field Education, p. 3

According to Patel, "Reading is an active process which consists of recognition and comprehension skill.[5] Reading not only a source of information but also as means of consolidating and extending one's knowledge of the language.

Furthermore, Jennifer states that reading is thinking and understanding and getting at the meaning behind a text.[6] From the definitions above, the meaning of reading can be concluded as a complex activity process which is very important involving the language and thought in order to get meaning behind text, science or information.

b. **The Concept of Reading Skill**

A skill is a combination of ability, knowledge and experience, that enables a person to do something well.[7] It means that skill is the ability to comprehend the passage requires the power of understanding the total meaning of the passage. A skill is something you do automatically without thinking about it and you do it the same way every time.[8]

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[5] M.F. Patel & Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)*, Sunrise Publishers & Distributors, p. 113

[6] Serravallo, Jennifer, *Teaching Reading in Small Group: Differentiated Instruction for Building Strategic, Independent Readers*, Heinemann Portsmouth, NH, p.43

[7] Boyatzis, Richard E and Kolb, David A. *"From Learning Styles to Learning Skills: The Executive Skills Profile"* University Press Vol.10, No.5, (1995) p.4.

[8] G. Duffy, Explaining *Reading: A Resource for Teaching Concepts, Skills, and Strategies*, (New York, London: The Guilford Press, 2009). p.13.

Grabe and Stollercontend that reading skill is represent linguistic processing abilities that are relatively automatic in their use and their combinations (word recognition, syntactic processing).[9]

In addition, reading skill involves correlating elements of language with meaning. All elements of language are 'words' and it must be quite clear that part of what is involved in understanding a text is understanding the meanings of individual words in that text.[10]

According Dutta, reading skill is goal directed, highly integrated and well organized, acquired through practice and training, and gradually automatized.[11]

Based on the explanations above, the researcher concludes that reading skill includes skills acquired through reading, such as comprehension, fluency, unitary competence and independence. Overall, theses skills give students the ability to turn words in a page into a clear meaning.

c. **The Process of Reading**

There are three stages of the process reading, such as:

1) First stage is the recognition stage. At this stage the learner simply recognizes the graphic counter parts of the phonological items.

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[9] John S. Hedgcock and Dana R. Ferris, *Teaching Readers of English (students, text and contexts)*,Routledge New York, p .3

[10] Geoffrey Broughton et. Al., *Teaching English as a foreign language*, Routledge Education Books, P.94

[11]*Ibid*

2)   The second stage is the structuring stage. The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.

3)   The third stage is the interpretation stage. This is the highest level in the process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discards. [12]

d. Types of Reading

There are four types of reading, such as:

1) Intensive Reading

Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. [13]

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.

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[12] M.F. Patel & Praveen M. Jain, *English Language.*, p. 116
[13] Ibid p. 119

3) Aloud Reading

According to S. Venkateswaran reading aloud is not useful at the secondary level because of the following reasons:

1. It is very difficult skill. In unseen text or in other text there are many words which student does not know how to pronounce it.

2. If student have riot prepared himself for reading, it will be very difficult for him. The reading will be unnatural.

3. Reading basically is reading silently.

4) Silent Reading

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 of habit in which learner are enabled to read without any audible whisper.[14]

e. The Principles of Reading

According to Harmer, there are some principles behind the teaching of reading these are:

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[14] Dr. M.F. Patel & Praveen M. Jain, *English Language.,* p. 117-124

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

2. Students need to be engaged with what they are reading. As with everything else in lessons, students who are not engaged with the reading text, actively, not interested in what they are doing, are less likely to benefit.

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

4. Prediction is a major factor in reading. When we read texts in our own language, we frequently have a good idea of the context before we actually read.

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

6. Good teacher exploit reading text to the full. They integrate the reading text into interesting class sequences, using the topic for

discuss and further tasks, using the language for study and later activation. [15]

f. The Measurement of Reading Skill

To know the achievement of reading skill should be measured use the assessment of reading. There are the measurements of reading skill according to Grenall and Swan, as follows:[16]

Table 3

The Measurement of Reading Skill

Aspect	Category	Indication
Clarity	5(exellent)	Question and answers were clear and comprehensible
	4 (good)	Question and answers were awkward at times but always understandable
	3(Fair)	Question and answers were awkward and incomprehensible to understand at times.
	1-2(bad)	All question and answers were awkward and incomprehensible
Voice/Non-Verbal Communication	5(exellent)	Pronunciation, intonation, and accuracy was clear, and expression were used to enhance communication

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[15] Jeremy Harmer, *How to Teach English*, Longman, p. 70
[16] Simon Grenall and Michael Swan, *Effective Reading:Reading Skill for advanced students: Teacher's Book*, (Cambridge: Cambridge University Press, 1994), P. 34

	4 (good)	No serious problems arose, but better pronunciation, intonation, and accuracy. Non-verbal communication could have made communication more efficient.
	3(Fair)	Some communication problems arose due to unclear pronunciation and lack intonation/accuracy and expression. Students may have beet difficult to hear and had problems to expression himself correctly.
	1-2(bad)	Pronunciation, intonation, accuracy and expression confused communication. Students may have been very difficult to hear and couldn't express himself correctly.
Fluency	5(exellent)	Student noted as a facilitator, helping the conversation flow and develop. No pauses were present at all.
	4 (good)	Some minor difficulties maintining the conversation were evident. There may have been a few pauses.
	3(Fair)	Some effort was required to maintain the conversation. There may have been long pauses.
	1-2(bad)	Much effort was required to maintain the conversation. There were many long pauses..
Comprehension	5(exellent)	The student fully understood the text and question asked and answered correctly.
	4 (good)	The student understood most of what was asked text and question were only asked once.

	3(Fair)	The students showed little comprehension of text and questions. Question had be repeated
	1-2(bad)	Students was unable to comprehend questions and text. Question were repeated more than one time.

2. Team Accelerated Instruction Strategy

a. The Concepts of Team Accelerated Instruction Strategy

According to Robinson Team Accelerated Instruction is a strategy when students take a placement test and begin instruction at an appropriate place in an individualized sequence. Students may proceed at different rates and work on different units which contain a guide page reviewing the concepts, skill practice pages, formative quizzes, a 15-item unit test, and answer pages so that a student monitor may score the test.[17]

Students take tests twice a week. The management functions of securing materials, checking student papers, and scoring tests are the responsibility of the students. After each two-week period of individualized instruction, the teacher conducts group-paced instruction for a week.[18]

Team accelerated instruction is a program of research and development on a strategy that combines cooperative learning and

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[17] Ann Robinson, Ph.D, *Cooperative Learning and the Academically Talented Student*, The National Research Center on the Gifted and Talented, p. 3
[18] Ibid, p. 4

individualized instruction.[19] Furthermore, Team accelerated instruction is a combination o individualized instruction and team learning designed for use in elementary and middle school.[20]

According Kagan, Team Accelerated Instruction was designed to allow each student to progress at his or her own rate, working on the skills he or she most needs.[21]

Moreover, Team Accelerated Instruction is students is placed in groups and works on their own assignments and then helps other group members with their assignments. Group members are rewarded for the success of the group.[22]

Based on the statement above, it can be concluded that team accelerated instruction is teaches cooperation by forming teams of students who can help each other to achieve team goals and improve the individual ability.

b. **The Procedure of Team Accelerated Instruction Strategy**

There are some procedures of Team Accelerated Instruction, they are:

1) Teacher divides the students into groups based on their different abilities. The teacher divides it by giving numbers to

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[19]Robert Slavinet. Al., *Learning to cooperate, cooperating to learn,* Springer Science, Business media, LLC P. 180

[20]Robert E Slavin, *Student Team Learning: A practical Guide to Cooperative Learning. Third Edition*, National Education Association,Washington, D.C. p. 11

[21] Dr. Spencer Kagan, Miguel Kagan, *Cooperative Learning*, KaganKcl: BKCL, p.462

[22] Adam, Antony Ry, *Cooperative learning effect on the class*, Michigan, p.9

all students, and the groups consist of the students who have the same numbers. Each group consists of four students and they are assigned to complete specific learning material or homework.

2) Each group is given the series of specific tasks to be done together. Points in the task are sequentially distributed to each member (eg. for material that consists of 15 questions, it means four members in each group must take turns to answer the questions about it).

3) All members have to check the answers each other in the group and give assistance each other if needed.

4) After that, each member is given individual tests without assistance from other members. During individual tests, teachers should give more attention to each student.

5) Each week, teacher sums how many questions can be answered by each group. Reward is given to groups that are able to answer most questions correctly and able to finish homework well. Teacher provides extra points to individuals that are able to obtain an average score on the final exam.

In the Team Accelerated Instruction strategy, students have to check their works each other and they have to work each other based on the series of specific questions, the teacher can give cursory explanation about the questions which were

mostly considered complicated by the student. In this Accelerated Instruction strategy, individual accountability, equal opportunities for success and motivational dynamics become the main elements to be emphasized by the teacher.[23]

c. The advantages and disadvantages of Team Accelerated Instruction Strategy

There are some advantages of team accelerated instruction, they are: individualization provides for needs of all students, gives students success at their own level. Students do almost all scoring and manage materials. Materials are completely pre-pared; very little out-of-class time needed, Students usually learn rapidly.[24]

There are some disadvantages of team accelerated instruction, they are: not clear how far ahead the student is allowed to advance, team accelerated instruction materials emphasize basic operations, Students are responsible for paper work management which reduces instructional time and time on academic task circles.[25]

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[23]Robert Slavin et. Al., *Learning to cooperate, cooperating to learn,* Springer Science, Business media, LLC p .184

[24] Robert E,Slavin*, Student Team Learning: A Practical Guide to Cooperative Learning. Third Edition, National Education Association*, Washington, D.C, p.22

[25]Robinson, Ann, *Cooperative Learning and The Academically Talented Student. Research-Based Decision Making Series*, National Research Center on the Gifted and Talented Storrs, Ct, p.36

B. Action Hypothesis

Based on the theoretical review above, the researches formulate the action hypothesis that the use of Team Accelerated Instruction Strategy can improve the students' reading skill at the eighth grade of SMP Wiratama Kotagajah Central Lampung.

CHAPTER III

RESEARCH METHODOLOGY

A. The Operational Definition of Variable

In this research, the variable of the research were divided in two variables, such as:

1. **Independent Variable**

   Independent variable is the major variable which you hope to investigate. It is the variable which is selected, manipulated, and and measured by the researcher. Besides, it is the variable that influenced to the other variable. In this research, the independent variable is using Team Accelerated Instruction.

2. **Dependent Variable**

   Dependent variable is the variable which is observed and measured to determine the effect of the independent variable. In this research, the dependent variable is reading skill.

B. Setting of Research

This research will be done at the eighth class of SMP Wiratama Kotagajah Central Lampung, which consists of 26 students'.

The research will be held as the eighth class because most of students are have low English especially in reading skill. Data of the subject at the

eighth class SMP Wiratama Kotagaah Central Lampung can be seem in pre-survey data.

C. Subject of Research

The subjects of the study in classroom action research are twenty-six students in class VIII of SMP Wiratama Kotagajah Central Lampung. The researcher found the problems that the student have low reading skill.

Table 4

The Subject of the Research

No	Class	Sex		Total
		Male	Female	
1	VIII	14	12	26
	Total	14	12	26

D. Action Plan

1. The Definition of Classroom Action Research

Donal Ary explains that action research is about taking action based on research and researching the action taken. Action research has been used in a variety of settings, including schools, hospitals, health clinics, community agencies, government units, and other environments. It can be used to enhance everyday work practices, to resolve specific problems, and to develop special projects and programs. Action research is based on the premise that local conditions

vary widely and that the solutions to many problems cannot be found in generalized truths that take no account of local conditions.[26]

Action research is a method for improving and modifying the working system of a classroom in school. The teachers and principal are able to study their problems of teaching scientifically. It is an objective oriented method. The action research project does not contribute in the fund of knowledge but it improves and modifies the current practices.[27]

According Stephen M. Corey, action research is the process by which practitioners attempt to study their problems scientifically in order to guide, correct and evaluated their decision and actions, a number of people have called action research.[28]

Based on the quotations above, it can be interfered that classroom action research is the process in which participants examine their own educational practice systematically and carefully using the techniques of research. In this case, researcher also need collaborator to help her research in order to be more effective.

In this research, the researcher conducts classroom action research to observe the students' reading skill. It was conducted in two cycles. They were including of planning, acting, observing, and reflecting.

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[26]Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, and AsgharRazavieh, *Introduction to Research in Education*, (Canada, 2006), p. 512

[27]Yogesh Kumar Singh, *Fundamental of Research Methology and statistics*, New Age International Publishers, p. 261

[28]Ibid, p. 263

Here is step of classroom action research design by Kemmis and McTaggart.

Figure 1.

The action research Spiral
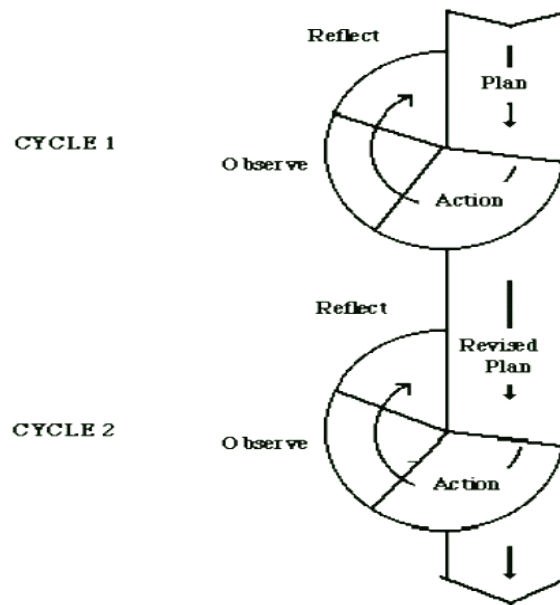
Figure 1.1 illustrates the spiral model by Kemmis and McTaggart.[29]

Based on the design above, it was explained that this research would be done through two cycles, each cycle consist of 4 steps.

2. **Classroom Action Research (CAR) Procedure**

Classroom Action Research (CAR) Procedures are:

a. **Cycle I**

1) **Planning**

Planning is the first step in every activity, the researcher and the collaborator will discuss the planning of action that will

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[29]ValsaKoshy, *Action Research for Improving Practice: A Practical Guide*, (London: Paul Chapman Publishing, 2005), p.4.

be applied in teaching reading. The researcher and the collaborator will identify the problem in teaching reading and find the problem solving. Here is the step that the researcher will do in planning:

a. Making the schedule of the research

b. Preparing material and making a lesson plan

c. Designing the steps doing the action

d. Preparing list of the students' name and scoring

e. Making an observation sheet

f. Making pre-test and post test each cycle

g. The researcher prepares format to observe.

h. The researcher prepares format to evaluate the student's activities after teaching learning process.

2) Acting

Acting is the second step from research as the implementation or applying the content of planning. In this step the teacher must do the suitable activities by the planning the researcher has made.

Here is the step that the researcher will do in action:

1) Greeting

2) Praying

3) The teacher gives motivation for the students

4) The teacher informs about the material

5) Teacher explains about what is the team accelerated instruction in reading skill.

6) Teacher divides students into several groups.

7) Teacher asks the groups to read the topic given by teacher. And then each group discussed the topic talk about with their group members.

8) After that, teacher asks the group to present the result of discussion one by one.

9) After finish the teacher gives exercise and the teacher gives score.

3) Observing

In this step, the researcher observes the process of teaching learning by using instrument of observation. The researcher conducts the activities such as: the student's activity, students reading skill by using team accelerated instruction strategy. The point which researcher want is the participation of the students in discussion process, they active in class, understand and repeat about the topic, and give their opinion or arguments about the case.

4) Reflecting

In this stage, the researcher analyzes the result of the test, uses the observation sheet. That will be used to revise the steps in Cycle I in order to be better than before. The researcher as a

teacher also does self evaluation; it is expected to reform next cycle.

b. Cycle II

1) Planning

Planning is the first step in this activity. Planning is important because it help the researcher to make easier the research. Here is step that the researcher can make in planning:

a) The teacher makes a lesson plan.

b) The teacher prepares the material, approach and strategy of teaching.

c) The teacher prepares the source of learning.

d) The teacher prepares format to observe.

e) The teacher prepares format to evaluate the students' activities after teaching learning process.

2) Acting

After the planning has done, the next step is acting. It is the realization from the planning the writer has made. Here is the description of the steps:

a) Pre Teaching Activities

1) Praying and greeting the students.

2) Checks the attendant list.

b) While Teaching Process

1) The teacher applies the lesson plan.

2) The teacher explains about what is team accelerated instruction in reading skill.

3) The teacher evaluates the students' activities after teaching learning process by analyze the text.

4) The teacher gives an exercise.

c) Post Teaching Activities

1) The teacher gives the evaluation test.

2) The teacher gives exercise related the test

3) **Observing**

Observation is the activity of recording the event and action. Based on the observation, the researcher determines whether is there anything that the researcher has to be improving soon in order that action achieves the aim of the researcher wants. The researcher observes them in every activity.

4) **Reflecting**

The reflecting is the last step that the researcher done. The researcher will try to see and muse again something that the researcher has done. It is also to know whether there is effect to the students' learning process.

By reflecting, the researcher will know the strength and the weakness from the action that the researcher has been done.

After comparing the score distribution of pre-test and post-test, the researcher review and reflect on the attitude and teacher performance whether is positive or negative.

E. Data Collection Method

To collect the data, the researcher uses the data collection method as follows:

1. Test

The researcher was use test as one of research instrument in order to know students' ability and to know how well the students can improve their reading skill. According Brown Douglash, test is a method of measuring a person's ability or knowledge in a given domain. A test is a set of techniques, procedures, items that constitute an instrument of some sort that requires performance or activity on the part of the test taker.[30] The researcher will use test in form pre-test and post-test. The tests will give to know the students' achievement before and after the learning process.

a. Pre-test

The researcher was given the pre-test to the students at the first meeting before doing the treatments. The purpose of the pre-test is to

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[30]H. Douglash Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy,* (San Francisco State University: Longman 2001), Second Edition, p.384-385.

know the skill of students' reading skill before doing the action research.

b. Post-test

The post-test was given in the last meeting after doing treatments to find out whether the treatments gave any contribution to the students' reading skill in the class or not. The improvement can be seen if the average score of the post-test is higher than pre-test.

2. Observation

Observation is observing and measuring the world around you, including observations of people and other measurable events.[31]It was used to get the data about the students and the teacher activities in teaching and learning process. The observation will be conducted to process of discussion in classroom about reading skill, how far the students active in learning process.

3. Documentation

Documentation is instrument to collect the data about the past event that has been documented. The researcher uses this method to get the data about history of the school, the sum of the teachers, official employed and students at SMP Wiratama Kotagajah.

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[31]Dana lynn Driscoll, *Introduction to Primary Research Observations, Surveys, and Interviews,* Library of Congress Cataloging-in-Publication Data, p. 154

4. Field Note

The researcher use field note to make easy when analyzed and collected the data more accurately. The researcher used this strategy to know students activities and to record all the data during teaching process it is done after finishing of teaching learning process.

F. Data Analysis Technique

Data analysis given conducted by taking the average score of the pre-test, post- test in cycle I and cycle II. Furthermore the result will match by the minimum standard in this semester in this semester at least 70. If from cycle I there are some students not successful, so we will continue to cycle II. The minimum cycle in CAR (Classroom Action Research) were two cycles, if from cycle II all of the students were successful, the cycle able to stopped until cycle II only. The formula to get the averages of pre-test and post-test as follow:

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

Note: $\overline{X}$ = mean

$\sum$ = sum of

X = raw score

N = number of cases[32]

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[32]Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, and AsgharRazavieh, *Introduction to Research in Education*, (Canada, 2006), p. 108-109.

Besides that, to measure the percentage of students' activities, the researcher used the formula:

$$P = \frac{F}{n} \times 100\%$$

Notes :

P = Mean Score

F = Total of Students

n = Number of The Students

G. The Indicator of Success

The indicator of the successful takes from the process and the result of the action research. The students are called success if 70% students get 70 and 70% active in learning process.

CHAPTER IV

RESULT OF THE RESEARCH

A. Result of The Research

1. The History of SMP Wiratama Kotagajah

SMP Wiratama Kotagajah Central Lampung established in 1985. The school is located at the Jendral Sudirman street No. 17, Kotagajah Central Lampung. Since inception, SMP Wiratama Kotagajah undergone several changes in principle are:

a. Noeryanto, BA (1985-1987)

b. Drs. Usa Heriyanto (1987-1989)

c. Dra. Hj. Neti Latuni (1989-2001)

d. Drs. Hi. Sumadi (2001-2008)

e. Agus Junaidi (2008)

f. Dra. Lis Setiarsih (2008-2016)

g. Oke Erawati, S.Pd (2017-now)

2. The Condition of the Teacher and their Educational Background in SMP Wiratama Kotagajah

The number of teachers and staff names in academic year of 2017/2018 are 29 consists of 25 teachers and 4 staff administration of the school. It can be identified as follows:

Table 5

The Teachers and their Educational Background

No	SMA/MA	D1	D3	S1	Total
1	3	3	2	21	29

Source: Observation Result at SMP Wiratama Kotagajah Central Lampung

3. The Quantity of the Students at SMP Wiratama Kotagajah

The conditions of the students at SMP Wiratama Kotagajah who registered the academic year 2017/2018.

Table 6

The Quantity of the Students at SMP Wiratama Kotagajah

Academic Year 2017/2018

No	Gender	VII	VII	IX
1	Male	12	17	21
2	Female	16	9	10
	Total	28	26	31

Source: Observation Result at SMP Wiratama Kotagajah Central lampung

4. Organization Structure Of SMP Wiratama Kotagajah

The Organization SMP Wiratama Kotagajah Central Lampung in Academic Year 2017/2018

Chairman of the Committee	Headmaster
Dr. Hi EDI SUSANTO	**OKE ERAWATI, S.Pd**

Head of Administration

YULIANI

Deputy chief of Curriculum	Deputy Chief of Public Relation	Deputy Chief of students
F. SETYANINGSIH, S.Pd	**SUBANDRIO, S.Pd**	**AGUSTIN PERDANIWATI, S.Pd**

The Head of Library

Dr. Hi SUMADI

TEACHERS CLASS

TEACHERS
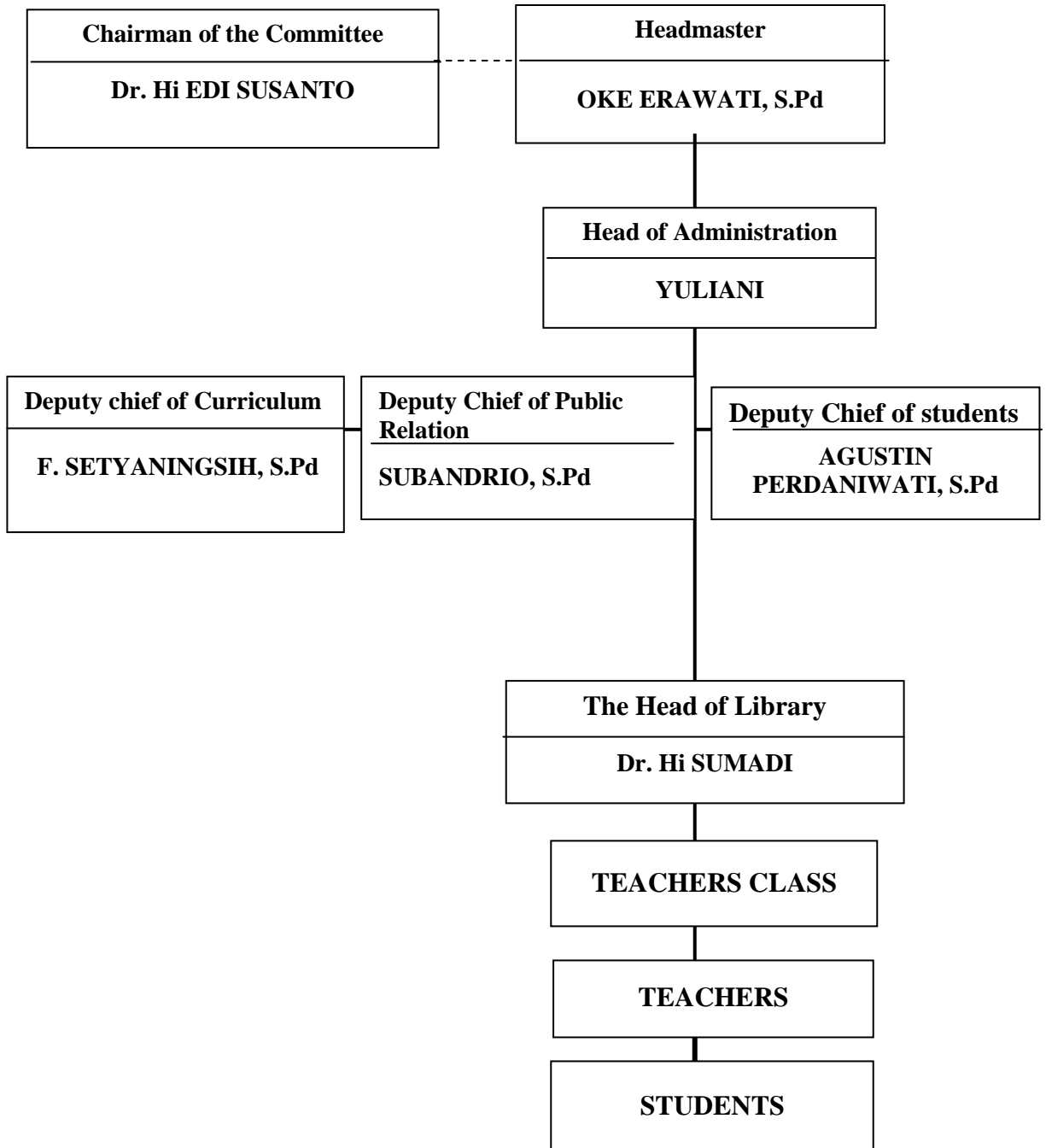
STUDENTS

B. The Description of Research Data

This research used classroom action research whose had purpose to increase the students' activity and the result of the study in SMP Wiratama Kotagajah Central Lampung, previously the researcher done the pre test first. Action in cycle 1 was conducted about three meeting and cycle 2 was conducted about two meeting, in each meeting in these cycles took 2x45 minutes. As it was mentioned before each cycle comprised planning, action, observation and reflection.

1. Pre Test

To know the students' reading skill of eighth class of the science 1 before implementing the treatment, the researcher conducted the pre-test. The researcher conducted the pre-test to know students score early and as comparison score. The test carried out on Wednesday, November 1st, 2017. All students were ready to have subject in the class. After that the leader of the class led for praying, then the teacher greeting the students and they answered.

First the teacher introduce herself to the students and explained that the teacher would do research in their class. To know the skill of the students before giving the action, in the first meeting all of the students were given a pre-test that must be done individually.. The researcher conducted the pre-test to know students' score early and as comparison score.

In the pre-test the students found difficult to finish their work, they are so hard to finish the work, but the teacher encouraged them to continue their work because the teacher was done to know their skill in reading.

The distribution of student's score at pre-test can be explained as follows:

Table 7

The Students' Reading Skill Score of Pre- test

No	Students Name	Total
1	APM	50
2	BA	50
3	DJA	60
4	DAS	50
5	ES	65
6	FR	70
7	HA	50
8	IS	60
9	IIY	70
10	JPPS	50
11	KEO	50
12	LAE	70
13	M.IA	50
14	MPK	65
15	MP	75
16	MVP	50

17	MNS	65
18	MRM	60
19	NO	70
20	RA	55
21	RT	65
22	RA	60
23	SOK	75
24	TS	55
25	VL	55
26	AAR	60
Total		**1496**
Average		**57.53**
Highest Score		**75**
Low Score		**50**

Source: The result of pre test in Wednesday, November 1st 2017

The table above was the result of pre-test, it could be seen that the score of the students' reading skill were various. From the table above, the researcher measured the frequency of students' score at the pre-test could be seen as follows:

Table 8

Frequency Distribution of Students' Score in Pre-Test

No	Score	Categories	Frequency	Percentages %
1.	70-100	High	6	23.08%
2.	51-69	Fair	12	46.15%
3.	0-50	Low	8	30.77%
Total			**26**	**100%**

From the table above, it could be seen that highest score is 75, and the lowest is 50. The number of students who go to 70 is 6 , and lower than 50 is 8.

The result from the table students' reading score only 6 students passed the KKM (Minimum Completeness Criteria). In pre-test, the researcher found the students problems such as the students difficult to read a text English. It showed that the result of the students reading skill in pre-test was not satisfactory. By analyzing the result of pre-test, the researcher made a plan to do cycle to settle the problem of students' reading skill.

2. **Cycle 1**

Cycle I divided planning, acting, observing, and reflecting. There were explain more clearly as below:

a. **Planning**

In the cycle I, the researcher and the collaborator (Mrs. F. Setyaningsih, S.Pd) planned 3 meetings and distribution of materials.

Meeting	Day/date	Activities
First meeting	Wednesday November, 1st 2017	The reseacher gave pre-test. The researcher gave pre-test to knew the students' reading skill. From the pre-test, the researcher prepared the material.

Second meeting	Saturday November, 4th 2017	The implementation of Team Accelerated instruction Strategy. The researcher explained the roles of learning by this strategy. The material was about recount text, and then the researcher explained about definition of recount text.
Third Meeting	Wednesday November, 8th 2017	The researcher gave task to the students to read the recount text as post-test in cycle I

b. Acting

The implementation of this cycle was conducted in two meetings. In this meeting, the researcher was being a teacher. Here the activities of this cycle:

1) The First Meeting

The meeting was done on Wednesday, November 1st, 2017. In the first meeting, the researcher gave pre-test about recount text. The researcher gave pre-test to know the students' reading skill. From the pre-test, the researcher prepared the material.

2) The Second Meeting

The meeting was done on Saturday, November 4th, 2017. In the second meeting, the researcher was being a teacher. The teacher explained about recount text. The teacher gave examples of recounte text. The teacher taught the students' to comprehend the text suitable with Team Accelerated Instruction Strategy. The teacher invited the students' to read and comprehend the example of recount text. The teacher closed the meeting with motivated to learn and practice more in reading.

3) The Third Meeting

The third meeting was conducted on Wednesday, November 8th, 2017. In this meeting was started by pray together, and then the teacher checked the students' attendance and asked the condition of students. After that, the teacher gave tasks to read text related to the recount text and the teacher record that they read. The teacher gave 15 minutes to read the text. The teacher closed the meeting.

c. Observing

1) The Success of The Product

In observation of teacher's action the researcher presented two meetings in cycle 1. In the first meeting, the researcher gave treatment. The students were more active and interested in learning process. They could read better than before. In the last

meeting, the researcher gave post test to knew the improved at the

cycle I. The table below showed the result of students' at the post

test cycle I as follows:

Table 9

The Result of the Post-Test of Cycle I

No	Students Name	Total
1	APM	55
2	BA	55
3	DJA	65
4	DAS	70
5	ES	70
6	FR	65
7	HA	55
8	IS	65
9	IIY	70
10	JPPS	55
11	KEO	55
12	LAE	70
13	M.IA	55
14	MPK	65
15	MP	70
16	MVP	65
17	MNS	65
18	MRM	65
19	NO	80
20	RA	65
21	RT	65

22	RA	65
23	SOK	80
24	TS	65
25	VL	65
26	AAR	55
Total		**1675**
Average		**64.42**
Highest Score		**80**
Low Score		**55**

Source: The result of post-test cycle I

The table above showed that the result of students' reading skill in post test cycle I was not satisfactory. The criteria of students' successful in mastering the material was students who got minimum score that was 70 and the class could be said success in achieving the material if 70% of the students get score at least 70. The frequency distribution of the improving students' score at post test of cycle I could be seen at the table belows:

Table 10

Frequency Distribution of Students' Score in Post-Test 1

No	Score	Categories	Frequency	Percentages %
1.	70-100	High	7	26.92%
2.	56-69	Fair	12	46.16%
3.	0-55	Low	7	26.92%
Total			**26**	**100%**

Based on the table above, the researcher concluded that the result of post-test can fulfill minimum standard (KKM) at SMP Wiratama Kotagajah, where 26.92% (7 students) who got score

more than 70. The average of post-test score was 64.42. It was higher than the result of pre test. But learning process was said success when 70% got score at least 70. The improving could be seen as bellow:

Table 11

The Students' Score at Pre-Test and Post-Test Cycle I

No	Name	Students' Result			
		Pre-Test	Post-Test 1	Improving	Category
1.	APM	50	55	5	Improved
2.	BA	50	55	5	Improved
3.	DJA	60	65	5	Improved
4.	DAS	50	70	20	Improved
5.	ES	65	70	5	Improved
6.	FR	70	65	-5	Decreased
7.	HA	50	55	5	Improved
8.	IS	60	65	5	Improved
9.	IIY	70	70	0	Constant
10.	JPPS	50	55	5	Improved
11.	KEO	50	55	5	Improved
12.	LAE	70	70	0	Constant
13.	M.IA	50	55	5	Improved
14.	MPK	65	65	0	Constant
15.	MP	75	70	-5	Decreased

16.	MVP	50	65	15	Improved
17.	MNS	65	65	0	Constant
18.	MRM	60	65	5	Improved
19.	NO	70	80	10	Improved
20.	RA	55	65	10	Improved
21.	RT	65	65	0	Constant
22.	RA	60	65	5	Improved
23.	SOK	75	80	5	Improved
24.	TS	55	65	10	Improved
25.	VL	55	65	10	Improved
26	AAR	60	55	-5	Decreased
Total		**1496**	**1675**	**120**	**Improved**
Average		**57.53**	**64.42**	**4.61**	**Improved**

Based on the score table pre-test and post-test cycle I above, the researcher concluded that the result of students' improved, the average was 57.53 and the post-test I 64.42. The average improved 4.61 point.

2) **The Success of The Process**

The researcher used the observation sheet and table of students' observation sheet at the cycle I. The students' activities in cycle I could be seen on the table below:

Table 12

The Students' Activities Result in Cycle I

No	Students Activities	Frequency	Percentage
1	Pay Attention of the teacher's explanation	16	61.53 %
2	Ask/answer the question from the teacher	18	69.23 %
3	The students able do the task	19	73.07 %
4	Read and comprehend the text	14	53.84 %

Source: The result of observation sheet

The table showed that not all the students' active in learning process. There were 16 students (61.53%) who gave attention of the teacher's explanation, 18 students (69.23%) who ask/answer the question from the teacher and 19 students (73.07%) were able do the task, and there were 14 students (53.84%) who read and comprehend the text.

d. Reflecting

Based on the result of the post-test cycle I, it could be seen that the students' score average in pre-test 57.53 and in post-test I 64.42. The average improved 4.61 point but it was not fulfill the completeness standard (minimum standard criteria) at least 70% students must get ≥ 70. Based on the analyzing of learning process, the researcher concluded that this research should be continuing in cycle II.

3. Cycle II

Cycle II were similar with cycle I, it divided planning, acting, observing, and reflecting. There were explain more clearly as below:

a. Planning

In the planning at Cycle II, the researcher and collaborator (Mrs. F. Setyaningsih, S.Pd) would like to make and discuss about the lesson plan. Before the researcher and collaborator made a lesson plan, they wanted to identify the problem in the classroom. Based on the students' result in cycle I, the researcher prepared the lesson plan, material, media, answer sheet observation sheet and the test for pre-test and post-test II.

b. Acting

The implementation of cycle II was conducted in two meetings. In this meeting, the researcher was being a teacher. Here the activities of cycle II, as follows:

1) The First Meeting

The meeting was done on Wednesday, November 11th, 2017. In this meeting the researcher was being a teacher. The teacher entered the classroom. The teacher said opening and asked the condition of students. The teacher was remembering the previous materials. The teacher continued the material. Then the asked the students about the material to checked their understanding.

2) The Second Meeting

The meeting was done on Saturday, November 15th, 2017. In this meeting was started by pray together, and then the teacher checked the students' attendance and asked the condition of students. After that, the teacher asked to the students to mention about definition of recount text, generic structure, social function, and language features. The students read the text about "Trip to zoo". Then, the teacher asked them to read the text. The teacher guided the students to be active in the class and the teacher asked the students to present the result in front of the class and the teacher together with the students corrected their reading. In the end of meeting, the teacher closed the meeting and gave motivation to the students to study hard and try to read more in order to their got good scores especially in English subject.

c. Observing

1) The Success of The Product

In observation of teacher's action the researcher presented two meetings in cycle II. In the first meeting, the researcher gave treatment. The students were more active and interested in learning process. They could read better than before. In the second meeting, the researcher gave post test to knew the improve at the

cycle II. The table below showed the result of students' at the post

test cycle II as follows:

Table 13

The Result of the Post-Test of Cycle II

No	Students Name	Total
1	APM	70
2	BA	70
3	DJA	75
4	DAS	75
5	ES	80
6	FR	75
7	HA	65
8	IS	80
9	IIY	70
10	JPPS	60
11	KEO	65
12	LAE	80
13	M.IA	50
14	MPK	75
15	MP	80
16	MVP	70
17	MNS	75
18	MRM	75
19	NO	85
20	RA	80
21	RT	75
22	RA	70

23	SOK	85
24	TS	75
25	VL	75
26	AAR	70
Total		**1905**
Average		**73.26**
Highest Score		**85**
Low Score		**50**

Source: The result of post-test cycle II

Based on the table above, the result of post-test cycle II that 17 students from 26 students got score more than minimum standard in SMP Wiratama Kotagajah Central Lampung (70). It means that only 9 students failed. The result of post-test showed that lowest score was 50 and the highest score was 85. The average score of post-test was 71.15. The frequency distribution of the improving students' score at post test of cycle II could be seen at the table above belows:

Table 14

Frequency Distribution of Students' Score in Post-Test II

No	Score	Categories	Frequency	Percentages %
1.	70-100	High	22	84,61%
2.	51-69	Fair	3	11,54%
3.	0-50	Low	1	3,85%
Total			**26**	**100%**

The table 14 showed that 84.61% students in high category, 11.54% students in fair category, and 3.85% students in low category. The minimum standard (KKM) at SMP Wiratama Kotagajah Central Lampung is 70. It means that more than 70% students passed. The result of post-test cycle I and cycle II could be seen on the table below:

Table 15

The Students' Score at Pos-Test Cycle I and Post-Test Cycle 2

No	Name	Students' Result			
		Post-Test Cycle I	Post-Test Cycle II	Improving	Category
1.	APM	55	70	15	Improved
2.	BA	55	70	15	Improved
3.	DJA	65	75	10	Improved
4.	DAS	70	75	5	Improved
5.	ES	70	80	10	Improved
6.	FR	65	75	10	Improved
7.	HA	55	65	10	Improved
8.	IS	65	80	15	Improved
9.	IIY	70	70	0	Constant
10.	JPPS	55	60	5	Improved
11.	KEO	55	65	10	Improved
12.	LAE	70	80	10	Improved
13.	M.IA	55	50	-5	Decreased
14.	MPK	65	75	10	Improved
15.	MP	70	80	10	Improved
16.	MVP	65	70	5	Improved
17.	MNS	65	75	10	Improved

18.	MRM	65	75	10	Improved
19.	NO	80	85	5	Improved
20.	RA	65	80	15	Improved
21.	RT	65	75	10	Improved
22.	RA	65	70	5	Improved
23.	SOK	80	85	5	Improved
24.	TS	65	75	10	Improved
25.	VL	65	75	10	Improved
26.	SE	55	70	15	Improved
Total		**1675**	**1905**	**230**	**Improved**
Average		**64.42**	**73.26**	**8.84**	**Improved**

Based on the result table at post-test cycle I and post-test cycle II above, the researcher concluded that the average in post-test cycle I was 64.42 and in post-test cycle II was 73.26. The average score improved 8.84 point. This test could be said success because more than 70% students were success to achieved the minimum standard 70.

2) The Success of The Process

The researcher used the observation sheet and the table of students' observation about at the cycle II. The result could be seen the table below:

Table 16

The Students' Activities Result in Cycle II

No	Students Activities	Frequency	Percentage
1	Pay Attention of the	21	80.76 %

	teacher's explanation		
2	Ask/answer the question from the teacher	20	76.92 %
3	The students able do the task	20	76.92 %
4	Read and comprehend the text	21	80.76 %

Source: The result of observation sheet

The table above showed that the students' activity in cycle II was improved. The students' activity that had high percentage were the students Pay Attention of the teacher's explanation (80.76%) and the Students were ask/answer the question from the teacher (76.92 %), then, the students able do the task (76.92 %), and the students read and comprehend the text (80.76 %). Based on the result above, the researcher indicated that learning process in cycle II was successful because the average of fourth students' activity got percentage ≥70%.

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. The researcher felt satisfied about the result of the research. There were >70% of students passed the examination. It means the students' reading skill had improved. From the result above, the researcher concluded that this research was successful and would be not continued in the next cycle.

d. Reflecting

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. The researcher felt satisfied about the result of the research. There were >70% of students passed the examination. It means the students' reading skill had improved. From the result above, the researcher concluded that this research was successful and would be not continued in the next cycle.

C. Interpretation

1. The Result of Students Observation Sheet

The researcher compares the students' activities in the learning process by using observation sheet. The comparison of two activities can be seen in the table below:

Table 17

The Comparison of the Students Activity in Cycle I and Cycle II

No	Students' Activity	Cycle 1		Cycle 2		Note
		F	(%)	F	(%)	
1	Pay attention of teacher's explanation	16	61.53%	21	80.76%	Improve
2	Ask/answer the question from the teacher	18	69.23%	20	76.92%	Improve
3	The students able do the task	19	73.07%	20	76.92%	Improve
4	Read and comprehend the text	14	53.84%	21	80.76%	Improve
	Average		**64.41%**		**78.84%**	**Improve**

This observation result was gotten when the learning process happened by collaborator. The result of the students' activities has been got improvement from cycle 1 up to cycle 2. From 26 students of eight classes, the students who pay attention to the teachers' explanation was improved from 16 students (61.53%) become 21 students (80.76%). From 18 students (69.23%) who ask/answer the question the teacher was improve 20 students (76.92%). The students able to do task from 10 students (73.07) become 20 students (76.92%). The students who read and comprehend the text was improve from 14 students (53.84%) become 21 students (80.76%).

Chart 1

Chart of the Students Activities Result in Cycle 1 and Cycle 2
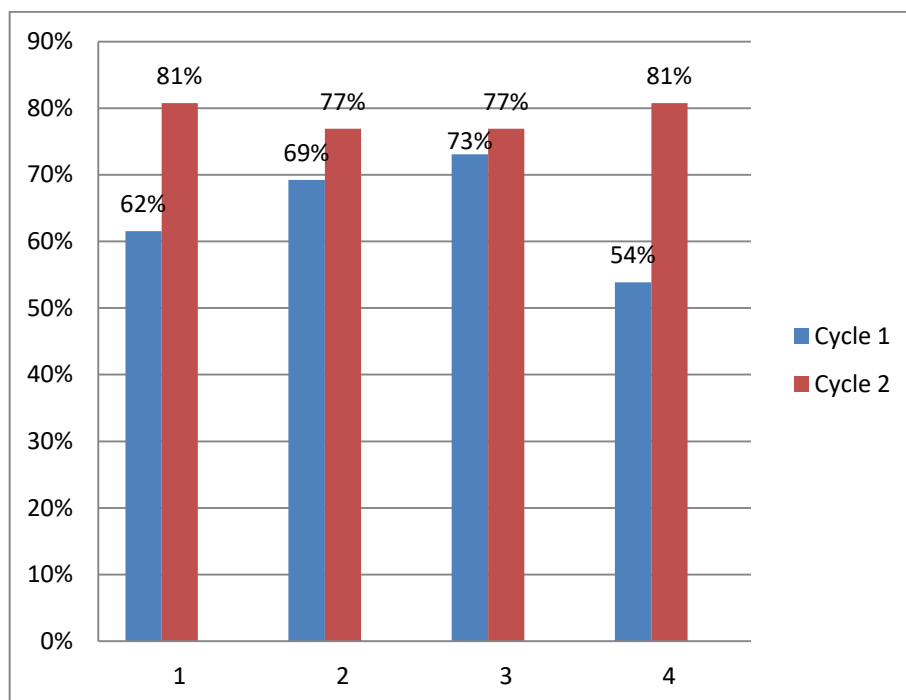
Based on the data had gotten, it can be explained as follows:

1. Pay attention of the teacher's explanation

2. Ask/answer the question from the teacher

3. The students able do the task

4. Read and comprehend the text

2. **The Result of Students Learning**

There were differences between result of pre-test and post-test at the eighth grade of SMP Wiratama Kotagajah. There was some improving could be seen on the table above:

Table 18

The Improving of Students' Scores at Cycle I and Cycle II

No	Name	Students' Result				
		Pre-Test Cycle I	Post-Test Cycle I	Improving	Post-Test Cycle II	Improving
1.	APM	50	55	5	70	15
2.	BA	50	55	5	70	15
3.	DJA	60	65	5	75	10
4.	DAS	50	70	20	75	5
5.	ES	65	70	5	80	10
6.	FR	70	65	-5	75	10
7.	HA	50	55	5	65	10
8.	IS	60	65	5	80	15
9.	IIY	70	70	0	70	0
10.	JPPS	50	55	5	60	5
11.	KEO	50	55	5	65	10
12.	LAE	70	70	0	80	10

No.	Name					
13.	M.IA	50	55	5	50	-5
14.	MPK	65	65	0	75	10
15.	MP	75	70	-5	80	10
16.	MVP	50	65	15	70	5
17.	MNS	65	65	0	75	10
18.	MRM	60	65	5	75	10
19.	NO	70	80	10	85	5
20.	RA	55	65	10	80	15
21.	RT	65	65	0	75	10
22.	RA	60	65	5	70	5
23.	SOK	75	80	5	85	5
24.	TS	55	65	10	75	10
25.	VL	55	65	10	75	10
26.	SE	60	55	-5	70	15
Total		**1496**	**1675**	**120**	**1905**	**230**
Average		**57.53**	**64.42**	**4.61**	**73.26**	**8.84**
Highest Score		**75**	**80**		**85**	
Lowest Score		**50**	**55**		**50**	

Source: the result of pretest, post test 1 and post test 2

The data above is presented the improving score of students in reading skill. The improving can be examined from the results of the students' score in pre-test. The mean score was only 57.53 which far from satisfying. But, after using team accelerated instruction strategy the score was improve.

Besides that, there was an improving from post-test 1 to post test 2. The students could achieve the target, the target is 70% of students got minimum score 70 and they could understand the material and can read a text English well than before. It means that they can improve their in reading skill. So, it can be concluded that using team accelerated instruction strategy can improve the students' reading skill.

Chart 2

Improving of Students Average Score Cycle 1 and Cycle II
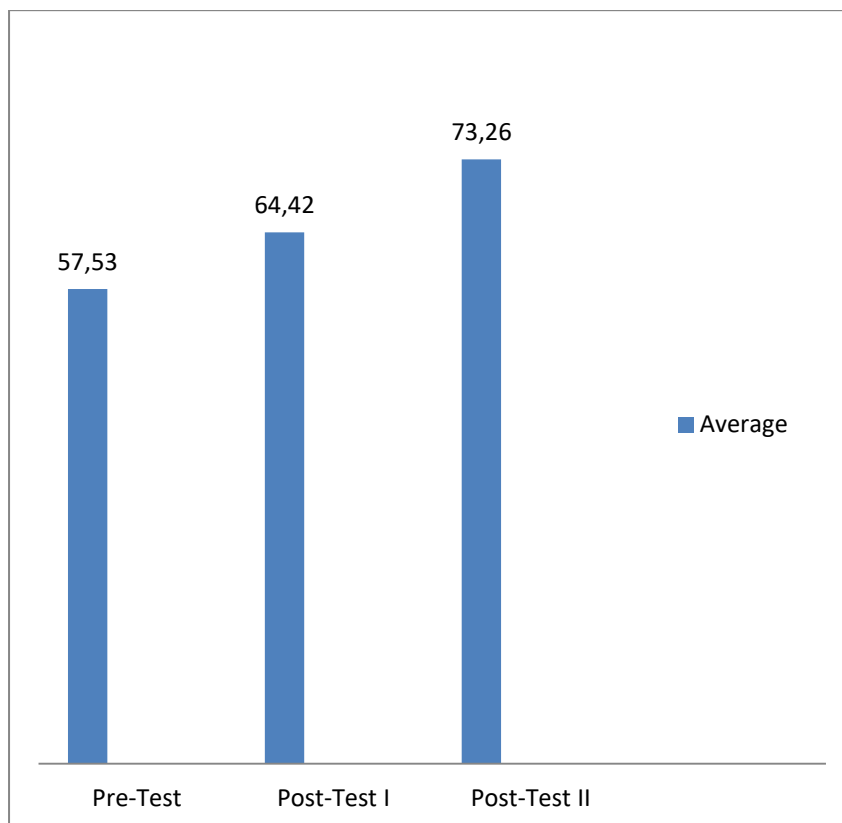
Based on the table 19 and chart 2 above, it can be inferred that using team accelerated instruction strategy can improve the students' reading skill. There was improving of students score in pre-test, post-test 1

and post-test 2. From pre-test to post-test I 57.53 became 64.42 or improve 4.61 point and from post-test I to post-test II 64.42 became 73.26 or improve 8.84 point.

The researcher concluded that from data pre-test, post-test 1 and post-test 2 it can be seen that there is any significant increasing in students reading skill. Based on the result of post –test 2 the students who get score ≥ 70 is 22 or 80% students of 26 students. It means that more than 70% students passed. So it can be conclude that this research has been success and no need to be continued to the next cycle.

CHAPTER V

CONCLUSION AND SUGGESTION

Considering from all data gathered in the Classroom Action Research, the researcher got some conclusions of the research and some suggestions that support the research result.

A. Conclusion

Based on the result of the analysis on chapter IV, it can be seen that in the cycle I the average score of pre-test cycle I was 57.53 and the average of post-test in cycle I was 64.42. In the post-test in cycle II the average score was 73.26. There is some progress after being given treatment by using team accelerated instruction strategy. It means that the use of the team accelerated instruction strategy can improve the students' reading skill. By using team accelerated instruction strategy in teaching reading, especially reading skill, it can improve the students' reading skill at the eighth grade of SMP Wiratama Kotagajah Central Lampung. The students are more enjoyed because team accelerated instruction strategy can help them to read. So, team accelerated instruction strategy can improve students' reading skill.

B. Suggestion

The researcher proposes some suggestions as follows:

1. The students should be more active and interested in learning process, especially in English program. Because, English is very important in globalization.

2. The teacher is suggested choose suitable strategy in learning process that can improve the students' ability in English especially reading skill.

3. The headmaster is suggested more care to the teacher and to the students in learning process, especially English.

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KURIKULUM TINGKAT SATUAN PENDIDIKAN (KTSP)
PERANGKAT PEMBELAJARAN
SILABUS

Mata Pelajaran   : Bahasa Inggris

Satuan Pendidikan   : SMP/ MTs

Kelas/Semester   : VIII/1

Sekolah   : SMP Wiratama Kotagajah

SILABUS PEMBELAJARAN

Sekolah   **: SMP Wiratama Kotagajah**

Kelas   **: VIII (Delapan)**

Mata Pelajaran   **: Bahasa Inggris**

Semester   **: 1 (Satu)**

Standar Kompetensi : Mendengarkan

        1.Memahami   makna   dalam teks lisan fungsional dan monolog pendek sederhana berbentuk
          descriptive **dan** *recount* **untuk berinteraksi dengan lingkungan sekitar.**

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		

1.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan	Teks fungsioanl pendek berupa :
	
	1.Undangan
	Contoh:
	Dear Rio,
	I want you to come to my house for lunch on Sunday at 12 a.m.
	Thanks.
		1. Tanya jawab tentang berbagai hal terkait topik/tema yang akan dibahas
		2. Membahas kosakata yang terkait tema/topik/un
			1.Mengidentifik asi informasi yang terdapat dalam teks fungsional pendek berupa undangan.
			
			2. Mengidentifi-kasi ciri
				Tes tertulis	Melengkapi rumpang
					
					Menjawab singkat
						1. Complete the
						   following
						   sentences based
						   on the text you
						   hear
						
						2. Listen to the
							2 x 40 menit	1. *Script* teks undangan
								2.Rekaman undangan
								- cassette
								- tape recorder
								- CD
								- CD Player

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
berterima untuk berinteraksi dengan lingkungan sekitar.	*Mona* 2. Short Messages Contoh : -Dear Intan, Meet me after school Aya 3. Kosa Kata - Kata Terkait tema dan jenis teks 4. Tata bahasa - To Invinitive - What... for? 5. Ungkapan Baku : - Please.......!	dangan (noun phrase, verb phrase) 3. membahas ungkapan-ungkapan yang sering muncul dalam undangan: - *I want you to come to.......* - *Please come to .....* - *Don't forget to come to......* 4. Mendengarkan teks fungsional	kebahasaan dalam teks fungsional pendek berupa Undangan.			text and give short answer		- TV 3. Gambar/ realia terkait tema/topik/ jenis teks

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		pendek (undangan) 5. menjawab pertanyaan tentang berbagai informasi yang terdapat dalam teks fungsional, undangan. 6. Mendengarkan contoh-contoh undangan lainnya dari teman. 7. Mengidentifikasi ciri kebahasaan teks fungsional pendek :						

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		undangan - *invitee* - *occasion* - *time* - *place* - *Invitor*						
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*)								3.
1.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi	1. Teks lisan berbentuk • *descriptive* • *recount* 2.Langkah retorika teks : • *descriptive (identification – descriptions)* • *recount (*	1 *Eliciting* kosakata terkait tema/topik/ jenis teks 2 Membahas tata bahasa terkait jenis teks yang akan dibahas 3 Mendengarkan teks monolog	1.Mengidentifikasi Informasi/makna yang terdapat dalam teks berbentuk *descriptive* dan *recount* 2.Mengidentifikasi tujuan komunikatif dan langkah retorika	Tes lisan Tes tulis	Pertanyaan lisan PG	*Answer the questions orally based on the text you listen to* *Choose the best option*	8 x 40 menit	1 Buku teks yang relevan 2 Gambar terkait tema / topik *Script* teks: *descriptive / recount* 4 Rekaman teks 5 Tape

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator Pencapaian Kompetensi | Penilaian | | | Alokasi Waktu | Sumber Belajar |
				Teknik	Bentuk Instrumen	Contoh Instrumen		

dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*	*orientation events – reorientation*)
	
	3.Ciri-ciri kebahasaan teks
	
	  descriptive dan recount.
	
	4. Tata Bahasa
	 • Past continuous
	 • Conjunctions
	  - when......
	  - while ......
	5. Kosakata terkait tema
	  dg jenis teks
		descriptive / recount dengan topik tertentu
		4 Menjawab pertanyaan tentang berbagai informasi terkait teks yang didengar
		5 Menjawab pertanyaan tentang tujuan komunikatif teks yang didengar
			teks deskriptif dan *recount*.			*based on the text you have listened to*		recorder
								6 OHP
								7 Lingkunga n sekitar

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

SILABUS PEMBELAJARAN

Sekolah   : **SMP Wiratama Kotagajah**
Kelas   : **VIII (Delapan)**
Mata Pelajaran   : **Bahasa Inggris**
Semester   : **1 (Satu)**
Standar Kompetensi : **Berbicara**

2. Mengungkap kan   makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
4.1 .Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa	1. Teks fungsional pendek berupa : • *Undangan* Contoh: *Dear Rio, I want you to come to my house for lunch on Sunday at 12*	1. Mendengarkan teks fungsional pendek: undangan 2. Tanya jawab tentang isi teks "undangan" 3. Tanya jawab tentang	1. Mengungkapkan secara lisan teks fungsional pendek berbentuk undangan. 2. Bertanya dan menjawab secara lisan	Unjuk kerja Tes lisan	*Uji petik berbicra* Pertanyaan lisan	*1. Invite your friend to come to your bithday party orally!* *2. Ask and answer orally based*	2 x 40 menit	Buku teks yang relevan 1.Gambar terkait tema/topik 2.Benda-benda sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar	*a.m.* *Thanks.* *Mona* • Pesan Singkat, Contoh : Intan, Meet me after school. Aya. 2. Tata Bahasa - I want you to .... - Don't Forget to .... 3. Kosa kata - Kata terkait tema dan jenis teks	struktur teks 4. Membuat kalimat sederhana terkait jenis teks bentuk undangan *- I want to come to....* *- Please come to ....* 5. Berlatih mengundang seseorang secara lisan menggunakan gambit-gambit tertentu Contoh: *A: Hi Guys, I want you*	berbagai informasi tentangteks fungsional pendek berbentuk undangan			*on the invitation card given.*		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		

	4. Ungkapan Baku
	- Ungkapan pembuka
	  - Dear.......
	  - Hi,.......
	- Ungkapan penutup
	  - Yours
	  - Love
		all to come to my birthday party.
		 B: We'd love to! When?
		 A: Tomorrow, at 4.00
		6. Secara berpasangan atau dalam kelompok mengungkapkan undangan berdasarkan konteks/situasi yang diberikan
		7. Secara mandiri mengungkapk
			1. Bertanya dan menjawab berbagai	Unjuk	Uji petik berbicara, bertanya dan		6 x 40	1.Buku teks yang relevan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
4.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*	1. Teks pendek berbentuk *descriptive* dan *recount.* 2. – informasi faktual - informasi rinci - gagasan utama - gagasan pendukung dalam teks pendek berbentuk *recount* 3. Ciri kebahasaan teks *descriptive* dan *recount*	an undangan lisan 1. Tanya jawab berbagai hal terkait topik tertentu (peristiwa, kejadian, pengalaman) 2. Mengembangkan kosakata, tata bahasa terkait topik / jenis teks descriptive dan *recount* 3. Mengidentifikasi kejadin, peristiwa, pengalaman	infmasi secara lisan dalam teks pendek berbentuk : - *descriptive* - *recount* 2. Melakukan monolog pendek dalam bentuk - *descriptive* - *recount*	kerja Unjuk kerja Tes lisan	menjawab Uji petik berbicara mendeskripsikan sesuatu Uji petik berbicara, menceritakan kejadian	Ask and answer based on the following situation *1. Look at this thing and describe it.* *2. Think of an activity or event that happened to you yesterday and tell us about it.*	menit	2.Koran/majal-ah 3.Gambar peristiwa 4.Benda- benda sekitar

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator Pencapaian Kompetensi | Penilaian | | | Alokasi Waktu | Sumber Belajar |
				Teknik	Bentuk Instrumen	Contoh Instrumen		

	4. Langkah retorika teks descriptive dan recount.
	
	5. Kosa kata terkait tema dan jenis teks
	
	6. Tata Bahasa
	 - Adverb phrase
	 - Conjunctions
	   - and
	   - but
	   - or etc
		yang pernah dialami melalui tanya jawab
		
		4. Melakukan monolog dalam bentuk *descriptive* dan *recount*						

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

SILABUS PEMBELAJARAN

Sekolah　　　　　: **SMP Wiratama Kotagajah**
Kelas　　　　　　: **VIII (Delapan)**
Mata Pelajaran　: **Bahasa Inggris**
Semester　　　　: **1 (Satu)**
Standar Kompetensi : Membaca

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

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1.1. Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *descriptive* dan *recount* pendek dan sederhana dengan	1. Teks fungsional pendek berupa: • Undangan Contoh : Dandi, Please come to our meeting Day : Saturday Date:March	1. Brain storming tentang berbagai hal terkait teks fungsional pendek berbentuk "undangan" /pesan pendek	• Membaca dengan nyaring dan bermakna teks fungsional pendek • Mengidentifikasi berbagai informasi dalam teks fungsional	Tes lisan Tes tertulis	Membaca nyaring 1. Melengkapi 2. Pilihan	*Read the the text aloud and clearly.* *1. Complete the test using correct words*	6 x 40 menit	1.Buku teks yang relevan 2.Gambar terkait tema/topik 3.Benda-benda

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar *1.2.* Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingungan sekitar 1. Teks fungsional	1st,2008 Time : 10.00 Place : Osis Reuni Don't be late ! Budy Secretary • Pesan Singkat Lia, I'm out for shopping your meal is in refrigerator Mom 2. Teks esei berbentuk	2. Mendengarkan undangan yang dibacakan oleh guru/teman 3. membaca nyaring teks fungsioanl pendek tentang undangan/pesan pendek 4. menjawab pertanyaan tentang isi teks fungsional pendek "undangan" /pesan pendek 5. Menyebutkan	pendek • Mengidentifikasi fungsi sosial teks fungsional pendek Mengidentifikasi ciri kebahasaan teks fungsional pendek		ganda 3. Uraian	2. *Choose the correct answer* 3. *Answer the following questions based on the text*		sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
pendek berupa - Undangan - pesan singkat 2. Tata Bahasa - Request 3. Kosa kata - kata terkait – tema dan jenis teks 4. UngkapanBaku - Don't be late ! - Don't miss it !	descriptif dan recount 1. Teks tulis berbentuk descriptive dan recount • Makna gagasan • Makna tekstual dalam teks *descriptive* dan	tujuan komunikatif teks fungsional pendek "undangan"/pesan pendek 6. Menjwab pertanyaan tentang ciri kebahasaan teks fungsional pendek "undangan"/pesan pendek 1. Tanya jawab berbagai hal terkait tema/topik	1. Menjawab mau tau pertanyaan tentang : 3. Makna gagasan 4. Makna tekstual dalam teks *descriptive*	Tes tulis	PG T / F	*1. Choose the best option based on the text.* *2. State whether the statements are TRU or FALSE.*	4 x 40 menit	1.Buku teks yang relevan 2.Koran/majalah 3.Gambar peristiwa/tempat 4.Lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1.3.Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*	*recount* 2. Langkah retorika teks descriptive dan recount 3. Tujuan komunikatif teks descrip*t*ive dan recount 4. Ciri kebahasaan teks *descriptive* dan *recount*	bacaan 2. Review kosakata dan tatabahasa terkait jenis teks descriptive/re count 3. Membaca teks descriptive/re count 4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks 5. Menjawab pertanyaan tentang tujuan komunikatif	dan *recount* 5. Langkah retorika teks *descriptive* dan *recount* 6. Tujuan komunikatif teks *descriptive* dan *recount* 7. Ciri kebahasaan teks *descriptive* dan recount 8. Membaca nyaring teks descriptive dan recount.	Tes lisan	Membaca nyaring	3. *Answer the questions* *Read the text aloud.*		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		tdan langkah retorika teks *descriptive / recount* 6. Menyebutkan ciri-ciri kebahasaan teks yang dibaca 7. Membaca nyaring dan bermakna teks *descriptive / recount*						
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*)								

SILABUS PEMBELAJARAN

Sekolah　　　　　: **SMP Wiratama Kotagajah**

Kelas　　　　　　: **VIII (Delapan)**

Mata Pelajaran　: **Bahasa Inggris**

Semester　　　　: **1 (Satu)**

Standar Kompetensi : **Menulis**

　　　　　4.　**Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk** *descriptive,* **dan** *recount* **untuk berinteraksi dengan lingkungan sekitar**

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.1.Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara	1. Teks fungsional pendek berupa : • Undangan • Pengumuman • Pesan Singkat 2. Tata Bahasa • Kalimat sederhan	1.Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas 2.Penguatan kembali kosakata dan tata bahasa terkait jenis teks	1. Melengkapi rumpang teks fungsional pendek 2. Meyusun kata menjadi teks fungsional yang		Melengkapi rumpang Menyusun kata acak Essay	*1.　Complete the following senten-ce / text using suitable word / words* *2.　Arrange the word into good senten-ces.* *3.　Write simple sen-*	4 x 40 menit	1.　Buku teks yang relevanCon toh undangan, pengumuman, SMS 2.　Gam bar yang relevan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	a - mengundang - mengumumkan - menyampaikan pesan 3.Kosa kata - Kata terkait tema dan jenis teks 4.Tanda baca 5. Spelling	fungsional 3.Menulis kalimat sederhana terkait jenis teks 4.Menulis teks fungsional pendek berdasarkan konteks	bermakna 3. Menulis teks fungsional pendek	Tes tulis		*tences based on the situation given* 4. *Write an invita-tion/ an announ-cement / messa-ge based on the situation given.*		
6.2.Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan	1. Teks rumpang berbentuk - *descriptive* - *recount* 2. Tata bahasa	1. Review ungkapan-ungkapan yang terkait jenis teks	1. Melengkapi rumpang teks essai pendek berbentuk *descriptive* 2. Menyusun	Tes tulis Tes tulis	*1. Completion* 2. *Jumbled sentences*	1. *Complete the paragraph using the suitable*	4 x 40 menit	1.Buku teks yang relevan 2.Gambar terkait tema/topik

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*	Kalimat sederhana - Simpel present tense - Simpel past tense - past cont tense 3. Kosa kata - kata terkait tema dan jenis teks - kata penghubung and, then, after that, before dsb 4. Tanda Baca, Spelling	descriptive dan recount. 2. Menulis kalimat yang berdasarkan yang terkait jenis teks descriptive dan recount gambar/realia. 3. Melengkapi rumpang dalam teks descriptif dan recount dengan kata yang tepat. 4. Menyusun kalimat acak menjadi teks descriptif dan recount yang terpadu.	kalimat menjadi teks yang bermakna dalam bentuk *descriptivedan recount.* 3. Menulis teks essai dalam bentuk a. *descriptive dan* *recount .*	Tes tulis	3. Essay	*words.* 2. *Rearrange the Following sentences correctly.* 3. *Write an essay* a. *describing something or a certain place.* b. *Telling what you did last Sunday*		3.Benda-benda sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		5. Membuat draft teks descriptive dan recount secara mandiri. 6. Mengekspos teks descriptive dan recount yang ditulis di kelas.						
❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*)								

	Kotagajah, Oktober 2017
Guru Mapel Bahasa Inggris	Peneliti

F. SETYANINGSIH, S. Pd   **FEBRI PUJI LESTARI**

NPKW. 165-GK   NPM. 13107277

Kepala SMP Wiratama Kotagajah

Oke Erawati, S. Pd

NPKW. 027-GK

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	:	**SMP Wiratama Kotagajah**
Mata Pelajaran	:	**Bahasa Inggris**
Kelas/Semester	:	**VIII / 1**
Jenis Teks	:	**Recount Text**
Aspek/Skill	:	**Reading Skill**
Alokasi Waktu	:	**2 x 45 menit**

Standar Kompetensi : 5. Membaca

Memahami makna teks tulis fungsional dalam esei pendek sederhana berbentuk *recount,* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : 11.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

Indikator :

- Membaca nyaring dan bermakna teks essai berbentuk *narrative / recount* dengan baik dan benar
- Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk teks recount.
- Membaca kata,frasa dan kalimat dengan intonasi yang benar

Jenis Teks : Recount Text

1. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu melafalkan dan membaca nyaring teks recount dengan intonasi,stressing dan pronunciation dengan baik dan benar.

2. **Materi Pembelajaran**

   Recount text adalah a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader and tells the pas event. Recount text adalah sebuah teks yang menceritakan sebuah cerita, aksi ataupun aktifitas. Tujuan recount text adalah untuk menghibur atau menginformasikan pembaca dan menceritakan kejadian di masa lampau.)

   Generic Structure dari Recount Text

   1. Orientation is tells who was involved, what happened, where the events took place, and when it happened.

   2. Events is tell what happened and in what sequence.

   3. Reorientation is consists of optional-closure of events/ending.

3. **Strategi Pembelajaran :** Team Accelerated Instruction Strategy

4. **Langkah-langkah Kegiatan Pembelajaran**

   a) Kegiatan Awal

   - Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas.
   - Mengecek kehadiran siswa.
   - Memberikan motivasi belajar kepada siswa
   - Memberikan kosakata yang berkaitan dengan teks yang akan diajarkan

   b) Kegiatan Inti

   - Siswa diminta untuk membaca kosakata baru secara acak
   - Siswa diminta untuk membaca teks Recount didepan kelas sebagai model
   - Guru memberikan contoh membaca nyaring
   - Siswa mendengarkan teks yang dibaca guru
   - Guru memberikan beberapa pertanyaan tentang point yang menarik dalam teks pada siswa.

- Siswa mengemukakan pendapatnya tentang pertanyaan yang diberikan guru
- Siswa satu persatu membaca nyaring

   c) Kegiatan Akhir

- Menanyakan kesulitan siswa selama KBM
- Guru membaca teks sekali lagi
- Menugaskan siswa untuk berlatih dirumah

5. Sumber belajar

- Buku teks yang relevan
- Teks yang dibagikan guru
- LKS

6. Penilaian

   a) Bentuk: Read the teks carefully with good skill!

   b) Instrumen:

A Trip to Tanjung Setia Beach

Last year, at the end of the year, my wife and I decided to spend our holiday at Tanjung Setia beach, which located around 234 kilometers from Bandar lampung.

When we arrived at the beach, we were surprised to see the beautiful view of the beach. After having a quick dip in the ocean, which was really cold and windy, we realized that there were not many people there. We thought that it happened because it was too windy there during that time but we finally realized that it was Christmas holiday so almost all of tourists who are used to spending time there went back to their country.

After spending few times swimming in the beach, we bought some hot chips at the takeaway store nearby, and we rode our bikes down the beach for a while, on the hard, damp part of the sand. The next day we visited Labuan

Jukung beach. There, we were amazed to see the high wave owned by this beach. Because it was so high that no body was brave enough to surf on it that time.

The third day there, we decided to go home when we finally made it back home, we were both totally exhausted because of the trip but we were so happy to travel such an amazing beach Lampung province has.

c)   Rubik Penilaian

- Penilaian Reading Skill

Aspect	Category	Indication
Clarity	5(exellent)	Question and answers were clear and comprehensible
	4 (good)	Question and answers were awkward at times but always understandable
	3(Fair)	Question and answers were awkward and incomprehensible to understand at times.
	1-2(bad)	All question and answers were awkward and incomprehensible
Voice/Non-Verbal Communication	5(exellent)	Pronunciation, intonation, and accuracy was clear, and expression were used to enhance communication
	4 (good)	No serious problems arose, but better pronunciation, intonation, and accuracy. Non-verbal communication could have made communication more efficient.
	3(Fair)	Some communication problems arose due to unclear pronunciation

		and lack intonation/accuracy and expression. Students may have beet difficult to hear and had problems to expression himself correctly.
	1-2(bad)	Pronunciation, intonation, accuracy and expression confused communication. Students may have been very difficult to hear and couldn't express himself correctly.
Fluency	5(exellent)	Student noted as a facilitator, helping the conversation flow and develop. No pauses were present at all.
	4 (good)	Some minor difficulties maintining the conversation were evident. There may have been a few pauses.
	3(Fair)	Some effort was required to maintain the conversation. There may have been long pauses.
	1-2(bad)	Much effort was required to maintain the conversation. There were many long pauses..
Comprehension	5(exellent)	The student fully understood the text and question asked and answered correctly.
	4 (good)	The student understood most of what was asked text and question were only asked once.
	3(Fair)	The students showed little comprehension of text and questions. Question had be repeated
	1-2(bad)	Students was unable to comprehend questions and text. Question were repeated more than one time.

Penilaian

$$P = \frac{I}{n} \text{ x } 100\%$$

P= Percentage

I= Indicator

n= Total of Students

Kotagajah, November 2017

Collaborator   Researcher

F. Setyaningsih, S. Pd   **Febri Puji Lestari**

NPKW. 165-GK   **NPM. 13107277**

Kepala SMP Wiratama Kotagajah

Oke Erawati, S. Pd

NPKW. 027- GK

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	**:**	**SMP Wiratama Kotagajah**
Mata Pelajaran	**:**	**Bahasa Inggris**
Kelas/Semester	**:**	**VIII / 1**
Jenis Teks	**:**	**Recount Text**
Aspek/Skill	**:**	**Reading Skill**
Alokasi Waktu	**:**	**2 x 45 menit**

Standar Kompetensi : 5. Membaca

Memahami makna teks tulis fungsional dalam esei pendek sederhana berbentuk *recount,* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : 11.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

Indikator :

- Membaca nyaring dan bermakna teks essai berbentuk *narrative / recount* dengan baik dan benar
- Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk teks recount.
- Membaca kata,frasa dan kalimat dengan intonasi yang benar

Jenis Teks : Recount Text

7. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu melafalkan dan membaca nyaring teks recount dengan intonasi,stressing dan pronunciation dengan baik dan benar.

8. **Materi Pembelajaran**

Recount text adalah a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader and tells the pas event. Recount text adalah sebuah teks yang menceritakan sebuah cerita, aksi ataupun aktifitas. Tujuan recount text adalah untuk menghibur atau menginformasikan pembaca dan menceritakan kejadian di masa lampau.)

Generic Structure dari Recount Text

4. Orientation is tells who was involved, what happened, where the events took place, and when it happened.
5. Events is tell what happened and in what sequence.
6. Reorientation is consists of optional-closure of events/ending.

9. **Strategi Pembelajaran :** Team Accelerated Instruction Strategy

10. **Langkah-langkah Kegiatan Pembelajaran**

d) Kegiatan Awal

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas.
- Mengecek kehadiran siswa.
- Memberikan motivasi belajar kepada siswa
- Memberikan kosakata yang berkaitan dengan teks yang akan diajarkan

e) Kegiatan Inti

- Siswa diminta untuk membaca kosakata baru secara acak
- Siswa diminta untuk membaca teks Recount didepan kelas sebagai model
- Guru memberikan contoh membaca nyaring
  - Siswa mendengarkan teks yang dibaca guru

- Guru memberikan beberapa pertanyaan tentang point yang menarik dalam teks pada siswa.
- Siswa mengemukakan pendapatnya tentang pertanyaan yang diberikan guru
- Siswa satu persatu membaca nyaring

f) Kegiatan Akhir
- Menanyakan kesulitan siswa selama KBM
- Guru membaca teks sekali lagi
- Menugaskan siswa untuk berlatih dirumah

11. Sumber belajar
- Buku teks yang relevan
- Teks yang dibagikan guru
- LKS

12. Penilaian
d) Bentuk: Read the teks carefully with good skill!
e) Instrumen:

A Trip to the Zoo

Yesterday my family went to the zoo to see the elephant and other animal. When we got to the zoo, we went to the shop to buy some food to give to the animals.

After getting the food we went to the nocturnal house where we saw birds and reptiles which only come out at night. Before lunch we went for a ride on the elephant. It was a thrill to ride it. Dad nearly fell off when he let go of the rope.

During lunch we fed some birds in the park. In the afternoon we saw the animals being fed.

When we returned home we were tired but happy because we had so much fun.

f) Rubik Penilaian

- Penilaian Reading Skill

Aspect	Category	Indication
Clarity	5(exellent)	Question and answers were clear and comprehensible
	4 (good)	Question and answers were awkward at times but always understandable
	3(Fair)	Question and answers were awkward and incomprehensible to understand at times.
	1-2(bad)	All question and answers were awkward and incomprehensible
Voice/Non-Verbal Communication	5(exellent)	Pronunciation, intonation, and accuracy was clear, and expression were used to enhance communication
	4 (good)	No serious problems arose, but better pronunciation, intonation, and accuracy. Non-verbal communication could have made communication more efficient.
	3(Fair)	Some communication problems arose due to unclear pronunciation and lack intonation/accuracy and expression. Students may have beet difficult to hear and had problems to expression himself correctly.

	1-2(bad)	Pronunciation, intonation, accuracy and expression confused communication. Students may have been very difficult to hear and couldn't express himself correctly.
Fluency	5(exellent)	Student noted as a facilitator, helping the conversation flow and develop. No pauses were present at all.
	4 (good)	Some minor difficulties maintining the conversation were evident. There may have been a few pauses.
	3(Fair)	Some effort was required to maintain the conversation. There may have been long pauses.
	1-2(bad)	Much effort was required to maintain the conversation. There were many long pauses..
comprehension	5(exellent)	The student fully understood the text and question asked and answered correctly.
	4 (good)	The student understood most of what was asked text and question were only asked once.
	3(Fair)	The students showed little comprehension of text and questions. Question had be repeated
	1-2(bad)	Students was unable to comprehend questions and text. Question were repeated more than one time.

Penilaian

$$P = \frac{I}{n} \times 100\%$$

P= Percentage

I= Indicator

n= Total of Students

Kotagajah, November 2017

Collaborator   Researcher

F. Setyaningsih, S. Pd   **Febri Puji Lestari**

NPKW. 165-GK   **NPM. 13107277**

Kepala SMP Wiratama Kotagajah

Oke Erawati, S. Pd

NPKW. 027- GK

TEXT OF PRE-TEST

Dirrections !
1. Read aloud the text with good pronunciation!
2. Read aloud the text with good intonation!
3. Read aloud the text fluently!
4. Read aloud the text carefully!

A Trip to Tanjung Setia Beach

Last year, at the end of the year, my wife and I decided to spend our holiday at Tanjung Setia beach, which located around 234 kilometers from Bandar lampung.

When we arrived at the beach, we were surprised to see the beautiful view of the beach. After having a quick dip in the ocean, which was really cold and windy, we realized that there were not many people there. We thought that it happened because it was too windy there during that time but we finally realized that it was Christmas holiday so almost all of tourists who are used to spending time there went back to their country.

After spending few times swimming in the beach, we bought some hot chips at the takeaway store nearby, and we rode our bikes down the beach for a while, on the hard, damp part of the sand. The next day we visited Labuan Jukung beach. There, we were amazed to see the high wave owned by this beach. Because it was so high that no body was brave enough to surf on it that time.

The third day there, we decided to go home when we finally made it back home, we were both totally exhausted because of the trip but we were so happy to travel such an amazing beach Lampung province has.

TEXT OF POST-TEST 1

Dirrections !
1. Read aloud the text with good pronunciation!
2. Read aloud the text with good intonation!
3. Read aloud the text fluently!
4. Read aloud the text carefully!

A Trip to the Zoo

Yesterday my family went to the zoo to see the elephant and other animal. When we got to the zoo, we went to the shop to buy some food to give to the animals.

After getting the food we went to the nocturnal house where we saw birds and reptiles which only come out at night. Before lunch we went for a ride on the elephant. It was a thrill to ride it. Dad nearly fell off when he let go of the rope.

During lunch we fed some birds in the park. In the afternoon we saw the animals being fed.

When we returned home we were tired but happy because we had so much fun.

Dirrections !

1. Read aloud the text with good pronunciation!
2. Read aloud the text with good intonation!
3. Read aloud the text fluently!
4. Read aloud the text carefully!

Visiting Way Kambas

Yesterday I and my family went to Way Kambas national park to see the elephants and rhinos conserved there. Way Kambas National Park is a national park which is used as elephant and rhino sanctuary located in Labuhan Ratu District, East Lampung, and Indonesia.

When we got to there, we saw some elephant performances such as playing football, sitting, greeting the visitors, and other entertaining performances. Unfortunately, we could not see the Sumatran rhinoceros because visitors must have a special permit in advance to see them. Visitors or ordinary tourists cannot see the Sumatran rhino's natural breeding. In the afternoon we saw some animals which were being fed.

When we returned home we were tired but we were happy because we had so much fun in Way Kambas.

Table
Score Pre-Test of Students' Reading Skill
Eighth Grade at SMP Wiratama Kotagajah

No	Name	Aspect of Reading Skill																				Total Score
		Clarity					Voice					Fluency					Comprehension					
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1	APM		√						√				√						√			50
2	BA		√						√				√						√			50
3	DJA			√					√					√					√			60
4	DAS			√					√				√					√				50
5	ES			√						√			√						√			65
6	FR			√						√			√							√		70
7	HA		√						√				√					√				50
8	IS			√					√				√						√			60
9	IIY			√						√			√							√		70
10	JPPS		√						√				√						√			50
11	KEO			√				√					√						√			50
12	LAE			√						√					√				√			70
13	MIA		√						√				√						√			50
14	MPK			√					√					√						√		65
15	MP				√					√				√						√		75
16	MVP		√						√					√				√				50
17	MNS			√						√				√					√			65
18	MRM			√					√					√					√			60
19	NO			√						√				√						√		70
20	RA			√					√				√							√		55
21	RT				√					√				√					√			65
22	RA			√					√					√					√			60
23	SOK				√				√						√				√			75
24	TS		√								√		√						√			55
25	VL			√							√		√					√				55
26	AAR			√					√				√						√			60
	Total																					1496

Table
Score Post-Test I of Students' Reading Skill
Eighth Grade at SMP Wiratama Kotagajah

No	Name	Aspect of Reading Skill																				Total Score
		Clarity					Voice					Fluency					Comprehension					
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1	APM		√							√			√						√			55
2	BA			√						√			√					√				55
3	DJA			√						√				√					√			65
4	DAS			√						√				√					√			70
5	ES			√						√				√						√		70
6	FR				√				√					√					√			65
7	HA		√							√			√						√			55
8	IS			√					√					√						√		65
9	IIY				√				√					√						√		70
10	JPPS		√						√				√							√		55
11	KEO			√					√				√							√		55
12	LAE			√					√						√				√			70
13	MIA				√				√				√					√				55
14	MPK			√					√					√					√			65
15	MP			√					√					√						√		70
16	MVP			√					√					√						√		65
17	MNS				√				√					√					√			65
18	MRM			√						√				√					√			65
19	NO				√					√				√							√	80
20	RA			√					√					√						√		65
21	RT			√						√				√					√			65
22	RA			√						√				√					√			65
23	SOK			√							√			√						√		80
24	TS				√				√					√					√			65
25	VL			√					√				v							√		65
26	AAR		√							√			√						√			55
	Total																					**1675**

Table
Score Post-Test II of Students' Reading Skill
Eighth Grade at SMP Wiratama Kotagajah

No	Name	Aspect of Reading Skill																				Total Score
		Clarity					Voice					Fluency					Comprehension					
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1	APM			√						√				√						√		70
2	BA			√						√				√						√		70
3	DJA				√					√				√						√		75
4	DAS				√				√						√					√		75
5	ES			√						√					√						√	80
6	FR			√						√					√					√		75
7	HA			√						√				√					√			65
8	IS				√					√				√							√	80
9	IIY				√				√					√						√		70
10	JPPS			√					√					√					√			60
11	KEO			√					√					√						√		65
12	LAE			√							√				√					√		80
13	MIA		√						√				√						√			50
14	MPK				√					√				√						√		75
15	MP				√						√			√						√		80
16	MVP			√						√				√						√		70
17	MNS				√					√				√						√		75
18	MRM			√							√				√					√		75
19	NO				√						√				√					√		85
20	RA				√						√			√							√	80
21	RT			√						√					√					√		75
22	RA				√					√				√					√			70
23	SOK				√						√				√					√		85
24	TS				√						√			√						√		75
25	VL				√						√			√						√		75
26	AAR			√							√			v						√		70
	Total																					**1905**

Table
Observation Sheet of Students' Activities
Eighth Grade at SMP Wiratama Kotagajah

No	Name	Activity				Score
		1	**2**	**3**	**4**	**Score**
1	APM	√	√		√	3
2	BA	√	√			2
3	DJA		√	√		2
4	DAS		√	√	√	3
5	ES	√	√	√	√	4
6	FR			√	√	2
7	HA	√	√			2
8	IS	√	√			2
9	IIY	√	√	√		3
10	JPPS	√		√	√	3
11	KEO		√		√	2
12	LAE	√		√		2
13	MIA		√	√	√	3
14	MPK	√		√	√	3
15	MP	√	√	√		3
16	MVP	√		√		2
17	MNS	√	√			2
18	MRM	√		√	√	3
19	NO		√		√	2
20	RA		√	√	√	3
21	RT		√	√		2
22	RA			√	√	2
23	SOK	√	√	√	√	4
24	TS		√	√	√	3
25	VL	√		√		2
26	AAR	√	√	√		3
	Total	**16**	**18**	**19**	**14**	
	Percentage (%)	**61.53%**	**69.23%**	**73.07%**	**53.84 %**	

1. Pay attention of the teacher's explanation
2. Ask/answer the question from the teacher
3. The students able do the task
4. Read and comprehend the text

Note: Tick (√) for each positive activity
Percentage of students' activities:

$$P = \frac{I}{n} \text{ x } 100\%$$

P= Percentage
I= Indicator
n= Total of Students

<table>
<tr><td></td><td>Kotagajah, Oktober 2017</td></tr>
<tr><td>Collaborator</td><td>The Researcher</td></tr>
<tr><td>F. Setyaningsih, S.Pd
NPKW. 165-GK</td><td>Febri Puji Lestari
NPM. 13107277</td></tr>
</table>

Table
Observation Sheet of Students' Activities
Eighth Grade at SMP Wiratama Kotagajah

No	Name	Activity				Score
		1	**2**	**3**	**4**	**Score**
1	APM	√	√	√	√	4
2	BA		√	√	√	3
3	DJA	√	√	√		3
4	DAS	√			√	2
5	ES	√	√	√	√	4
6	FR		√	√	√	3
7	HA	√		√		2
8	IS	√	√	√	√	4
9	IIY	√	√	√	√	4
10	JPPS	√	√	√		3
11	KEO		√		√	2
12	LAE	√	√	√	√	4
13	MIA	√	√	√		3
14	MPK	√	√	√	√	4
15	MP		√	√		2
16	MVP	√		√	√	3
17	MNS	√	√		√	3
18	MRM	√	√	√	√	4
19	NO	√			√	2
20	RA	√	√	√	√	4
21	RT			√	√	2
22	RA	√	√	√	√	4
23	SOK	√		√	√	3
24	TS	√	√		√	3
25	VL	√	√	√	√	4
26	AAR	√	√		√	3
	Total	**21**	**20**	**20**	**21**	
	Percentage (%)	**80.76%**	**76.92%**	**76.92%**	**80.76%**	

1. Pay attention of the teacher's explanation
2. Ask/answer the question from the teacher
3. The students able do the task
4. Read and comprehend the text

Note: Tick (√) for each positive activity

Percentage of students' activities:

$$P = \frac{I}{n} \times 100\%$$

P= Percentage
I= Indicator
n= Total of Students

Kotagajah, Oktober 2017

Collaborator   The Researcher

F. Setyaningsih, S.Pd   Febri Puji Lestari
NPKW. 165-GK   NPM. 13107277

FIELD NOTES

No	Meeting	Day/ Date	Students' Activities in Learning Process
1	1st Meeting	Wednesday, November 1st, 2017	The researcher give a pre-test but all of the students do not know what the Team Accelerated instruction is and how to do in Team Accelerated instruction
2	2nd Meeting	Saturday, November 4th, 2017	The researcher give a explanation about the strategy and the steps in strategy to the students can understand what the strategy is and how to do the strategy
3	3rd Meeting	Wednesday, November 9th, 2017	The researcher found the weakness of students reading skill, such as: they not confident if the read one by one and difficult to read a text English
4	4th Meeting	Saturday, November 11th, 2017	The researcher ask students to practice the strategy with their team, so the students can more confident if the reasearcher ask to practice in front of the class
5	5th Meeting	Wednesday, November 16th, 2017	The researcher gives a post-test II and the student can practice their strategy in reading.

PRE-TEST

(Picture 1: Pre-Test)

(Picture 2: The student do a pre test)

(Picture 3: The students do a pre test)

(Picture 4: The students do a pre test)

TREATMENT IN CYCLE I
(Picture 5 : The Researcher explained the material to the students)

(Picture 6 : The Researcher explained about Recount Text)

(Picture 7 : The student worked with their Team)

(Picture 8 : The Researcher help student's team if there is any difficulties)

POST TEST I
(Picture 9: The students do a post test I)

(Picture 10: The students do a Post test I)

TREATMENT IN CYCLE II
(Picture 11 : The Researcher explained the material to students)

(Picture 12 : The student worked with their Team)

POST TEST II
(Picture 13 : The students do a post test II)

(Picture 14 : The students do a post test II)

Nomor   : B-1979/In.28.1/J/TL.00/10/2017   16 Oktober 2017
Lamp   : -
Hal   : **Bimbingan Skripsi**

KepadaYth:
1. Dra. Umi Yawisah, M.Hum
2. Syahreni Siregar, M.Hum
Dosen Pembimbing Skripsi
di-
      Tempat

Assalamualaikum Wr. Wb.

      Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara/i untuk membimbing mahasiswa tersebut di bawahini:

Nama   : Febri Puji Lestari
NPM   : 13107277
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:
1. Dosen pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian
   a. Dosen Pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
   b. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
   a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif
   b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (Pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
   a. Pendahuluan   ± 1/6 bagian
   b. Isi   ± 2/3 bagian
   c. Penutup   ± 1/6 bagian

      Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara kami ucapkan terimakasih.

Wassalamualaikum Wr.Wr.

Ketua Jurusan TBI

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

Nomor : P.0452/In.28/FTIK/PP.00.9/03/2017
Lamp : -
Hal : IZIN *PRA SURVEY*

Kepada Yth.,
Kepala SekolahSMP Wiratama Kotagajah
Di –
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Febri Puji Lestari
NPM : 13107277
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul : Improving the Students' Reading Comprehension Through Team Accelerated Instruction (TaI)Strategies at Eighth Grade of SMP Wiratama Kotagajah.

Untuk melakukan *PRA SURVEY*di SMP Wiratama Kotagajah

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb

Metro, 27 Maret 2017
Dekan FTIK

Dr. Akla, M.Pd
NIP 19691008 200003 2005

YAYASAN PENDIDIKAN NASIONAL WIRATAMA
SEKOLAH MENENGAH PERTAMA
SMP WIRATAMA KOTAGAJAH
Jl. Jenderal Sudirman No.17 Kotagajah, Lampung Tengah, Lampung 34153
Telp. (0725) 49574. E-mail : smpwiratama@yahoo.co.id
Website : www.smpwiratama.sch.id

Nomor	: 420.3/043/053/C.23/2017	27 April 2017
Lampiran	: -	
Hal	: Izin Pra Survey	

Kepada
Yth   : Bapak Dekan FTIK IAIN Metro

di
    Metro

Berdasarkan Surat Nomor : P.0452/In.28/FTIK/PP.00.9/03/2017 tentang izin research / survey dalam rangka Penulisan Skripsi atas nama mahasiswa dibawah ini:

Nama	: FEBRI PUJI LESTARI
NPM	: 13107277
Falkutas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris (TBI)

Dengan Judul : "IMPROVING THE STUDENTS READING SKILL THROUGH TEAM ACCELARED INSTRUCTION STRATEGY AT THE EIGHTH GRADE OF SMP WIRATAMA KOTAGAJAH CENTRAL LAMPUNG".

Maka dengan ini kami memberikan izin kepada mahasiswa tersebut diatas untuk melakukan Pra research / survey di SMP Wiratama Kotagajah.

Demikian Surat ini disampaikan, untuk dapat digunakan sebagaimana mestinya.

Kepala Sekolah

OKE ERAWATI, S.Pd
NPKW. 027-GK

Tembusan :

1. Ketua Yayasan Pendidikan Nasional Wiratama

2. Arsip

Nomor : B-2013/In.28/D.1/TL.00/10/2017
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SMP WIRATAMA
KOTAGAJAH
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2012/In.28/D.1/TL.01/10/2017, tanggal 17 Oktober 2017 atas nama saudara:

Nama	:	**FEBRI PUJI LESTARI**
NPM	:	13107277
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP WIRATAMA KOTAGAJAH, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS' READING SKILL THROUGH TEAM ACCELERATED INSTRUCTION STRATEGY AT THE EIGHTH GRADE OF SMP WIRATAMA KOTAGAJAH CENTRAL LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 17 Oktober 2017
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

YAYASAN PENDIDIKAN NASIONAL WIRATAMA
SEKOLAH MENENGAH PERTAMA
SMP WIRATAMA KOTAGAJAH
Jl. Jenderal Sudirman No.17 Kotagajah, Lampung Tengah, Lampung 34153
Telp. (0725) 49574. E-mail : smpwiratama@yahoo.co.id
Website : www.smpwiratama.sch.id

Nomor	: 420.3/096/053/C.23/2017	30 Oktober 2017
Lampiran	: -	
Hal	: Izin Research / Survey	

Kepada
Yth   : Bapak Dekan FTIK IAIN Metro

di
    Metro

Berdasarkan Surat Nomor : P.0452/In.28/FTIK/PP.00.9/03/2017 tentang izin research / survey dalam rangka Penulisan Skripsi atas nama mahasiswa dibawah ini:

Nama	: FEBRI PUJI LESTARI
NPM	: 13107277
Falkutas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris (TBI)

Dengan Judul : "IMPROVING THE STUDENTS READING SKILL THROUGH TEAM ACCELARED INSTRUCTION STRATEGY AT THE EIGHTH GRADE OF SMP WIRATAMA KOTAGAJAH CENTRAL LAMPUNG".

Maka dengan ini kami memberikan izin kepada mahasiswa tersebut diatas untuk melakukan research / survey di SMP Wiratama Kotagajah.

Demikian Surat ini disampaikan, untuk dapat digunakan sebagaimana mestinya.

Kepala Sekolah

OKE ERAWATI, S.Pd
NPKW. 027-GK

Tembusan :

1. Ketua Yayasan Pendidikan Nasional Wiratama
2. Arsip

S U R A T   T U G A S

Nomor: B-2012/In.28/D.1/TL.01/10/2017

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	FEBRI PUJI LESTARI
NPM	:	13107277
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :   1. Mengadakan observasi/survey di SMP WIRATAMA KOTAGAJAH, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS' READING SKILL THROUGH TEAM ACCELERATED INSTRUCTION STRATEGY AT THE EIGHTH GRADE OF SMP WIRATAMA KOTAGAJAH CENTRAL LAMPUNG".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di   : Metro
Pada Tanggal   : 17 Oktober 2017

Mengetahui,
Pejabat Setempat

OKE ERAWATI S.pd

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003

SURAT KETERANGAN MELAKSANAKAN PENELITIAN
NOMOR : 420.3/095/053/C.23/2017

Yang bertanda tangan di bawah ini, Kepala SMP Wiratama Kota Gajah menerangkan bahwa :

Nama	:	**Febri Puji Lestari**
NPM	:	**13107277**
Perguruan Tinggi	:	Institut Agama Islam Negeri Metro
Jurusan	:	Pendidikan Bahasa Inggris

Mahasiswa tersebut di atas, telah melaksanakan Research / Survey dari tanggal 30 Oktober s.d. 15 November 2017 di SMP Wiratama Kotagajah dalam rangka menyelesaikan Tugas Akhir.

Demikian Surat Keterangan ini di buat, untuk dipergunakan sebagaimana mestinya.

Kotagajah, 21 November 2017
Kepala Sekolah

OKE ERAWATI, S.Pd
NPKW : 027-GK

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1147/In.28/S/OT.01/11/2017

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :
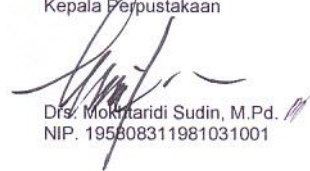
Nama	:	FEBRI PUJI LESTARI
NPM	:	13107277
Fakultas / Jurusan	:	Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 13107277.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 14 November 2017
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa;

Nama : FEBRI PUJI LESTARI

NPM : 13107277

Fakultas : TARBIYAH / Ilmu Keguruan
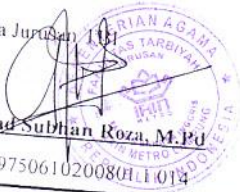
Jurusan : TBI

Angkatan . : 2013

Telah menyerahkan buku berjudul what expert teachers do

_____

_____

Metro,

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP.197506102008011014

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

Nama : Febri Puji Lestari   Jurusan : TBI
NPM : 13107277   Semester : IX

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Tuesday 24/10/17		✓	Acc Research Instrument	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

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

Nama : Febri Puji Lestari   Jurusan : TBI
NPM : 13107277   Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	28/10-18	✓		acc for instrument	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing I

Dra. Umi Yawisah, M.Hum
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Febri Puji Lestari   Jurusan   : TBI
NPM   : 13107277   Semester   : IX

No	Hari / Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Tuesday 05 Dec '17		✓	Revise Chapter IV - V	
2	Friday 15/12/17		✓	Acc and continue to the first sponsor	

Mengetahui
Ketua Jurusan TBI

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Dosen Pembimbing II

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

Nama : Febri Puji Lestari   Jurusan   : TBI
NPM : 13107277   Semester   : IX

No	Hari / Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
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Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
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Dosen Pembimbing II

Syahreni Siregar, M.Hum
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CURRICULUM VITAE

The researcher was born in Purwosari on February 21th, 1995. She is the first daughter of the three children of happy couple, Mr. Suripto and Mrs. Mujiati.

She was graduated from Elementary School in SDN 1 Purwosari 2007. Then, she continued her study in SMP Wiratama Kotagajah and graduated on 2010. After that she studied at SMA Wiratama Kotagajah and graduated on 2013. And than on 2013, she was registered as a S-1 student of English Educational Department of State Institute for Islamic Studies of Metro.