

AN UNDERGRADUATE THESIS

**THE USE OF
TEAM ACCELERATED INSTRUCTION (TAI) STRATEGY
TO IMPROVE STUDENTS' READING COMPREHENSION
AT THE ELEVENTH GRADE STUDENTS
OF SMA NEGERI 1 KOTAGAJAH CENTRAL LAMPUNG**

**By :
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**Tarbiyah and Teacher Training Faculty
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1439 H / 2017 M**

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

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Title : THE USE OF TEAM ACCELERATED INSTRUCTION (TAI) TO
IMPROVE STUDENTS READING COMPREHENSION AT THE
ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 KOTAGAJAH
IN CENTRAL LAMPUNG

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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research tesis script which is written
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IN 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 munaqosyah. Thank you very much.

Wassalmu'alaikum Wr.Wb

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Assalamualaikum Wr.Wb.

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

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IN CENTRAL LAMPUNG**

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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RATIFICATION PAGE

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An undergraduate thesis entitled: THE USE TEAM ACCELERATED INSTRUCTION (TAI) STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION AT THE ELEVENTH GRADE STUDENTS' OF SMA NEGERI 1 KOTAGAJAH CENTRAL LAMPUNG

Written by Chicca Kurnia Saputri, student number. 13106767, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on December 08, 2017 at 13.00-15.00.

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**THE USE OF
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ABSTRACT

By :

CHICCA KURNIA SAPUTRI

Reading is one of four basic competences that should be mastered by the student especially in learning english. This research is aimed to improve the students' reading comprehension by using Team Accelerated Instruction (TAI). Team Accelerated Instruction (TAI) one of strategy that give students to work together consist of 4-5 students each group.

The classroom action research was conducted by 2 cycle and each cycle consist of two meeting. There are four steps in each cycle : they are planning, acting, observing and reflecting. The data collecting technique are Observation, Test, Documentation and Field note. The subject of this action research are the eleventh grader student in SMA Negeri 1 Kotagajah. This research used 30 students as object of research.

The finding of the research were the students reading comprehension improves significantly. There were significant improvement of students' average score from the pre-test, post-test I, and post-test II. The average of students' score was increased from Pre Test 71.66 to Post Test I 78.33 and finally became 84.16 on Post Test II, So it can be concluded that there was significant improvement by using Team Accelerated Instruction (TAI) Strategy of students' reading comprehension in XI Science 4 Class of SMA Negeri 1 Kotagajah.

**“PENGUNAAN STRATEGI
TEAM ACCELERATED INSTRUCTION (TAI)
UNTUK MENINGKATKAN PEMAHAMAN MEMBACA SISWA
DI KELAS XI SMAN 1 KOTAGAJAH LAMPUNG TENGAH”**

ABSTRACT

By :

CHICCA KURNIA SAPUTRI

Membaca merupakan salah satu dari empat kompetensi dasar yang harus dikuasai oleh murid khususnya pada pembelajaran bahasa inggris. Tujuan penelitian ini adalah untuk meningkatkan pemahaman membaca siswa dengan menggunakan Team Accelerated Instruction (TAI). Team Accelerated Instruction (TAI) memberikan kesempatan kepada siswa untuk bekerja sama secara berkelompok terdiri dari 4-5 siswa dalam setiap kelompoknya.

Penelitian tindakan kelas ini dilakukan 2 siklus dan setiap siklus terdiri dari dua pertemuan. Ada 4 tahap dalam setiap siklus, yaitu perencanaan, tindakan, observasi dan refleksi. Teknik pengumpulan data meliputi observasi, tes, dokumentasi dan catatan lapangan. Penelitian ini dilaksanakan di kelas XI SMA NEGERI 1 KOTAGAJAH .Penelitian ini menggunakan 30 siswa sebagai objek penelitian.

Temuan penelitian ini menunjukkan bahwa ada peningkatan secara signifikan. Peningkatan secara signifikan pada rata-rata nilai siswa melalui pre-test, post-test I, and post-test II. Rata-rata nilai siswa mengalami peningkatan yaitu pre-test 71.66, post test I 78.33 dan post test II yaitu 84.16, Sehingga dapat disimpulkan bahwa ada peningkatan secara signifikan pada pemahaman membaca siswa di kelas XI IPA 4 SMA NEGERI 1 KOTAGAJAH setelah menggunakan Team Accelerated Instruction (TAI).

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned :

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

Metro, 08 December 2017



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

Metro, 08 Desember 2017



Chicca Kurnia Saputri
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MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

”Indeed, Allah SWT will not change the condition of a people until they change what is in themselves. ” (QS. Ar Ra’d: 11)

”If you are still looking for that one person who can change your life just take a look in the mirror”

-The Writer-

ACKNOWLEDGEMENT

All praise due to Allah SWT, the Most Gracious and the Most Merciful because of His wonderful blessing and His mercy, the writer could finish this undergraduate thesis. The incredible blessings make realize that nothing is impossible in the eyes. Thanks for Your will and endless blessing in my life.

Peace and salutation always be given to our beloved prophet Muhammad SAW was a great revolutionary and true educator who guided us from the darkness to the lightness.

This undergraduate thesis entitles *'The Use of Team Accelerated Instruction (TAI) to Improve Students' Reading Comprehension at the Eleventh Grade Students of SMA Negeri 1 Kotagajah in Central Lampung'* is presented to fulfill one of the requirements for the undergraduate thesis in English Education Department

However, this success would not be achieved without the support, guidance, advice, help and encouragement. Therefore, the writer would like to express the deepest gratitude to both of my advisor, Dr. Widhiya Ninsiana, M.Hum as my sponsor and Ahmad Subhan Roza, M.Pd as my co-sponsor also as a consultant of this undergraduate thesis.

Finally, this undergraduate thesis is expected to be able to provide useful knowledge and information to the readers. Furthermore, the writer also would like to thank to the lecturers, My Family especially to my beloved parents and all of my friends. The writer apologizes for all mistakes that I have made in writing and presentation items.

Metro, 08 December 2017

The Writer



Chicca Kurnia Saputri
St. ID 13106767

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- 10 List Of Pictures

DEDICATION PAGE

"I highly dedicate this undergraduate thesis to

*My parents (Juni and Rusmini), Brothers (Muhammad Nuril Anwar, Hanif Rif'at
Abdillah, Oktavino Lingga Adisiwa)- Sister (Ananda Luthfiyah Nur Istiqomah),
Big Family, and My almamater State Institute For Islamic Studies of Metro also
all whom I love"*

CHAPTER I

INTRODUCTION

A. Background of the Research

Theoretically, English has been taught in all levels of Indonesian educational units, recently from kindergarten school, elementary school, junior high school, senior high school up to university.

There were four language skills that should be mastered by the students, they are listening, speaking, reading and writing. Among these four skills, reading is difficult to master since it needs many competencies including the mastery of content, vocabulary, language and grammar.

Reading is important for the students because reading gives them more knowledge from what they have read. Reading is the skill that the students have to be mastered. The students who have good skill in reading would be easy to get information, knowledge, and idea from sources they read. But, also far, the students still find difficulties to improve their reading because they seldom did the reading activity at school. If They have difficulty in reading process it will make their reading competence is low.

There are some factors that influence the students in mastering English, especially in reading comprehension. They were internal and external factors. The internal factors came from students themselves such as knowledge and motivation. If the students' knowledge of English is less, 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 text, whereas they also lack of vocabulary and grammar and these are one of obstacles which have been faced by the English teachers.

While the external factors came from their friends in class. Most of the students felt comfortable to ask anything to their friends than their teacher in class, But sometimes the students mingle with their closest friends only. If the students only ask to their closest friend, This put the students into limited scope of knowledge. The students should be given an interesting reading materials, motivation, and chance to study together in improving reading. The teachers have the important role to encourage students' awareness in reading. They should be able to apply an appropriate strategy in the teaching and learning to make the students interested in their learning and finally they easily master the reading comprehension.

There are many strategies, techniques and methods to teach English in senior high school. The writer choosed one model from Cooperative learning method, It is Team Accelerated Instruction . Team Accelerated Instruction is strategy of a group work that the students are divided into groups of four that are mixed in performance level, gender, and ethnicity. Teammates check each other's work against answer sheets and help one another with any problem. Then without help, they take final units tests that are scored by student monitors.

Based on pre-survey on April, 1st ,2017, at SMA NEGERI 1 KOTAGAJAH the writer found that the students' reading comprehension is not satisfactory yet.

Table 1

The Pre- survey data on April,1st , 2017

SMA NEGERI 1 KOTAGAJAH

No	Student Name	Final Score	Ket
1	AB	70	Incomplete
2	ACB	50	Incomplete
3	AW	80	Complete
4	AVYP	70	Incomplete
5	AYM	65	Incomplete
6	AM	80	Complete
7	CM	65	Incomplete
8	CP	45	Incomplete
9	CKAP	70	Incomplete
10	DAP	80	Complete
11	DH	75	Incomplete
12	DAS	65	Incomplete
13	ED	90	Complete
14	FR	80	Complete
15	FDL	80	Complete
16	GL	60	Incomplete

17	LW	55	Incomplete
18	MDH	70	Incomplete
19	MDN	50	Incomplete
20	MDAW	80	Complete
21	NLGPS	70	Incomplete
22	PSS	85	Complete
23	RAM	75	Complete
24	RPH	50	Incomplete
25	RDPP	85	Complete
26	SAF	50	Incomplete
27	SPA	60	Incomplete
28	SRD	80	Complete
29	VM	80	Complete
30	WDL	65	Incomplete
	Min. Score	45	
	Max. Score	90	
	Average	69.3	
	T. Complete		11
	T. Incomplete		19

Table 2

The pre-survey result from the test score of the XI Science 4 students in SMA Negeri 1 Kotagajah

No	Grade	Explanation	Amount	Percentage
1.	< 78	Incomplete	19 Person	63.3 %
2.	≥ 78	Complete	11 person	36,7%
Total			30 person	100%

From the table above, we know most of student do not reach minimum standard (MS) yet, so they did remedial. Almost 63.3 % means 19 person Incomplete and only 11 person Complete passed according on the measurement of learning result if the score less than 78 is incomplete and .if the score 78 or more than 78 is complete.

Based on the problems founded by the writer, the cases happened because many factor have been explained before. The student have difficulties to identify the topic, and main idea. Many reading strategy have been used in classroom to help students have better understanding when they read. The result shows that some are successful with particular group students. The writer choosed one; it is Team Accelerated Instruction.

Based on the background above, This research would be conducted by using the Team Accelerated Instruction in improving reading comprehension to the eleventh grade students of SMA NEGERI 1 KOTAGAJAH in Central Lampung.

B. Problem Identification

Based on the research background, the writer identified some problems of the statement as follows:

1. Student have difficulties to identify the topic, and main idea.
2. Most of the students feel comfortable to ask anything to their friends than their teacher in class.
3. Most of the students are uninterested in reading a lot of text.
4. The students have lack motivation in learning English especially to comprehend the text.
5. Most of the students also lack of vocabulary and grammar.

C. Problem Limitation

Based on the problem identification, the writer limited the problem that the students have difficulties to identify the topic and mind idea from the text, So writer limits her research on teaching reading through Team Accelerated Instruction to the eleventh grade students of SMA NEGERI 1 KOTAGAJAH. This research is focused on understanding the important information from the text, and to improve the students' reading comprehension.

D. Problem Formulation

Based on the explanation in the problem limitation , the writer formulated the problem on : Can the Team Accelerated Instruction (TAI)

strategy improve students' reading comprehension of the eleventh grade students of SMA NEGERI 1 KOTAGAJAH ?

E. The Objectives and Benefits of the Research

Dealing with the problems statement, the objectives and benefits of this research are as follow:

1. Objectives of the Research

To show the improvement of students' reading comprehension of the eleventh grade students of SMA NEGERI 1 KOTAGAJAH after using Team Accelerated Instruction.

2. Benefits of the Research

The benefits of the research as follow:

- a. For the teachers as the alternative media

This research is expected to help the teacher applies Team Accelerated Instruction as an alternative technique in teaching and learning process.

- b. For the students as a development strategy

The students can easily understand the text with this new strategy which more interesting. it is expected to give a solution for students to comprehend a reading materials. It make their comprehension in reading would be developed.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading Comprehension

1. Reading

Students have to master the four basic languages of English which consist of listening, speaking, reading, and writing. Reading is considered as important skill. Students need good reading skill for acquiring knowledge and learning new information. They have to practice continually and extensively to develop reading.

a. The Concept of Reading

Nunan defines reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.¹ So, reading take complex process in understanding the idea from the text deal with readers prior knowledge they have.

In accordance to Edwards Peter, Reading, however, is not merely word-calling. perceptual process must accompany the deciphering of graphic symbols. Dechant in Edwards states this admirably when he refers to the complete reading act being an involvement in which the reader brings meaning to the printed symbols through his cultural and experiential background. The perceptual

¹David Nunan. *Dynamic Text Comprehension An Integrative View of Reading*, (New York: Phoenix ELT, 2003) , p.68

process involves seeing the printed word, recognizing the word, understanding its meaning, and relating the word to its context.²

Based on the explanation above, the writer concluded that the readers brings meaning as the lastest process of involvement in reading activity.

According to Hesham Suleiman, Reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or (reading fluency).³

Based on the definition above, it concluded that In this process, the reader interacts dynamically with the text as he/she tries to licit the meaning and where various kinds of knowledge are being used.

b. The Purpose of Reading

Reading serves multifaceted purposes. People read books for a variety of reasons. They read to comprehend a text and answer comprehension check questions, to do grammar activities, to solve language problems, to improve language ability, to achieve pleasure and information, to know the instruction of using a particular tool, to be familiar with a particular country or place, to decode message from a printed document, to get idea from inscription from any objects etc.

According to Ling in Arifuddin Hamra & Eny Syatriana The purpose of reading is students interact with the printed materials to get

²Peter Edwards. “*Idioms and Reading Comprehension*”, *Journal of Reading Behavior*. (University of British Colombia), Vol 3/ VI , 1974,p.288

³Hesham Suleiman. “*Teaching Reading Comprehension to ESL/EFL Learners*”, *Journal of Language and Learning* , (Saudi Arabia: JLL), Vol.5/No.1,2006, p.64

appropriate meaning.⁴ In this case, the readers have to observe, interpret, and evaluate the printed pages. The process of getting meaning may be different among readers because of the previous knowledge and the purpose of reading the texts.

c. The Principle of Reading

In accordance to Harmer, there are some principles behind the teaching of reading:

- 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.

⁴Arifuddin Hamra & Eny Syatriana. "A Model of Reading Teaching for University EFL Students: Need", *Journal of English Language Teaching*, (Makassar : Canadian Center of Science and Education) Vol. 5, No. 10: 2012,p. 2

- 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.⁵

Based on the explanation above, it concluded that successful reading can be seen from the understanding the meaning from the text, then student need to accomplished the reading targed and guided by the good teacher to exploiting the reading text.

d. Type of Reading

There are two types of reading according to Hesham Suleiman.⁶

1) Extensive Reading

According to Hedge as quoted by Hesham Suleiman, Extensive reading helps greatly in “exposing” SL learners to English and especially when the class time is limited. Hedge briefs the advantages of extensive use in the following lines: Learners can build their language competence, progress in their reading ability,

⁵Jeremy Harmer, *How to Teach English*, (New York: Longman Press,2001), p.70.

⁶Hesham Suleiman. Op. Cit., p.66

become more independent in their studies, acquire cultural knowledge, and develop confidence and motivation to carry on learning.

Brown Douglas state that Extensive reading (free voluntary reading, as Krasgen called it) is a key to students gain in reading ability,linguistic competence,vocabulary, spelling and writing⁷. Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book,long article,or essay,etc). Most extensive reading is performed outside of classtime.⁸ In accordance to this statement, extensive reading as the multiple process including the important aspect in english just like vocabulary,spelling,meaning from the text but this is applying outside of the classtime.

2) Intensive Reading

In intensive (or creative) reading, students usually read a page to explore the meaning and to be acquainted with writing mechanisms. In intensive reading activities learners are in the main exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, syntactic or discoursal system of the L2, or to provide the basis for targeted reading strategy practice.

⁷Brown Douglass. *Teaching by Principles an Interactive Approach to Language Pedagogy*. (2nded). (Francise, 2000), p.301

⁸Ibid,p.313

Brown Douglas State that intensive reading calls students attention to grammatical forms, discourse markers and other surface structure details for the purpose of understanding literal meaning , implications, rhetorical relationship, and the like.⁹ So, the intensive reading focus to the internal structure of reading text relate to the meaning of the text itself.

e. Teaching Reading at Senior High School

Teaching reading at senior high school is focused on the achievement of the competence, which can be shown on the students' in comprehending the text. In further meaning, teaching reading is not merely reading and comprehending certain topic but also on the students' competence in comprehending the text, such as how to use the prior knowledge and students' experiences, how to comprehend the text, how to analyze the text and the paragraph.

Basic competence for reading is that the students are able to understand the meaning of the text and the arranging of rhetorical development in the written text, especially in narrative, procedure, hortatory, spoof, recount, report and news item. So, the writer would like to have an observation on the eleven grade students of senior high school.

⁹ Id, p.312

2. Reading Comprehension

a. The Concept of Reading Comprehension

According to Arifuddin Hamra & Eny Syatriana Reading for comprehension involves the relationship between meaning and word symbol, the choice of appropriate meaning based on the context, the organization of meaning, and the ability to give arguments and catch ideas.¹⁰

According to Cooper in Sharon Wyne defines reading comprehension as “a reading strategic process by which readers construct or assign meaning to a text by using the clues in the text and their own prior knowledge.”¹¹ So, it can be said reading comprehension as a process where the reader transacts with the text to construct or assign meaning Therefore, as a strategic process in which readers adjust their reading to suit their reading purpose and the type or genre of text they are reading.

According to Sharon Wyne reading comprehension as related to the balanced literacy approach are “constructing meaning.”¹² So, the idea of constructing meaning as the reader read the text or sentence, and take generic information stored in the mind.

¹⁰ Arifuddin Hamra & Eny Syatriana, *Op. Cit.*, p.2

¹¹ Sharon Wynne. Reading Instruction Competence Assessment. (Boston: XAM online, Inc., 2008), p.68

¹² Ibid, p.68

b. Strategies For Reading Comprehension

According to Brown Douglas, There are ten following strategies each of which can be practically applied to classroom techniques¹³ :

1) Identify the purpose in reading

Efficient reading consist of clearly identifying the purpose in reading something. By doing so, you know what you are looking for and can weed out potential distracting information.

2) Use Graphemic rules and pattern to aid in bottom-up decoding (Especially for beginning level learners)

3) Use efficient silent reading techniques for relatively rapid comprehension(for intermediate to advance level).

4) Skim the text for main idea

Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas that given them a head start as they embark on more focused reading.

According to Sarah R. Martines, Skimming is used to quickly identify the most important ideas of a text. Skimming involves moving your eyes quickly down the page and focusing on any titles, headings, sub-headings, and text in bold.¹⁴

¹³ Brown Douglass, *Op. Cit.*, p.306-310

¹⁴ Sarah R. Martines, *Cahsee On Target Student Workbook Reading Comprehension*, (California : The University of California, 2006), p.11

5) Scan the text for specific information

Scanning or quickly searching for some piece or pieces of information in a text. Scanning exercise may ask student to look for names or dates, to find a definition of a key concept or to list a certain number of supporting ideas. The purpose of scanning is to extract specific information without reading through the whole text.

According to Sarah R. Martines, Scanning involves moving your eyes quickly down the page, seeking specific words and phrases. When reading to locate specific information, scanning is an effective strategy, particularly on standardized tests.¹⁵

6) Use semantic mapping or clustering

The strategy of semantic mapping, or grouping ideas into meaningful clustering helps the reader to provide some order to the chaos.

7) Guess when you aren't certain

This is an extremely broad category. Learners can use the guessing to their advantages to:

- a) Guess the meaning of word
- b) Guess a grammatical relationship (e.g., a pronoun reference)
- c) Guess a discourse relationship
- d) Infer implied meaning “between the lines”

¹⁵ Ibid, p.11

- e) Guess about a cultural reference
- f) Guess content messages
- 8) Analyze Vocabulary
- 9) Distinguish between literal and implied meaning
- 10) Capitalize on discourse markers to process relationship.

Based on the explanation above, it concluded that successful reading text can be done by the extract specific information from it's context by using the useful strategy to help the readers in comprehending the text.

In Accordance to Duke and Pearson, Effective Comprehension Strategy Instruction All comprehension Mini-Lessons—shared, read-aloud, and guided reading—should focus on teaching students to ;

- 1) Identify their purpose for reading
- 2) Preview text before reading
- 3) Make predictions before and during reading
- 4) Activate relevant background knowledge for reading
- 5) Think aloud while reading
- 6) Use text structure to support comprehension
- 7) Create visual representations (make pictures in their heads)
- 8) Determine the important ideas in the text
- 9) Summarize what they read
- 10) Generate questions about text
- 11) Handle unfamiliar words during reading

12) Monitor their comprehension during reading

13) Use fix-up strategies¹⁶

c. Levels of Reading Comprehension

According to Lapp & Flood in Arifuddin Hamra & Eny Syatriana stated that comprehension had three levels: literal comprehension (reading on the lines), inferential comprehension (reading between the lines), critical comprehension (reading beyond the lines). Lanier & Davies added one more reading level: creative comprehension that is the ability to apply information and respond emotionally.

- 1) The literal level of comprehension, the readers are expected to express the core message of the text; Some skills that are necessary for this level include following directions, remembering facts, recognizing the main ideas, and knowing the organization of the texts.
- 2) The inferential level, readers are expected to integrate information and draw conclusion or inference, and they need to know not only what the writers write but also what they mean. Herber argued that literal level of comprehension identifies the most important information, while inferential level observes the relationship of information then make inferences based on the relationships.

¹⁶Duke, Nell K., and P. David Pearson. *How Can I Help Children Improve Their Comprehension?* Ann Arbor, Michigan: Center for the Improvement of Early Reading Achievement (CIERA), Michigan State University, 2001. p. 436

- 3) The critical comprehension the readers are expected to use the current information to create new information or ideas. Readers are reading beyond the lines to find the possible new information as Bruner stated that the idea or new concepts “is in its essence a matter of rearranging or transforming evidence in such a way that one is enable to go beyond the evidence so reassembled to additional new insight.” Good readers have high efficacy belief to control word meaning, phrases, and sentences to get appropriate meaning from the texts.

According to David W. Moore, Make Inferences is linking parts of texts that authors did not link explicitly. Using what one already knows to form links across sentences and paragraphs. Often known as “reading between the lines.”¹⁷

- 4) Creative skills (applying information, responding emotionally).¹⁸

Based on the explanation above, the writer concluded some skills that are necessary for Reading level include following directions, remembering facts, recognizing the main ideas, and knowing the organization of the texts. , readers are expected to integrate information and draw conclusion or inference, and they need to know not only what the writers write but also what they mean.

¹⁷ David W. Moore, . “ReadingComprehension Strategies”, *Best Practices in Secondary Education*, SLL13-0459A, p.2

¹⁸Arifuddin Hamra & Eny Syatriana. *Op. Cit.*, p.2

d. Factors Affecting Students on Reading Comprehension

Reading comprehension and reading fluently are necessary skills that students must acquire to become good readers. There are students who can read fluently, yet do not understand what they read, which means that teachers should ask questions about the text to ensure comprehension.

When students do not read fluently, this can hamper comprehension because the student takes so long trying to figure out the words that the meaning is lost.

In accordance to Sharon Wyne A lack of background knowledge is often one of the factors that affect comprehension. When students do not understand the topic at hand, they will have difficulty reading about the topic no matter how fluently they read. Other factors that affect the level of comprehension are:

- 1) Lack of word recognition skills
- 2) Inability to determine the meanings of words through context clues
- 3) Insufficient level of vocabulary development

Through assessment teachers can determine the instruction students need before reading a text so that comprehension can take place.¹⁹ So, students who have the good recognition skill will be easier in understanding the meaning from the text and understand about what

¹⁹SharonWynne.*Op. Cit.*,p.69

they read, and the teacher need to help the reader or student to accomplish the target on reading.

In accordance to Duke and Pearson, Many factors affect a child's ability to comprehend text.²⁰ These include :

- 1) Motivation/purpose/goals/engagement
- 2) Vocabulary word knowledge/background knowledge
- 3) Automaticity of decoding
- 4) Fluent reading
- 5) Understanding and use of strategies employed by effective readers
- 6) The nature of the text itself (difficulty and interest)
- 7) The type or genre of text (e.g., fiction, nonfiction, poetry)
- 8) The amount of reading done

e. Measurement of Reading Comprehension

To know the achievement of reading comprehension should be measured by using the assessment of reading. There are the measurements of reading comprehension related to Grenall and Swan, as follows :

Table 3
The Measurement of Reading Comprehension Skill

No.	Criteria	Score
1.	Students can identify the meaning of the ideas in the text	0-25
2.	Students can identify the communicative purpose of the text	0-15

²⁰Duke, Nell K., and P. David Pearson. *Op. Cit.*, p. 423

3.	Students can identify main idea of the text	0-25
4.	Students can identify information contained in the text	0-35
	Total	100

B. The Concept of Team Accelerated Instruction (TAI)

1. Team Accelerated Instruction (TAI)

According to Slavin as quoted by 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.²¹

In Accordance to Slavin as quoted by Maulidia dkk TAI is a cooperative learning system whereby heterogeneous groups of individuals work together to master individualized assignments.” As we known that TAI is a branch of cooperative learning method which emphasize the team work. Also, the team involves some heterogeneous students which should be work together to finish the assignment.²²

In Accordance to Ann Robinson on his book, TAI, which was renamed Team Assisted Individualization, uses the four member mixed

²¹Ann Robinson. *Cooperative Learning and the Academically Talented Student*. (Arkansas: University of Arkansas, 1991),p. 3

²²Maulid Dia et.al. “ *The Use of Team Assisted Individualization in Teaching Writing*”, *Journ E*, (Sidoarjo : English Education Study Program STKIP PGRI Sidoarjo), Vol.2/No. 2, p.195

ability team; however, students take final unit tests without the assistance of team members. Presumably, students who are more advanced are more likely to give assistance rather than receive it during cooperative seat work. Teams receive points on the basis of how many units are completed by members.²³ 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-weeks period of individualized instruction, the teacher conducts group-paced instruction for a week.²⁴

In Accordance to Susan Bawn, TAI is similar to STAD and TGT in many ways. Four member teams are used and teams with the highest combined scores are rewarded with certificates. Both cooperative learning and instruction that is individualized is included in TAI.²⁵

Slavin state on his book, In TAI combines cooperative learning with individualized instruction.²⁶ So, students encourage and help one another to succeed. students take final tests without teammate's help.

According to Anetha L. F. Tilaar , This type of learning combines the advantage of learning in group work and individual learning. In addition, the type of learning assisted Team Individualization (TAI) is designed to address the learning difficulties of individual students, where

²³ Ann Robinson. *Op.Cit*, p. 3

²⁴ Ibid, p.xi

²⁵ Susan Bawn. *The Effect of Cooperative Learning On Learning and Engagement*, (The Evergreen State College, 2007), p.28

²⁶ Slavin, Robert E. *Cooperative Learning: Student Teams. What Research Says to Teacher*. Second Edition. (Washington DC: National Education Association, 1987).p.4

students learn at their own level of ability themselves. If they do not qualify at a certain capacity, they can build a strong foundation before moving to the next stage.²⁷ On the other hand, if students can progress more quickly, they do not need to wait for the other class members.

In Accordance to UNESCO in Awofala, Adeneye O. A and Nneji, TAI combines cooperative learning with individualized programmed instruction. Cooperative learning refers to learning together in small groups to effect individual accountability and a common group goal. In individualized programmed instruction, “instructional materials are arranged in a series of successive frames that lead the learner from a body of known concept to unknown, from simple to complex concept within the same area”²⁸

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

2. The Procedures of Team Accelerated Instruction (TAI)

According to Abidin In cooperative learning of TAI type has eight stages, among others: *placement test*, *teams*, *student creative*, *team study*

²⁷Anetha L. F. Tilaar, “Effect of Cooperative Learning Model Type of Team Assisted Individualization (TAI) and the Performance Assessment of Learning Achievement to Linear Program Course”, *International Journal of Science and Engineering Investigations* (Manado: Manado State University), Vol. 3 Issue 24/ 24 January 2014, p.26

²⁸Awofala, Adeneye O. A and Nneji, “*Effect of Framing and Team Assisted Individualized Instructional Strategies on Students’ Achievement in mathematics*”, p.2

*method, teaching groups, fact test, whole-class units, and (team scores and team recognition*²⁹.

The following steps of the cooperative learning model type TAI:

a. Placement Test

In this step, the lecturer gives a pretest to the students. This could also be replaced by observing the test result of the previous material or the average score that the students earned during certain duration of study. This step enables lecturer to figure out the students' weakness in particular topics.

b. Teams

This is recognized as an important step in the cooperative learning of TAI. In this step, the lecturer groups the students into some heterogenous groups consisting of 4-5 students each.

c. Teaching Group

The lecturer explains the material briefly before the tasks given.

d. Student Creative

Lecturer needs to emphasize and to create the students' perception that the individual success is determined by the success of their group.

²⁹ Eka Anggraini Pramestasari & Abd. Qohar, "Application Of Guided Journal In Cooperative Learning In Team Assisted Individualization (Tai) Type To Support Mathematical Communication Capability Of Class Viii-A Students At Smp Negeri 2 Malang", *IOSR Journal of Research & Method in Education (IOSR-JRME)*, (Malang: Universitas Negeri Malang,), Volume 6, Issue 5 Ver. III Sep. - Oct. 2016, p. 71-72

e. Team Study

The students learn by using the students' worksheet. The lecturer also gives assistant to the students who need help individually. This step could also use the students who have good academic record to help the other members of the group as the peer tutor.

f. Fact test

The lecturer gives small test based on the facts got by the students, for instance, by delivering a quiz.

g. Team Score dan Team Recognition

The next step is that the lecturer gives score to the group's work and gives "salutation" reward towards the group which can pass the tasks well and also towards the group which still fails the tasks, for instance, by recognizing them as "the BEST group" or "the OUTSTANDING group", etc.

h. Whole-Class Units

The final step is that the lecturer re-presents the material in the end of the chapter by using problem solving strategy for all the students in the classroom.³⁰

In the TAI, students have to check their works each other and they have to work each other based on the series of specific questions,

³⁰Georgina Maria. "The Role of Cooperative Learning Type Team Assisted Individualization to Improve Students Mathematics Communication Ability in the Subject of Probability Theory", *Journal of Education and Practice*, (Makassar :IISTE), Vol.6/No.32,2015,p.28

the teacher can give explanation about the questions which were mostly considered complicated by the student.

3. The Advantages and Disadvantages of Team Accelerated Instruction (TAI)

a. The Advantages of TAI

There are some advantages of TAI, They are:

- 1) The students can work together as a team.
- 2) They can help each other in doing task. The clever students take the responsibility to help the weak group. The weak students will be assisted
- 3) Students do not only expect assistance from the lecturer
- 4) Motivates student to learn fast and accurately in all material³¹
- 5) The learning process more interesting.
- 6) The students become active and creative

b. The Disadvantages of TAI

- 1) The students are possible to cheat each other.
- 2) If there is homework and students are supposed to work with team, they have to work together. However, there is student's house is too far from the others.

³¹Ibid,p.28

4. Teaching Reading Comprehension by Using Team Accelerated Instruction (TAI)

Teaching reading at senior high school is focused on the achievement of the competence, which can be shown on the students' in comprehending the text.. Basic competence for reading is that the students are able to understand the meaning of the text and the arranging of rhetorical development in the written text, especially in narrative, procedure, hortatory, spoof, recount, report and news item. So, the writer would like to have an observation in teaching raeading by using TAI on the eleventh grade students of senior high school.

These are following instructions in teaching reading comprehension by using TAI ;

- a. Teacher divides the students into groups based on their placement test as the procedure in TAI. Each group consists of four students and they are assigned to complete specific learning material or homework.
- b. Each group is given the series of specific tasks of Reading to be done and comprehend together. Points in the task are sequentially distributed to each member (eg, for material that consists of 20 questions, it means four members in each group must take turns to answer the questions about it).
- c. All members have to check the answers each other in the group and give assistance each other if needed.

- d. After that, each member is given individual tests without assistance from other members. During individual tests, teachers should give more attention to each student. Reward is given to groups that are able to answer most questions correctly and able to finish homework well. Teacher provide extra points to individuals that are able to obtain an average score on the final exam.

In the TAI, students have to check their works each other and they have to work each other based on the series of specific questions.

C. Action Hypothesis

Based on the Theoretical Review above, The writer formulated the action hypothesis as follows : the use of Team Accelerated Instruction (TAI) strategy would able to improve the student's reading comprehension at SMA Negeri 1 Kotagajah in Central Lampung.

CHAPTER III

RESEARCH METHOD

A. Research Setting

This research will be conducted at SMA N 1 Kotagajah Central Lampung. This research will be held at the eleventh grade students of SMA N 1 Kotagajah Central Lampung. SMA N 1 Kotagajah is one of school that is located on Jl. Raya Kotagajah.

B. Subject of the Research

The subject of the research is the students of eleventh graders at SMA N 1 Kotagajah – Central Lampung in the first semester . The number of the students consists of 30 members. The students are taken as the subject of the study since they had poor ability in Reading Comprehension.

Table 4
The subject of the research

Class	Sex	
	Female	Male
X	17	13
Total	30	

The writer, will take one of the classes in which the students had lower average score. Based on the teacher's experience during teaching and learning process and the students' result test in reading comprehension, the teacher found problems such as incapability of the students in comprehend the text well. After finishing the problems, The writer examined the problem

solution. The problem solution was teaching reading comprehension through Team Accelerated Instruction (TAI). In addition, this class must get 78 score to fulfill the Minimum Mastery Criterion-(*Kriteria Ketuntasan Minimal (KKM)*) in English lesson.

C. The Research Procedure

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

According to Glenda Mac, Action research is a cyclical process of ‘think –do –think’ to research and create change. We think about what we do at present, then we do something to create change, then we think again about what we’ve done and its effects.³²

Jean McNiff Also stated that, “Action research is a name given to a particular way of researching your own learning. It is a practical way of looking at your practice in order to check whether it is as you feel it should be.”³³

Based on the statement above, the writer can say that Classroom Action Research is a reflective study done by the teacher in a classroom for getting solution about the problem until it can be solved. In addition, classroom action research helps the teacher to solve problem by applying a

³²Glenda Mac Naughton and Patrick Hughes, *Do Action Research in Early Childhood Studies: A Step by Step Guide*, (New York: Open University Press, 2009), p.1

³³Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (New York: RoutledgeFalmer, 2002) Second Edition, p.15

new method, strategy, or technique as an alternative way leading to innovation.

In this Classroom Action Research (CAR), consisted of the cycle and consisted of four steps, namely planning, acting, Observing and reflecting. The writer describes the cycles through the scheme of action research design by Kurt lewin as follows:

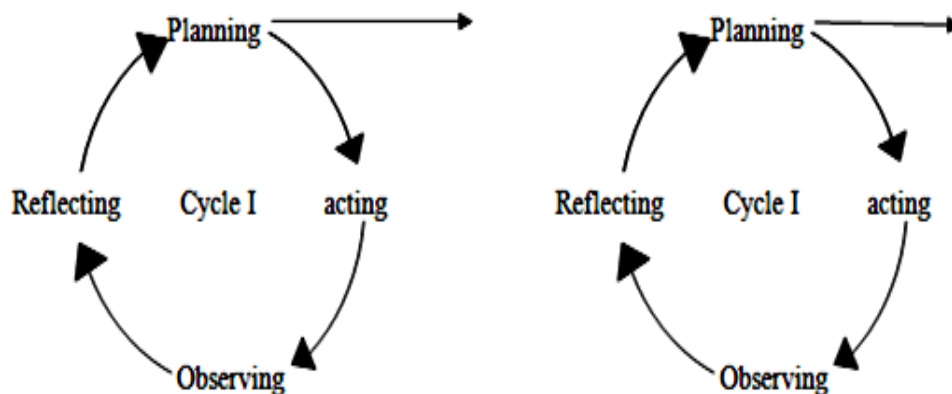


Figure 1
Kurt Lewin's Action Research Design
(Adapted from Jean McNiff, 2002)³⁴

CAR was Applied in this research since it is regarded important to develop reading comprehension of the eleventh graders of SMA N 1 Kotagajah by applying Team Accelerated Instruction (TAI). By applying this Team Accelerated Instruction, it was expected to solve students' problems in teaching-learning process of reading comprehension.

The classroom action research design applied in this research is a collaborative classroom action research. In conducting the research, the writer

³⁴ *Ibid*, p.41

collaborated with the real English teacher of SMA N 1 Kotagajah as an observer and collaborator. The writer plays a role as an English teacher who teaches reading comprehension through Team Accelerated Instruction (TAI) to the students, while the real English teacher's role is as an observer who observes the action of the study while teaching-learning activities happen in the classroom. Also the real English teacher acts as a collaborator when helps the writer in designing lesson plan, carrying out the reflection, and determining the follow up of the study. Here, the writer is not only as an observer but she also took actions by making lesson plan and giving assessment. Then, she also collecting and analyzing data together with the teacher to know the result of their student reading result.

According to the Kurt Lewin's action research design, the writer wants to describe a plan for Classroom Action Research (CAR) as follows:

1. Cycle 1

a) Planning

After interviewed, observed and conducted test before CAR.

The teacher and the observer made instruments, such as: lesson plan, observational notes, observational guidelines, and test after CAR.

b) Acting

In this phase, the writer acted as the teacher and the real teacher becomes the observer. The teacher conducted the lesson plan, teaches reading, explains the strategic for reading comprehension and applies Team Accelerated Instruction (TAI).

c) Observing

In this phase, for the first, the real teacher observes teaching learning activity in the classroom, such as class situation, teacher's did performance, and students' responses. Secondly, identified the students' achievement in learning reading comprehension by giving the test after CAR in cycle 1. And the last, the writer calculated students' improvement scores from test before CAR to test after CAR in cycle 1 whether improved or not.

d) Reflecting

In this phase, for the first the teacher and the writer have discussed not only about the result of the implementation of CAR, but also students' achievement and the strategy. And then, the teacher and the writer prepared the lesson plan for the next cycle and for test after CAR in cycle 2 in order to know the improvement of students' score and to solve the problem unfinished yet.

2. Cycle 2

a) Planning

In this phase, the writer revised the lesson plan and modifies the use of Team Accelerated Instruction (TAI) with some modifications. Then, the teacher and the writer prepared observational guidelines and the test after CAR in cycle 2.

b) Acting

In this phase, the teacher teaches reading with reading material especially comprehending the text according to a new lesson plan.

Then, the teacher modified the use of Team Accelerated Instruction (TAI) by ask the student to find the information from text and meaning from the reading text.

c) Observing

In this phase, for the first, the real teacher observed teaching learning activity in the classroom, which include class situation, teacher's performance, and students' response. Secondly, students are given the test after CAR in cycle 2. And the last, the writer calculate students' improvement scores from test before CAR to test after CAR in cycle 1 to test after CAR in cycle 2.

d) Reflecting

In this phase, for the first, the writer and the teacher discussed about the result of the implementation CAR by modifying a new strategy in action, about students' response with the strategy, about improvement students' score in reading and about analyzing the result from test after CAR in cycle 1 to test after CAR in cycle 2. And then, the writer and the teacher made an agreement, if the target is not achieved, the action would be continued to cycle 3, but if the target is achieved, the action would be stopped.

D. The Data Collecting Technique

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

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

1. Test

The writer used test to get data result of the students' reading comprehension. The result of this test was students' students reading score based on the strategy applied. The aim of this test was to measure the students' reading comprehension . The writer uses test to get data result of the students' reading comprehension . The type of this test is multiple choices. The tests are *pre-test* and *post-test (based on Team Accelerated Instruction (TAI) applied)*

a. Pre-test

The pre-test is completed before implementing *Accelerated Instruction (TAI)* in preparations study.

b. Post-test

The post-test is implemented after using *Accelerated Instruction (TAI)* in teaching reading comprehension.

2. Observation

Observation is a mainstay of action research. It enables writer to document and reflect systematically upon classroom interaction and events , as they actually occur rather than as we think they occur.³⁵

In this case, the writer observed the students directly in the classroom and gets the description about students' activity in learning reading process. The real teacher also observed the writer who teaches in the classroom and the implementation of CAR based on observation notes which already made before. The data was taken based on the students' participants during teaching and learning activity according to lesson plan. The information obtained from this observation is used to as a basis to determine the planning for following cycle.

3. Documentation

Documentation is collection of various documents relevant to the research questions which can include students' reading worksheet, student records and profile, course overviews, lesson plans, classroom materials.³⁶

4. Field Note

In this research, the writer would used field notes to focus on a particular issue or teaching behavior over a period of time. Moreover, the writer would take field note related to the classroom situation, classroom

³⁵ Anne Burns, *Collaborative Action Research for English Language Teachers*, (New York: Cambridge University Press, 1999), p.80

³⁶ Ibid, p.117

management, classroom interaction between teacher and students or students with students and etc.

E. The Research Instrument

Research instrument is helping tool of method in collecting data. The research instrument that is used by the writer in this research is Instrument Blueprint. Here are the explanations :

1. Test

The researcher will use two kinds of test, there are pre-test and post-test. The pre-test instrument was different with the post-test instrument, but have the same difficulty level. In this research, the writer would give a test which contained multiple choices.

Research Variable	Indicators	Kin d o f T e s t	Type of Test
Reading Comprehension	The student are able to comprehending the personal letter text	Mult i p l e C h o	Literal Compr ehensi on

		i	
		c	
		e	
		s	

The pre-test would be done before implementing the teaching and learning process. It is to measure students' reading comprehension at first. Meanwhile, the post-test is implemented after doing Team Accelerated Instruction (TAI) in teaching and learning process.

2. Observation Guidance

The researcher used the observation guidance as the instrument for collecting the data. Therefore, the researcher makes the observation list to know the students' activity in the classroom directly. There were some indicators of the observation instrument and it were the students' observation guidance as follows:

Observation Sheet

The Students' Activity

	NAME	The students activity				
	Total					
	Percentage (%)					

Indicators of the students's activities that observed are:

1. Giving attention to the teacher's explanation
2. Giving the respond to the teacher's explanation-question
3. Showing the student creativity to their group.
4. Contributing the active ways to their group.
5. Solving the problem cooperatively with their group.

3. Documentation Guidance

The researcher used the documentation guidance as the instrument for collecting the data. Instrument which would be used in documentation was documentation guidance, as follows:

- a. Documentation about historical background of SMA Negeri 1 Kotagajah.
 - b. Documentation about condition of the teachers and official staff of
 - c. Documentation about students of SMA Negeri 1 Kotagajah.
 - d. Documentation about facilities of SMA Negeri 1 Kotagajah.
 - e. Documentation about sketch of location SMA Negeri 1 Kotagajah.
- SMA Negeri 1 Kotagajah.

4. Field Note

The writer used field notes to record activities during the teaching and learning or reading comprehension through Team Accelerated Instruction (TAI) in the classroom. Those are including classroom atmosphere, students attitude, activity and teachers activity in presenting the material.

F. The Data Analysis Technique

The writer would like to analyze the data by the action research. The data was attained from teaching-learning process and evaluation. The data would be analyzed in Statistical Technique.

Data analysis is the processing of information or data that has been gathered in order to draw conclusion. It is a process of organizing the data in order in order to gain regularity of the pattern and form of the research.

Tabulating the result of the test, finding the mean of the pre test and post test. The mean was calculated by applying the following formula:³⁷

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

Notes:

P = Percentage of Students Activity

$\sum x$ = Total of Score

N = Total of Students

The students score is counted with the following formula :³⁸

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

Notes: \bar{X} = Mean

$\sum X$ = The total number of students' scores

N = Number of students

³⁷ John K. Taylor, *Statistical Techniques for Data Analysis*, (USA: Chapman, 2004)p.49

³⁸ Donald Ary at all, *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning, 2010) Eighth edition, p.108

G. The Indicator of Success

The indicator of success of this research would be emphasized on the teaching reading comprehension process and the result of learning. The students are called success if 75% students get score 78 or above in reading comprehension.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Setting

a. Brief History About the Establishment of State Senior High School 1 of Kotagajah in Central Lampung.

This classroom action research was conducted at State Senior High School 1 of Kotagajah in Central Lampung. SMA Negeri 1 Kotagajah Lampung Tengah stands on a land area of 16,250 M² on the basis of the Decree of the Minister of Education and Culture of the Republic of Indonesia Number: 0188/O/1979 on 7 March 1979. The name of SMA Negeri Kotagajah have changed into various changes: first in 1998 turned into SMA Negeri 1 Punggur. These change caused by the instruction from the Directorate General of Higher Education Ministry of Education. The name of SMA Negeri Kotagajah have changed into four times from SMA Negeri 1 Punggur into SMA Negeri 1 Kotagajah. Geographically it is located on Kotagajah, Central Lampung,.

SMA Negeri 1 Kotagajah have changed leader eight times. These school had been led by the following principals:

- | | |
|-----------------------------|-------------|
| 1) Drs. R. Ahmad Matin | 1979 – 1987 |
| 2) Hi. Slamet Soeparman, BA | 1987 – 1996 |
| 3) Drs. Sukirman | 1996 – 1999 |
| 4) Drs. Hamim Hamzah | 1999 – 2000 |
| 5) Drs. Abdullah Makmur, HA | 2000 – 2002 |

- | | |
|----------------------------|--------------------|
| 6) Drs. Syatbi Tahmid, M.M | 2002 – 2012 |
| 7) Drs. Maksum Yusup, M.Pd | 2012 – 2014 |
| 8) Drs. Mashudi, M.Pd | 2014 – 2015 |
| 9) Drs. Dasiyo P, M.Pd | 2015 up until now. |

b. The Condition of Teachers in SMA Negeri 1 Kotagajah

The data of teachers in academic year of 2016/2017 based on the employment of the status, it can be identified as follow;

Table 5
The Data of Teachers in SMA Negeri 1 Kotagajah

No	Mata Pelajaran	Permanent	NON Permanent	Total
1	a. Civic Education	2		2
2	b. Religion			
	Islamic Study	4		4
	c. Protestant		1	1
	d. Catolik		1	1
	e. Hindu	1		1
	f. Budha			
	g. Konghuchu			
3	Indonesian Language	6		6
4	English	5		5
5	History	5		5
6	Phycical Education	3	2	5
7	Mathematic	7	4	11
8	Physic	6		6
9	Biology	4		4

10	Chemistry	4		4
11	Economy	5		5
12	Sociology	2		2
13	Geography	2		2
14	Foreign Language		1	1
15	Lampung Language		2	2
16	Counseling	5	2	7
	Total	61	13	74

Source: The documentation result

Table 6
The Data of Staff in SMA Negeri 1 Kotagajah

No	Staff	Permanent	NON Permanent	Total
1.	Administration Staff	10	3	13
2.	Laboratory assistant		2	3
3.	Librarian		2	2
4.	Security		2	2
5.	Cleaning Service		6	6
6.	Electric Technician		1	1
	Total	10	16	26

Source: The documentation result of teacher in academic year of 2016/2017 SMA Negeri 1 Kotagajah.

c. The Quantity of SMA Negeri 1 Kotagajah

The quantity of SMA Negeri 1 Kotagajah Students in academic year of 2016/2017 can be identified as follows;

The Quantity of the Students at SMA Negeri 1 Kotagajah

No	Class	Sex		Total
		Male	Female	
1.	VII	125	102	227
2.	VIII	110	124	234
3.	IX	64	74	138
Total		299	300	601

Source: The documentation result of teacher in academic year of 2016/2017 SMA Negeri 1 Kotagajah

d. Facilities and Infrastructure

The facilities and infrastructure of SMA Negeri 1 Kotagajah in academic year of 2016/2017 can be identified as follows;

Table 7

The Facilities and Infrastructure in SMA N 1 Kotagajah

No	Facilities	Conditions			Total
		Good	Slightly damaged	Seriously damaged	
1.	Headmaster room	1			1
2.	Teacher room	1			1
3.	Office house	1			1
4.	Library	1			1
5.	Computar lab	1			1
6.	Science lab				0
7.	Physics lab	1			1

8.	Chemistry lab	1			1
9.	Biology lab	1			1
10.	Language lab	1			1
11.	Hall	1			1
12.	Mosque	1			1
Total		11			11

Source: The documentation result of facilities and infrastructure in academic year of 2016/2017 SMA Negeri 1 Kotagajah

e. Curriculum

Table 8

Curriculum in SMA Negeri 1 Kotagajah

No	Periode	Grade	Curriculum
1.	2012/2013	X, XI, XII	Cur th 2006
2.	2013/2014	X, XI, XII	Cur 2013 Cur 2006
3.	2014/2015	X, XI XII	Cur 2013 Cur 2006
4.	2015/2016	X, XI, XII	Cur 2013
5.	2016/2017	X, XI, XII	Cur 2013

2. Description of Research

This research used Classroom Action Research (CAR) , whose has purpose to improve the students' reading comprehension and the result of the study in SMA Negeri 1 Kotagajah . The researcher used Team Accelerated Instruction(TAI) to improve reading comprehension because from the result of pre survey the researcher had information that the students' at the eleventh graders of SMA Negeri 1 Kotagajah had low in reading comprehension. Based on the result of pre survey from 30 students, only 11 students completed and 19 students who incomplete with the Minimum Mastery Criteria (MMC) for English lesson is 78.

In this research, the researcher used Team Accelerated Instruction(TAI) to improve reading comprehension. The study result was gotten through test that was administered to the students in the beginning research and in the end of every cycle, while the activity data was gotten from the observation when the learning activity was happened. As it is mentioned before, each cycle consist of planning, implementation, observation, and reflection.

Pre-Test

The pre-test was conducted on September 28th 2017 in 45 minutes before the students given the action. In this meeting the collaborator was being the observer and the researcher was being the teacher. This meeting was started by praying and greeting, checking the attendance

list, and asking the students' condition after that the teacher asked the students to answer the pre test until finish. In this chance, the pre-test became the opening of the meeting. The pre-test was about Personal Letter and some students are very enjoy to do their test and others looked very annoying. The table belows shows the data and the frequency of the students pre-test score:

Table 9
The Result of the Students' Score in Pre-Test

No.	Students' Code	Score	Explanation
1.	AB	80	Complete
2.	ACB	75	Incomplete
3.	AW	70	Incomplete
4.	AVYP	75	Incomplete
5.	AYM	85	Complete
6.	AM	65	Incomplete
7.	CM	70	Incomplete
8.	CP	70	Incomplete
9.	CKAP	80	Complete
10.	DAP	80	Complete
11.	DH	85	Complete
12.	DAS	75	Incomplete
13.	ED	55	Incomplete
14.	FR	65	Incomplete
15.	FDL	70	Incomplete

16.	GL	60	Incomplete
17.	LW	75	Incomplete
18.	MDH	55	Incomplete
19.	MDN	65	Incomplete
20.	MDAW	75	Incomplete
21.	NLGPS	80	Complete
22.	PSS	70	Incomplete
23.	RAM	65	Incomplete
24.	RPH	80	Complete
25.	RDPP	55	Incomplete
26.	SAF	65	Incomplete
27.	SPA	80	Complete
28.	SRD	70	Incomplete
29.	VM	75	Incomplete
30.	WDL	80	Complete
Total Score		2150	
Average		71,66	
Highest Score		85	
Lowest Score		55	

Table 10
The Frequency of the Students' Score in Pre-Test

No	Score	Frequency	Percentage	Category
	≥ 78	9	30%	Complete
	≤ 78	21	70%	Incomplete
	tal	30	100%	

Referring the data above, the Minimum Mastery Criteria (MMC) for English lesson is 78. It can be seen that only 9 students (30%) got score up to the standard, then 21 students (70%) got score less than the standard. That is the reason, the researcher used Team Accelerated Instruction(TAI) to improve the students reading comprehension in personal letter text.

a. Cycle 1

1) Planning

Before the learning process began the researcher and the collaborator would like to discuss about, as follow:

- (1) Prepared the material of Personal Letter.
- (2) Prepared the lesson plan.
- (3) To make the items that would be examined as the pre test and the post-test I in the cycle 1.
- (4) Introduced the Procedure of Team Accelerated Instruction(TAI) that used in the learning process.
- (5) To make the observation sheet of the students activity 1.

The minimum mastery criteria (MMC) at SMA Negeri 1 Kotagajah for English was 78. The lesson is reading, Personal Letter especially. In this meeting, the students were expected by the teacher got specific information of the Personal Letter Text. In the first and second meeting, the teacher would explain about The Material Personal Letter then applied the Team Accelerated Instruction(TAI in learning process. Therefore, in the last meeting, the teacher would evaluate multiple choice for the 30 students of XI Science 4 class. The evaluation was about multiple choice, it consisted of twenty questions based on the Personal Letter text.

2) Acting

The action in the cycle 1 consist of two meetings, one meeting for the treatment, and one meeting for action then continued by the post test, there are:

a) The first meeting

The first meeting was conducted on September 29th 2017, the allocation of the time for two meetings (2 x 45 minutes), therefore, the first and the second meeting were used as the implementation of the action in cycle I.

The action that was conducted as follow:

- (1) The teacher greeted the students and checked the attendace list.

- (2) The teacher gave the information about the subject that would study.
- (3) The teacher reviewed the material that had studied in the cycle 1 that was Personal Letter.
- (4) The teacher gave the example of Personal Letter then the student seating arrangement are on their group as the following procedure of Team Accelerated Instruction(TAI).
- (5) The students followed the teaching learning carefully, they were enjoy and anthusiasm to study.
- (6) The students were asked to review again about the Personal Letter.
- (7) The teacher gave some test to student that should be solved by the group. The student can discuss with their group.
- (8) After the task is collected, the teacher and students to study the answer that corrects from the task it. To study the post-test I item that has been done in the end cycle 1.
- (9) The teacher and the students to review and made the conclusion about the subject material that was studied.
- (10) Closing the learning process.

b) The Second Meeting

In the second meeting was conducted on Tuesday, October 03th 2017 for 2x45 minutes. In this meeting, the researcher was

being the teacher and the collaborator was being the observer, the action as follow:

- (1) The teacher greeted the students and checks the attendance list.
- (2) The teacher gave the information about the material.
- (3) The teacher gave instruction based on the procedure of Team Accelerated Instruction (TAI), so the students divided into group of 6 consist of 5 students each group
- (4) The teacher gave the material about the Personal Letter.
- (5) The teacher gave the example.
- (6) The teacher asked the student about the material that was related and the students answered with their group discuss with their group.
- (7) In the last 45 minutes us as the post-test 1, the students did the test by individually, after the students were given the action. The result of the students' score in post-test 1 will be showed in the following table:

Table 11
The Result of the Students' Score in Post-Test 1

No.	Students' Code	Score	Explanation
1.	AB	85	Complete
2.	ACB	75	Incomplete
3.	AW	80	Complete

4.	AVYP	65	Incomplete
5.	AYM	80	Complete
6.	AM	75	Incomplete
7.	CM	65	Incomplete
8.	CP	85	Complete
9.	CKAP	85	Complete
10.	DAP	80	Complete
11.	DH	85	Complete
12.	DAS	90	Complete
13.	ED	75	Incomplete
14.	FR	80	Complete
15.	FDL	75	Incomplete
16.	GL	75	Incomplete
17.	LW	85	Complete
18.	MDH	80	Complete
19.	MDN	70	Incomplete
20.	MDAW	65	Incomplete
21.	NLGPS	85	Complete
22.	PSS	80	Complete
23.	RAM	85	Complete
24.	RPH	75	Incomplete
25.	RDPP	75	Incomplete
26.	SAF	80	Complete
27.	SPA	90	Complete

28.	SRD	75	Incomplete
29.	VM	65	Incomplete
30.	WDL	85	Complete
Total Score		2350	
Average		78,33	
Highest Score		90	
Lowest Score		65	

Table 12

The Frequency of the Students' Score in Post-Test

No	Score	Frequency	Percentage	Category
	≥ 78	17	56.67%	Complete
	≤ 78	13	43.33%	Incomplete
	Total	30	100%	

Referring the data above, It can be seen that only 17 students (56.67%) got score up to the standard, then 13 students (43.33%) got score less than the standard.

The highest score in post-test 1 was 90 and the lowest score was 65. But, the result of the students' test was better than the students' test before giving treatment.

3) Observing

In observation of teacher's action the researcher presented two meeting in cycle 1 of learning to find the information of the text in reading lesson and For the second meeting the teacher explained the material about Personal Letter and using teaching strategy Team Accelerated Instruction (TAI) for learning. A highly appreciation came to their interest in doing the task was very interesting.

The students began be active and interested in teaching learning process. In the post test of cycle 1 there were 17 students of 30 students who got 78 or more but this result be better than before giving treatment.

The data of the students' activity can be seen in the table bellows:

Table 13
The Result of the Students' Activity in
the Learning Process of Cycle 1

	Students' Activity	Frequency	Percentage
1	Giving attention to the teacher's instruction	20	66.6%
2	Giving the respond to the teacher's explanation-question	19	63.3%
3	Showing the student creativity	1	3.3%

	to their group		
4	Contributing the active ways to their group	1	3
5	Solving the problem cooperatively with their group	18	60%
Total		30	

The data above explained that the total of students who paid attention to the teacher explanation were 20 (66.7%), 19 students (63.3%) responded to the teacher explanation. Students were very inactive in Showed the student creativity to their group, they were only 14 students (46.7%). 10 students (33.3%) were Contributed the active ways to their group. There were 18 students (60%) Solved the problem cooperatively with their group.

4) Reflecting

Based on the result of cycle I, it can be seen that most of students get difficulty in answering the questions about Personal Letter. It happens because the students do not understand the meaning of the text although the teacher has guided the students to do the task. In the end of cycle 1 the result of students' activities improve from the first meeting until next meeting. The

students' score also improved from the average in the pre test 71,66 and the average of post test 78,83 but it was not fulfill the completeness Standard at least 75% students must get ≥ 78 . In the post test of cycle 1 showed that only 17 students who got score more than 78. It is not fulfill the MMC.

Based on the analyzing above, the researcher conclude that this research should be continuing in cycle 2. The researcher tried to get solution as follow :

- 1) The researcher should manage class well
- 2) The researcher asks students to focus on group task and not make a noise.
- 3) Teacher should motivate students to be more active in their group .

b. Cycle II

The cycle II was similar with cycle I. It divided into planning, acting, observing, and reflecting. It would be explained more as follow:

1) Planning

Based on the reflection that had been conducted in the cycle 1, the researcher and the collaborator made the planning of the action, as follow:

- (1) Prepared the material of Personal Letter.
- (2) Prepared the lesson plan.

- (3) Prepared the items that will be examined as the post-test in the end cycle.
- (4) Gave instruction to the team as following the procedure of Team Accelerated Instruction(TAI) for learning.
- (5) Prepared the observation sheet of the students' activity .

2) Acting

The action in the cycle II, consist of two meetings, one meetings for the action, and one meeting for the post-test in the end cycle. They are:

a) The First Meeting

Based on the learning implementation plan II, the allocation of the time for two meetings (2 x 45 minutes), therefore, the first and the second meeting were used as the implementation of the action in cycle II.

The first meeting was conducted on Thursday, October 05th, 2017. The action that was conducted as follow:

- (1) The teacher greeted the students and checked the attendace list.
- (2) The teacher gave the information about the subject that would study.
- (3) The teacher reviewed the material that had studied in the cycle 1 that was Personal Letter.

- (4) The teacher gave the example of Personal Letter then the student seating arrangement are on their group as the following procedure of Team Accelerated Instruction(TAI).
- (5) The students followed the teaching learning carefully, they were enjoy and anthusiasm to study.
- (6) The students were asked to review again about the Personal Letter.
- (7) The teacher gave some test to student that should be solved by the group. The student can discuss with their group.
- (8) After the task is collected, the teacher and students to study the answer that corrects from the task it. To study the post-test I item that has been done in the end cycle 1.
- (9) The teacher and the students to review and made the conclusion about the subject material that was studied.
- (10) Closing the learning process.

b) The Second Meeting

The second meeting was conducted on Tuesday, October 10th 2017. This meeting used as the post-test II in the end of cycle II, for 2 x 45 minutes the students was given the action. It has been finished well by the students where they had to comprehend the meaning of a text by themselves without their group. The result of the students' score in post-test II can be seen in the following table:

Table 14**The Result of the Students' Score in Post-Test II**

No.	Students' Code	Score	Explanation
1.	AB	90	Complete
2.	ACB	80	Complete
3.	AW	70	Incomplete
4.	AVYP	75	Incomplete
5.	AYM	85	Complete
6.	AM	80	Complete
7.	CM	75	Incomplete
8.	CP	80	Complete
9.	CKAP	90	Complete
10.	DAP	85	Complete
11.	DH	80	Complete
12.	DAS	90	Complete
13.	ED	85	Complete
14.	FR	90	Complete
15.	FDL	80	Complete
16.	GL	85	Complete
17.	LW	95	Complete
18.	MDH	85	Complete
19.	MDN	75	Incomplete
20.	MDAW	85	Complete
21.	NLGPS	95	Complete

22.	PSS	90	Complete
23.	RAM	80	Complete
24.	RPH	75	Incomplete
25.	RDPP	85	Complete
26.	SAF	90	Complete
27.	SPA	100	Complete
28.	SRD	85	Complete
29.	VM	75	Incomplete
30.	WDL	95	Complete
Total Score		2525	
Average		84.16	
Highest Score		100	
Lowest Score		70	

Table 15

The Frequency of the Students' Score in Post-Test II

No	Score	Frequency	Percentage	Category
	≥ 78	24	80%	Complete
	≤ 78	6	20%	Incomplete
	total	30	100%	

Based on the data above, it can be seen that there was an increasing from the score of post-test 1 and post-test 2. According to standard score, 75% students had passed the test.. It means that cycle 2 was succesful.The highest score in post-test was 100 and the lowest score was 70. But, the result of the students' test was better than the students' post test in cycle 1.

3) Observing

In this step, there were also five indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follow:

Table 16
The Result of the Students' Activity in
the Learning Process of Cycle II

No	Students' Activity	Frequency	Percentage
1	Paying attention to the teacher's instruction	25	83.3%
2	Paying the respond to the teacher's explanation-question	24	80%
3	Showing the student creativity to their group	24	80%
4	Contributing the active ways to their group	26	86.6%
5	Solving the problem cooperatively with their group	30	100%
Total		30	

The table above showed that the students' activity in cycle II was improved. The students' activity that had high percentage were pay attention of teacher's explanation (83.3%) and the students able to do the task cooperatively with their group (100%), the students who gave respond to the teacher explanation (80%). Then, the students was the students ask/answer the question Showed their student creativity to their group (80%), and the last the students Contributed the active ways to their group (86.6%) . Based on the result above, the researcher indicated that learning process in cycle II was successful because the fifth students' activity got percentage $\geq 75\%$.

The researcher felt satisfied about the result of the research. There were $\geq 75\%$ of students passed the examination. It means the students' reading comprehension had improved. From the result above, the researcher concluded that this research was successful and would be not continued in the next cycle. It could be inferred that using Team Accelerated Instruction(TAI) to teach Personal Letter text could improve the students' reading comprehension because there was improving from average in post-test I 78.33 became 84.16 in post-test II. In the cycle II, most of the students could develop their reading comprehension. It means that cycle II was successful.

4) Reflecting

According to the result of the observation above, it can be inferred that the result of using Team Accelerated Instruction(TAI) strategy to teach Personal Letter text was good. The researcher checked the students' score before and after using Team Accelerated Instruction(TAI) to teach Personal Letter text. The researcher found the significant improvement in students' score in Personal Letter text. The comparison between the students' score at pre-test, post-test I, and post-test II has taken. All students got improvement score in cycle II.

B. Discussion

1. Improving of Student Reading Comprehension Result Score at Cycle I and II by using Team Accelerated Instruction (TAI)

Table 17
The Students' Score at the Cycle I and II

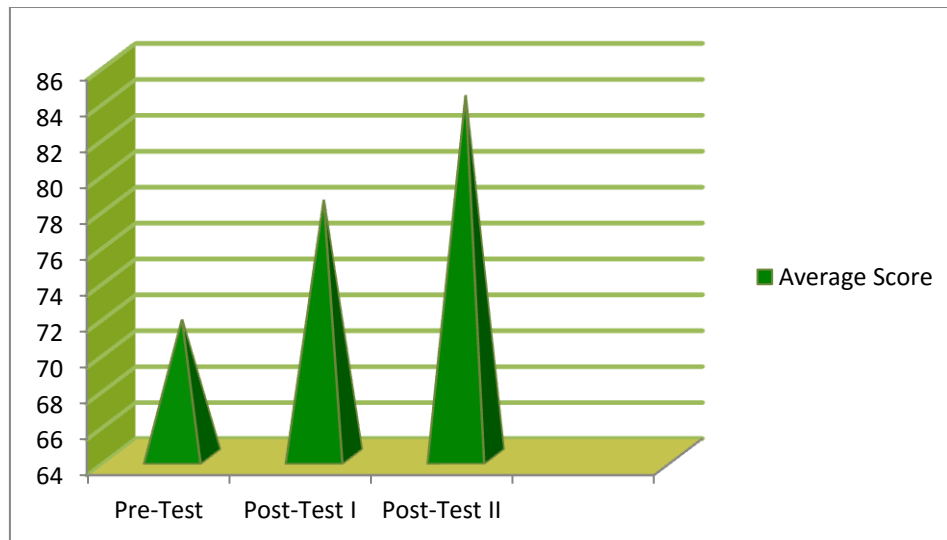
No	Name	Cycle I		Improving %	Cycle II		Explana-tion
		Pre-Test Score	Post-Test Score		Post-Test Score	Improving %	
1		80		6.25	90	5.88	Improved
2	ACB	75	75	0	80	6.67	Improved
3	AW	70	80	14.28	70	-12.5	Improved
4	AVYP	75	65	-13.33	75	15.38	Improved
5	AYM	85	80	-5.88	85	6.25	Improved

6	AM	65	75	15.38	80	6.67	Improved
7	CM	70	65	-7.14	75	15.38	Improved
8	CP	70	85	21.42	80	-5.88	Improved
9	CKAP	80	85	6.25	90	5.88	Improved
10	DAP	80	80	0	85	5.88	Improved
11	DH	85	85	0	80	-5.88	Decreased
12	DAS	75	90	20	90	0	Improved
13	ED	55	75	36.36	85	13.33	Improved
14	FR	65	80	23.07	90	12.5	Improved
15	FDL	70	75	7.14	80	6.67	Improved
16	GL	60	75	25	85	13.33	Improved
17	LW	75	85	13.33	95	11.76	Improved
18	MDH	55	80	45.45	85	6.25	Improved
19	MDN	65	70	7.69	75	7.14	Improved
20	MDAW	75	65	-13.33	85	30.76	Improved
21	NLGPS	80	85	6.25	95	11.76	Improved
22	PSS	70	80	28.57	90	12.5	Improved
23	RAM	65	85	30.76	80	-5.88	Improved
24	RPH	80	75	-6.25	75	0	Decreased
25	RDPP	55	75	36.36	85	13.33	Improved
26	SAF	65	80	23.07	90	12.5	Improved
27	SPA	80	90	12.5	100	11.11	Improved
28	SRD	70	75	7.14	85	13.33	Improved
29	VM	75	65	-13.33	75	15.38	Improved

30	WDL	80	85	6.25	95	11.76	Improved
Total							
Average							

From the improvement of each cycle, it can be seen that the implementation of Team Accelerated Instruction (TAI) can improve the students reading comprehension although the improvement post test . The students understood the material and comprehend the text and they enthusiast following the class from cycle I until cycle II.the students' reading comprehension average improved, it can be seen from their average score 71.66 in pre test becomes 78.33 in post test I, and it improved in post test II becomes 84.16.

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

Chart 1**Graph of the Result of Pre-test, Post-test I and Post-test II**

Based on the chart above, it can be concluded that the using of Team Accelerated Instruction(TAI) can increase the students' reading comprehension. It can be seen from the chart, there were significant improvement of students' average score from the pre-test, post-test I, and post-test II. All of the students were successfully reached out the minimum standard of mastery namely 78. The average of students' score was increased from 71.66 to 78.33 and finally became 84.16 . It can be inferred that the result of students score in pre-test to post-test I up to post-test II has reached out the criteria of the indicator of success with percentage until 75% in the last cycle.

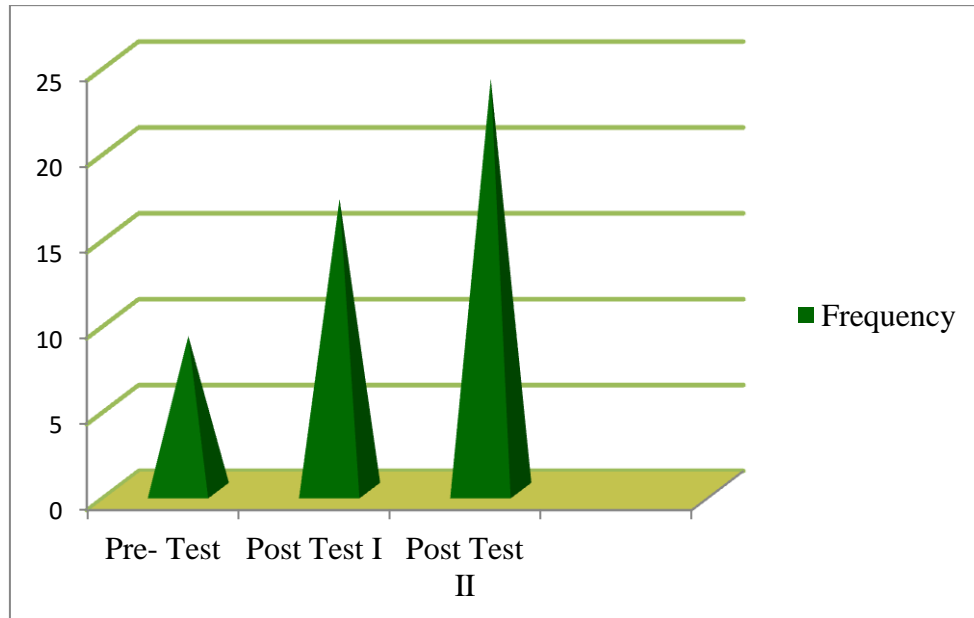
Table 18

Frequency complete of the students' score on Pretest, Post test I, Post test II.

Name	Frequency	Percentage	Category
Pretest	9	30%	Complete
Post Test 1	17	56.67%	Complete
Post Test 2	24	80%	Complete

Chart 2

The Complete of the Students' Score on Pre test, Test I, and Post testII



There was an improving of the students who got score up to the standard from the pre-test to the post-test 1, and from post-test 1 to the post-test 2. From 9 students (30%) in pre-test to 17 students (56.67%) in post-test 1 and become 24 students (80%) in post-test 2.

2. Improving of Student Reading Comprehension Result of Students'

Learning Activities in Cycle I and Cycle II

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

Table 19
The Table of Students' Activities in Cycle I and Cycle II

No	Students' Activities	Cycle I		Cycle II		Improving
		F	Percentage	F	Percentage	
1	Giving attention to the teachers' explanation	20	66.7%	25	83.3%	16.6%
2	Giving respond to the teacher explanation	19	63.3%	24	80%	16.7%
3	Showing the student creativity to their group	14	46.7%	24	80%	33.3%
4	Contributing the active ways to their group	10	33.3%	26	86.6%	53.3%
5	Solving the problem cooperatively with their group	18	60%	30	100%	40%

Based on the table, the students' activities has got improvement from cycle 1 and cycle 2. The students who paid attention to the teacher explanation improved from 20 students (66.7%) became 25 students (83.3%). There were 19 students (63.3%) become 24 students (80%). Then there were only 14 students (46.7%) who interested in Showing the student creativity to their group has increased up to 24 students (80%). The students' activity in Contributing the active ways to their group has reached out from 10 students (33.3%) up to 26 students (86.6%). The most improvement reached out of all students (100%) from 18 students (60%) was in Solving the problem cooperatively with their group.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the result of implementation of reading comprehension by using Team Accelerated Instruction(TAI) in two cycles of the classroom action research, the researcher would like to draw the conclusion as follow.

The use of Team Accelerated Instruction(TAI) in learning English especially material Personal Letter can improve the students' reading comprehension at the eleventh graders of SMAN 1 Kotagajah especially in XI IPA 4. The improving can be seen the average score of the students' reading comprehension before and after being given the treatment. The result of pre-test and post-test show that there is improve from the pre-test to post-test. The average score of the post-test is higher than pre-test. The average score of pre-test is 71.66, then the average score of post-test I is 78.33, and the average score of post-test II is 83.16. So, there is progress from 71.66 to 78.33 to 83.16. From pre-test to the post-test cycle I, there is improve for about 6.67 points, and from the post-test cycle I to the post test cycle II, there is increase for about 4.83 points. It is clear that Team Accelerated Instruction(TAI) will be able to improve the students reading comprehension.

B. Suggestion

Based on the conclusion, the following are some suggestion for English teacher, students, and other researcher that might useful for advance.

1. For English Teacher

The teacher should be more active to motivate the students in learning English. Moreover, but the teacher also should give the students' opportunity to comprehend what their read. The creativities use to teach the material in order to make the students feel interesting, enjoy, and having high motivation in learning process.

2. For students

The students should improve their reading comprehension and exploring their ability in Personal Letter by using Team Accelerated Instruction so the student who have the high comprehending in english need to help another students . They have to give attention well and focus to the material. They also have enrich vocabulary so they can answer the teacher's question by using English.

3. For other Researcher

The researcher suggests other reseracher to conduct a further study. It is also good to do further research focusing on the using Team Accelerated Instruction to improve students' reading comprehension.

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APPENDIXES

SILABUS WAJIB

Satuan Pendidikan : SMA
Mata Pelajaran : Bahasa Inggris / Wajib
Kelas : XI (Sebelas)
Tahun Pelajaran : 2017/2018
Materi : Surat Pribadi/ Personal Letter
Kompetensi Inti :

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya</p> <p>4.6 Teks surat pribadi</p> <p>4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya</p> <p>4.6.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang</p>	<ul style="list-style-type: none"> Fungsi Sosial Menjalin kedekatan hubungan antar pribadi Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Tempat dan tanggal - Penerima - Sapaan - Isi surat - Penutup Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan keakraban yang lazim digunakan dalam surat pribadi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik Pengalaman, informasi, hal 	<ul style="list-style-type: none"> Menyimak dan menirukan guru membacakan beberapa contoh surat pribadi dengan ucapan, dan tekanan kata yang benar. Membaca dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis dua surat pribadi lainnya Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga surat pribadi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga surat pribadi yang koheren, seperti aslinya Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya Melakukan refleksi tentang 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/penyampaian <p>Cara Penilaian: Unjuk kerja</p> <ul style="list-style-type: none"> Membaca dan menangkap makna surat pribadi Menulis dan menempel hasil tulisan surat pribadi Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan undangan secara resmi <p>Observasi</p> <ul style="list-style-type: none"> Penilaian untuk tujuan memberi balikan. Sasaran penilaian: Ketepatan dan kesesuaian dalam menangkap makna, 		<p>Buku Teks</p> <p>Audio CD/ DVD/ VCD</p> <p>UARA GURU</p> <p>Koran/ majalah berbahasa Inggris</p>

sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks		belajar	<p>menyampaikan dan menulis teks berisi surat pribadi</p> <ul style="list-style-type: none"> • Ketepatan dan kesesuaian menggunakan strategi dalam membaca surat pribadi <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan • Kumpulan karya siswa yang mendukung proses. 		
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Kotagajah, 28 September 2017

Guru Mata Pelajaran



SITI ROKAYAH, S.Pd.
NIP : 197002032003122001

Mahasiswa Ybs.



CHICCA KURNIA SAPUTRI
NPM : 13106767

LESSON PLAN

PRETEST

School
: State Senior High
School 1 of
Kotagajah

Subject :
English

Class/Semester :
XI/1

Skill
: Reading

Time Allocation : 1 x
45 minutes

Topic
: Personal Letter

I. Core Competence

3. Understanding
knowledge (factual,
conceptual, and
procedural) based on
his/her curiosity about
science, technology,

arts, culture related
phenomena and real
events.

4. Trying, processing and
presenting various
things in the realm of
concrete (using,
parsing, composing,
modifying, and
creating) and the realm
of the abstract (writing,
reading, counting,
drawing and
composing) in
accordance with the
learned in school and
from other sources in
the same point of view /
theory.

II. Basic Competence

- 3.4 Analyzing text
structure and linguistic

elements to carry out the social function of the personal letter text according to the context of its use.

- 4.3 Understanding the contextual meaning related to social function, text structures and linguistic elements in the form of oral or personal letter in relation to personal activities.

III. Indicators

1. Identify short structure of personal letter.
2. Understanding the important information from personal letter text.
3. Finding detailed information related to

function and purpose of the personal letter text.

IV. Learning Aims

Improving students reading comprehension by using Team Accelerated Instruction Strategy at the end this learning activity, the students are able to:

1. Identify short structure of personal letter correctly.
2. Identify the contextual meaning and the function of the text
3. The students can comprehend the meaning of a text, understanding the information and answer the questions in relation to personal letter.

V. Teaching Strategy

Team Accelerated Instruction
(TAI)

VI. Media

1. Netbook, White Board,
Board marker, and Paper

VII. Sources of Material

1. Text book/ A set of
National Examination
questions
2. Newspaper
3. Internet

VIII. Teaching Material

Personal Letter

Definition : surat tidak resmi yang ditulis untuk perseorangan, biasanya yang terlibat hanyalah dua orang yang saling mengenal.

Generic Structure

1. Date : Date when the letter is written (top left).
2. Address : Place where you are writing from (top right).
3. Salutation & Name : Greeting and the person's name you are writing to.
4. Introduction : The opening of the letter usually starts with "how are you?" or refers to previous letter.
5. Body : The main part of the letter. It includes what you want to write to the other person.
6. Closure : The part indicates the letter is going to end.
7. Complimentary close : Short expressions like "love you" , "sincerely yours" , "love".
8. Signature : Signature or initials of the writer.

9. Postscript P.S : After
thought in a letter. You
begin with P.S. and end
it with your
initials.Starting the

I am sorry to inform
you that...

Language Features

Introduction

How are you?

I am looking forward
to seeing you soon.

Hope this letter finds
you...

I am looking forward
to hear from you
soon.

Thank you for your
last letter.

My best wishes for the
coming test.

It was so good to hear
from you.

See you.

Sorry for answering
late

I will write soon.

I am sorry I should
have written
earlier...

I will have to stop
now.

I am waiting for a
quick reply.

Haven't heard from
you in a while so I
thought...

Looking forward to
see you again.

Bye

IX. Learning Activities

A	DESCRIPTION OF ACTIVITY	
---	-------------------------	--

P	<ul style="list-style-type: none"> a. Teacher greets the students using English in order to create English Environment. b. Teachers and students pray together c. Teacher checks the student's attendance d. Students receive information competence, material, purpose, benefits, and lessons that will be implemented. 	
M	<ul style="list-style-type: none"> a. Observing <ul style="list-style-type: none"> 1. Students read carefully the text 2. With teacher guidance, students try to comprehend the meaning of a text. b. Questioning <ul style="list-style-type: none"> 1. Teacher gives chance to students to ask questions if they still confuse from the text in relation to the personal ext specific information. c. Exploring <p>Students try to identify the function, purpose and idea from the personal letter text by themselves</p> d. Associating <p>Teacher ask the students to interpret the text</p> e. Communicating <ul style="list-style-type: none"> 1. Each Student try to answer the questions related to the text that given by teacher. 	

	2. Teacher asks the students about the comprehension of the material.	
P	a. Students with teacher conclude the learning. b. Students reflect on the activities that have been carried out c. Students answer the questions given by the teacher	

X. Assessment Rubric

No.	Criteria	Score
1.	Students can identify the meaning of the ideas in the text	0-25
2.	Students can identify the communicative purpose of the text	0-15
3.	Students can identify main idea of the text	0-25
4.	Students can identify information contained in the text	0-35

There are 20 Questions multiple choices

1 Question (5 points)

Total Score = Total Correct X (5 points)

$$= 20 \times 5 = 100$$

XI. Test

Read the following text and answer the question correctly!

Dear Jonathan,

Hello! How are you? I received your letter today. I am very excited to hear that you are coming to stay with me for the holidays. I am sure we will have a lot of fun together. My parents have agreed to let you stay with me. They offered to pick you up at the airport. All you have to do is to tell us when you are coming. I will now tell you about some of the things you will experience here in Indonesia. You do not have to worry about the local spicy food. We have a lot of fast-food restaurants here like the ones you have in England. You can also shop for souvenirs to bring home. Sarinah or Blok-M are our famous shopping areas. They have many shops selling all kinds of things. I am sure you will love them.

I am also planning to take you to a few tourist spots like miniature of Indonesia, National monument, or Safari Garden. We can also go to the Ancol beach where you can swim, play on the beach, and have picnics.

My family and I are looking forward to your coming. I hope to hear from you soon. Good bye.

With love.

Naufal

Answer the questions below!

1. What is the letter about?
 - A. Planning to stay and do some activities in Indonesia during holiday.
 - B. Buying in the fast food restaurant and shopping at Sarinah.
 - C. Going to buy souvenirs and going to tourist spots.
 - D. Planning to stay in Indonesia for the holidays.

- E. Picking up at the airport when he comes.
2. What will probably Jonathan buy for his lunch while he is in Indonesia?
- A. Mixed vegetables with peanut chilly sauce.
 - B. Spicy food with chilly sauce.
 - C. Soup with hot black pepper.
 - D. Satay with hot pepper.
 - E. Non spicy food.

Read the text to answer the question 3-7!

Dear Paula,

Hello Paula, how are you? It's been a month since I last heard from you. Well, I just wanted to tell you that I was in a hospital last week. According to the doctor; I was infected by dengue fever.

At first, I felt my body became weak then I fainted when I was studying in the classroom. Then, I was taken to the hospital because of the high fever.

At the hospital, I was brought into the emergency unit. The doctor immediately gave some treatment. Finally, I had to stay there for one week. Everyday the doctor kept me on a drip.

At the seventh day, my condition was getting better. After the final check, the doctor gave me permission to go home. Now, I'm okay and because of my illness, I am now more careful about keeping in my house clean especially my room, I don't want to get the same illness again.

OK, I think that's all from me, write to me soon ok?

Regards

Nadira

- | | |
|---|---------------------|
| 3. What is the topic of the letter above? | B.Went to Hospital |
| | C.The doctor recipe |
| A.Getting Fever | D.In hospital |

E. At Cinema

4. What did the writer do she felt her body became weak?
- A. She bought medicine
 - B. She took a rest all day
 - C. She went to hospital
 - D. She consumed the medicine
 - E. She gave a medicine

5. What was the disease that she got?
- A. Stomached
 - B. Toothache
 - C. Dengue fever
 - D. Influenza

E. Headache

6. Why the writer was taken to the hospital?
- A. She got high fever
 - B. She got diarrhea
 - C. She got headache
 - D. She got broken bones
 - E. She got injure

7. How long she was taken care in the hospital?
- A. Four days
 - B. Five days
 - C. Six days
 - D. Seven days
 - E. Eight days

Read the text to answer the question 8-10!

Dear Betty

I'm writing to you concerning of my last day in Jogja. I just got back from Borobudur, the wonderful temple I've ever seen. The weather is fine. We are now staying in a hotel. It's not far from Malioboro.

We are treated well here. It has many excellent staff who serve the customers. We plan to go around Malioboro after the children take a short nap. We want to enjoy having "lesehan" there. It is a kind of a restaurant but we sit on the ground.

Many kinds of local handicraft are sold along Malioboro street. Both domestic and foreign tourists are interested in them. I want to buy some as souvenirs. Don't worry, I'll also buy you the most interesting one.

Love,

Dara

Answer the questions below!

- | | |
|---|---------------------------------------|
| 8. How do the staff serve the customers of the hotel? | B. The souvenirs to be bought |
| A. Proudly | C. Dara's last day in Jogja |
| B. Badly | D. A comfortable hotel near Malioboro |
| C. Interestingly | E. Children take a snap |
| D. Nicely | 10. Who is the letter from? |
| E. Enjoyly | A. Customers |
| 9. The text gives us information about | B. The hotel staffs |
| A. The wonderful Borobudur temple | C. Betty |
| | D. Dara |
| | E. Dara and Betty |

Read the text to answer the question 11-15!

Dear Mellyani,

On my last school holiday, my classmates and I went to Borobudur. The Borobudur temple is really magnificent. The hugeness of the temple really impressed me. How could our ancestor build such a big temple? It was amazing.

In the temple, we went upstairs step by step. Walking around the temple, we saw many reliefs on the temple walls. Some foreigners seemed interested in them. I overheard their conversation with the guide. Actually the relief tells a story.

It was really a nice experience! I hope you can go there someday.

Love,

Renny

11. Who sent the letter?
- A. Classmates
 - B. The guide
 - C. Mellyani
 - D. Renny
 - E. Foreigners
12. What does the relief tell us about?
- A. Story
 - B. Temple
 - C. Holiday
 - D. Borobudur
 - E. Location
13. Whom did Renny go to Borobudur with?
- A. Her tour guides.
 - B. Her classmates.
 - C. Renny's friends.
 - D. Some foreigners.
 - E. Her uncle
14. "Some foreigners seemed interested in them" (p.2)
What does the word them refer to?
- A. Walls
 - B. Guide
 - C. Reliefs
 - D. Conversation
 - E. View
15. Renny admired the temple because of its.....
- A. Visitors
 - B. Stones
 - C. Size
 - D. Shape
 - E. Reliefs

Read the text to answer the question 16-20!

Dear Nan,

We are having a great a holiday here on the Gold Coast. Yesterday we went to the Movie World. When we got up in the morning, it looked like rain. After a while the cloud disappeared. And it became a sunny day.

We then decided to go to the Movie World. The first ride I went on was Lethal Weapon. Next I saw the Police Academy

show. After that I had lunch as I was really hungry. Meanwhile, Mum and Kelly queued for the Batman ride.

About one o'clock we got a light shower of rain but it cleared up soon after. We then went on all the other rides. It was a top day. See you when you get back.

Sincerely,

Sam

16. What is the letter about?

- A. Sam's holiday.
- B. The Gold Coast.
- C. The Movie World.
- D. The Shower of Rain.
- E. The Lethal Weapon

17. What is the main idea of paragraph 2?

- A. The weather in Gold Coast.
- B. Police Academy Show.
- C. Sam's activities in the Movie World.
- D. A great holiday in the Movie World.
- E. The Gold Coast Activities

18. Where did Sam spend his holiday with his family?

- A. On the Gold Coast.
- B. In the Movie World.
- C. In Lethal Weapon.
- D. At the Police Academy.
- E. At home

19. What did they get at one o'clock?

- A. Lunch.
- B. Shower of rain.
- C. A little light.
- D. Batman ride.
- E. Breakfast

20. We then decided to go
to the Movie World .
The word 'we' in the
text refers to...

A. Sam and Nan

B. Sam and Mum

C. Mum and Kelly

D. Sam, Mum,
and Kelly

E. Mum And Nan.

The Answer Key :

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

Metro, 28 September, 2017

Collaborator (English Teacher)

Researcher



SITI ROKAYAH, S.Pd.
NIP : 197002032003122001



CHICCA KURNIA SAPUTRI
St. ID 13106767

LESSON PLAN II

School : State Senior High School 1 of Kotagajah

Subject : English

Class/Semester : XI/1

Skill : Reading

Time Allocation : 2 x 45 minutes

Topic : Personal Letter

XI. Core Competence

5. Understanding knowledge (factual, conceptual, and procedural) based on his/her curiosity about science, technology, arts, culture related phenomena and real events.
6. Trying, processing and presenting various things in the realm of concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing and composing) in accordance with the learned in school and from other sources in the same point of view / theory.

XII. Basic Competence

- 3.4 Analyzing text structure and linguistic elements to carry out the social function of the personal letter text according to the context of its use.

- 4.3 Understanding the contextual meaning related to social function, text structures and linguistic elements in the form of oral or personal letter in relation to personal activities.

XIII. Indicators

1. Identify short structure of personal letter.
2. Understanding the important information from personal letter text.
3. Finding detailed information related to function and purpose of the personal letter text.

XIV. Learning Aims

Improving students reading comprehension by using Team Accelerated Instruction Strategy at the end this learning activity, the students are able to:

4. Identify short structure of personal letter correctly.
5. Identify the contextual meaning and the function of the text
6. The students can comprehend the meaning of a text, understanding the information and answer the questions in relation to personal letter.

XV. Teaching Strategy

Team Accelerated Instruction (TAI)

XVI. Media

2. Netbook, White Board, Board marker, and Paper

XVII. Sources of Material

4. Text book/ A set of National Examination questions
5. Newspaper
6. Internet

XVIII. Teaching Material

Personal Letter

Definition : surat tidak resmi yang ditulis untuk perseorangan, biasanya yang terlibat hanyalah dua orang yang saling mengenal.

Generic Structure

1. Date : Date when the letter is written (top left).
2. Address : Place where you are writing from (top right).
3. Salutation & Name : Greeting and the person's name you are writing to.
4. Introduction : The opening of the letter usually starts with "how are you?" or refers to previous letter.
5. Body : The main part of the letter. It includes what you want to write to the other person.
6. Closure : The part indicates the letter is going to end.
7. Complimentary close : Short expressions like "love you" , "sincerely yours" , "love".
8. Signature : Signature or initials of the writer.
9. Postscript P.S : After thought in a letter. You begin with P.S. and end it with your initials. Starting the letter

Language Features

Introduction

How are you?

Hope this letter finds
you...

Thank you for your
last letter.

It was so good to hear
from you.

Sorry for answering
late

I am sorry I should
have written
earlier...

Haven't heard from
you in a while so I
thought...

I am sorry to inform
you that...

Conclusion

I am looking forward
to seeing you soon.

I am looking forward
to hear from you
soon.

My best wishes for the
coming test.

See you.

I will write soon.

I will have to stop
now.

I am waiting for a
quick reply.

Looking forward to
see you again.

Bye

XIX. Learning Activities

ACTIVITY	DESCRIPTION OF ACTIVITY	TIME
Pre Activity	e. Teacher greets the students using English in order to create English Environment. f. Teachers and students pray together g. Teacher checks the student's attendance	10 minutes

	<p>h. Students receive information competence, material, purpose, benefits, and lessons that will be implemented.</p> <p>i. Teacher asking to their student</p> <ul style="list-style-type: none"> · Did u ever get a letter ? · Did you ever give a letter to other person ? · To whom did you give the letter? · What is the contain of the letter? 	
Main Activity	<p>f. Observing</p> <ol style="list-style-type: none"> 3. Students read carefully the text 4. With teacher guidance, students try to comprehend the meaning of a text. <p>g. Questioning</p> <ol style="list-style-type: none"> 2. Teacher gives chance to students to ask questions if they still confuse from the text in relation to the personal ext specific information. <p>h. Exploring</p> <ol style="list-style-type: none"> 1. Teacher put the student into the group based on the placement test and doing following activities based on the procedure of Team Accelerated Instruction (TAI). 2. Students try to identify the function, purpose and idea from the personal letter text 3. The students discuss the topic, The 	

	<p>student learn by using students's worksheet and catch the specific information.</p> <p>i. Associating Teacher ask the students to interpret, So the Team score recognition and Team score are taking.</p> <p>j. Communicating 3. Each Student try to answer the questions related to the text that given by teacher. 4. Teacher asks the students about the comprehension of the material.</p>	
Post Activity	<p>d. Students with teacher conclude the learning.</p> <p>e. Students reflect on the activities that have been carried out</p> <p>f. Students answer the questions given by the teacher</p>	5 minuts

XX. Assessment Rubric

No.	Criteria	Score
1.	Students can identify the meaning of the ideas in the text	0-25
2.	St Students can identify the communicative purpose of the text	0-15
3.	Students can identify main idea of the text	0-25
4.	Students can identify information contained in the text	0-35

There are 20 Questions multiple choices

1 Question (5 points)

Total Score = Total Correct X (5 points)

$$= 20 \times 5 = 100$$

XI. Test

Read the following text and answer the question correctly!

Dear Paula,

Hello Paula, how are you? It's been a month since I last heard from you.

Well, I just wanted to tell you that I was in a hospital last week. According to the doctor; I was infected by dengue fever.

At first, I felt my body became weak then I fainted when I was studying in the classroom. Then, I was taken to the hospital because of the high fever.

At the hospital, I was brought into the emergency unit. The doctor immediately gave some treatment. Finally, I had to stay there for one week. Everyday the doctor kept me on a drip.

At the seventh day, my condition was getting better. After the final check, the doctor gave me permission to go home. Now, I'm okay and because of my illness, I am now more careful about keeping in my house clean especially my room, I don't want to get the same illness again.

OK, I think that's all from me, write to me soon ok?

Regards

Nadira

Answer the questions below!

1. What is the topic of the letter
above?

A. Getting Fever

B. Went to Hospital

C. The doctor recipe

D. In hospital

E. At Cinema

2. What did the writer do she
felt her body became
weak?

- | | |
|------------------------------|-------------------------|
| A. She bought medicine | A. She got high fever |
| B. She took a rest all day | B. She got diarrhea |
| C. She went to hospital | C. She got headache |
| D. She consumed the medicine | D. She got broken bones |
| E. She gave a medicine | E. She got injure |
3. What was the disease that she got?
- A. Stomached
B. Toothache
C. Dengue fever
D. Influenza
E. Headache
4. Why the writer was taken to the hospital?
5. How long she was taken care in the hospital?
- A. Four days
B. Five days
C. Six days
D. Seven days
E. Eight days

Read the text to answer the question 6-10!

Dear Mellyani,

On my last school holiday, my classmates and I went to Borobudur. The Borobudur temple is really magnificent. The hugeness of the temple really impressed me. How could our ancestor build such a big temple? It was amazing.

In the temple, we went upstairs step by step. Walking around the temple, we saw many reliefs on the temple walls. Some foreigners seemed interested in them. I overheard their conversation with the guide. Actually the relief tells a story.

It was really a nice experience! I hope you can go there someday.

Love,

Renny

- | | |
|---|--|
| 6. Who sent the letter? | J. Her uncle. |
| F. Classmates | 9. "Some foreigners seemed interested in them" (p.2) |
| G. The guide | What does the word them refer to? |
| H. Mellyani | F. Walls |
| I. Renny | G. Guide |
| J. Foreigners | H. Reliefs |
| 7. What does the relief tell us? | I. Conversation |
| F. Story | J. View |
| G. Temple | |
| H. Holiday | 10. Renny admired the temple because of its..... |
| I. Borobudur | F. Visitors |
| J. Location | G. Stones |
| 8. Whom did Renny go to Borobudur with? | H. Size |
| F. Her tour guides. | I. Shape |
| G. Her classmates. | J. Reliefs |
| H. Renny's friends. | |
| I. Some foreigners. | |

Read the text to answer the question 11-15!

Dear Sir,

I'm sick of seeing so much rubbish on the roadside. Last week, I drove from Woy Woy to Gosford and saw over 200 soft drink cans and 80 bottles on the roadside. The recycling and "Do the right thing" campaigns obviously have not worked. Maybe

the police should set up “litter” cameras as well as speed cameras to catch motorists who pollute our roads.

In South Australia, you pay a deposit of five cents on cans and bottles and this encourages people to return them rather than dump them. New South Wales should introduce this idea immediatly.

Sincerly,

W.Thompson

11. What progams have been set by the goverment of South Australia?

- A. The paying deposit of five cents.
- B. The collecting of 200 soft drink cans.
- C. The recycling and “Do the right Thing” campaigns.
- D. The collecting of 200 soft drink cans and 80 bottles.
- E. The recycling 80 softdrinks.

12. Where does Thompson live ?

- A. In the South Australia.
- B. In Gosford.
- C. In U.K.
- D. In Carolina
- E. In the South Wales.

13. What does Thompson suggest ?

- A. To have a recycling programme.
- B. To pay a depositon cans and bottles.
- C. To collect the rubbish from the street.
- D. To work out ‘Do the RightThing” campaigns.
- E. To pay campaigns.

14. ...to return them rather than **dump** them.The bold typed word has similar meaning to ...

- A. Throw away.
- B. Take out.
- C. Come out.
- D. Leave alone.
- E. Brought out.

15. From the text we
know that Thompson

...

A. Wanted to donate something
for the city.

B. Was unhappy with the recent
situation.

C. Was happy with the recent
situation.

D. Had a problem with his car

Read the text to answer the question 16-20

Dear Nan,

We are having a great a holiday here on the Gold Coast. Yesterday we went to the Movie World. When we got up in the morning, it looked like rain. After a while the cloud disappeared. And it became a sunny day.

We then decided to go to the Movie World. The first ride I went on was Lethal Weapon. Next I saw the Police Academy show. After that I had lunch as I was really hungry. Meanwhile, Mum and Kelly queued for the Batman ride.

About one o'clock we got a light shower of rain but it cleared up soon after. We then went on all the other rides. It was a top day. See you when you get back.

Sincerely,

Sam

16. What is the letter about?

- A. Sam's holiday.
- B. The Gold Coast.
- C. The Movie World.
- D. The Shower of Rain.
- E. The Lethal Weapon

17. What is the main idea of paragraph 2?

- A. The weather in Gold Coast.
- B. Police Academy Show.
- C. Sam's activities in the Movie World.
- D. A great holiday in the Movie World.
- E. The Gold Coast Activities

18. Where did Sam spend his holiday with his family?

- A. On the Gold Coast.
- B. In the Movie World.
- C. In Lethal Weapon.
- D. At the Police Academy.
- E. At home

19. What did they get at one o'clock?

- A. Lunch.
- B. Shower of rain.
- C. A little light.
- D. Batman ride.
- E. Breakfast

20. What is the purpose of the text ?

- A. To tell Lucy about the hotel.
- B. To inform Lucy about Astuti's plan.
- C. To share the joy of Astuti's birthday.
- D. To amuse Lucy about Astuti's vacation
- E. To tell Lucy about Astuti's activity in Bali.

The Answer Key :

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

Metro, 10 October, 2017

Collaborator (English Teacher)



SITI ROKAYAH, S.Pd.
NIP : 197002032003122001

Researcher



CHICCA KURNIA SAPUTRI
St. ID 13106767

FIELD NOTE

Cycle		Student's Attitude
Cycle I	First Meeting September 28 th , 2017 Thursday	<ul style="list-style-type: none"> - Some students enjoyed to do their test. - Some students looked very annoying. - student's respon still low at the first met. - student did the pre-Test.
	Second Meeting October 3 th , 2017 Tuesday	<ul style="list-style-type: none"> - student gave high attention to their teacher explanation. - student more interested in their learning activity. - student not cooperative to did the task task together after that did the Post-Test 1.
Cycle II	First Meeting October 5 th , 2017 Thursday	<ul style="list-style-type: none"> - student discussed with their team together - student felt enthusiastic in reviewing the material of Personal Letter. - student gave the best respon to the teacher.
	Second Meeting October 10 th , 2017 Tuesday	<ul style="list-style-type: none"> - Review the material of Personal Letter. - student gave the best respon to the teacher. - Then continued, The student did the Post-Test II

Collaborator (English Teacher)

SITI ROKAYAH, S.Pd.
NIP : 197002032003122001

Kotagajah, 28 September 2017

Researcher

CHICCA KURNIA SAPUTRI
St. ID 13106767

OBSERVATION SHEET OF STUDENTS' ACTIVITIES IN CYCLE I

Subject : English
 Class : XI Science(IPA) 4
 Material : Personal Letter

No .	Name	Students' Activities				
		1	2	3	4	5
1.	AB	-	✓	✓	-	✓
2.	ACB	✓	-	✓	-	✓
3.	AW	✓	✓	-	✓	-
4.	AVYP	-	✓	-	-	✓
5.	AYM	-	✓	✓	✓	-
6.	AM	✓	✓	-	-	✓
7.	CM	✓	-	✓	-	✓
8.	CP	-	✓	-	-	-
9.	CKAP	✓	-	✓	-	✓
10.	DAP	-	✓	✓	-	✓
11.	DH	✓	✓	-	✓	-
12.	DAS	✓	✓	✓	-	✓
13.	AD	✓	-	✓	✓	-
14.	FR	✓	✓	-	-	-
15.	FDL	✓	-	✓	-	✓
16.	GL	-	✓	-	✓	✓
17.	LW	✓	-	✓	-	-
18.	MDH	✓	✓	-	-	✓
19.	MDN	-	✓	✓	-	✓
20.	MDAW	✓	✓	-	✓	-
21.	NLGPS	✓	-	✓	-	✓
22.	PSS	✓	✓	-	✓	-
23.	RAM	✓	✓	-	-	✓

24.	RPH	✓	—	✓	—	✓
25.	RDPP	—	—	—	—	—
26.	SAF	—	✓	—	✓	—
27.	SPA	✓	✓	✓	✓	✓
28.	SRD	✓	—	—	✓	—
29.	VM	—	✓	—	—	✓
30.	WDL	✓	—	—	—	✓
Total		20	19	14	10	18
Presentation (%)		66,7%	63,3%	46,7%	33,3%	60%

NOTES :

Indicators of the students's activities that observed are:

1. Giving attention to the teacher's explanation
2. Giving the respond to the teacher's explanation-question
3. Showing the student creativity to their group.
4. Contributing the active ways to their group.
5. Solving the problem cooperatively with their group

Direction :

- Give a tick (✓) for the active students
- Let it empty for unactive students

Collaborator (English Teacher)



SITI ROKAYAH, S.Pd.
NIP : 197002032003122001

Researcher



CHICCA KURNIA SAPUTRI
St. ID 13106767

OBSERVATION SHEET OF STUDENTS' ACTIVITIES IN CYCLE II

Subject : English
 Class : XI Science(IPA) 4
 Material : Personal Letter

No .	Name	Students' Activities				
		1	2	3	4	5
1.	AB	✓	✓	—	✓	✓
2.	ACB	✓	✓	✓	✓	✓
3.	AW	✓	✓	✓	—	✓
4.	AVYP	✓	—	✓	✓	✓
5.	AYM	✓	✓	✓	✓	✓
6.	AM	✓	✓	—	✓	✓
7.	CM	✓	✓	✓	—	✓
8.	CP	—	✓	✓	✓	✓
9.	CKAP	✓	✓	—	✓	✓
10.	DAP	✓	✓	✓	✓	✓
11.	DH	✓	—	✓	✓	✓
12.	DAS	✓	✓	—	✓	✓
13.	AD	✓	✓	✓	—	✓
14.	FR	✓	✓	✓	✓	✓
15.	FDL	—	✓	✓	✓	✓
16.	GL	✓	✓	✓	✓	✓
17.	LW	✓	—	✓	✓	✓
18.	MDH	✓	✓	—	✓	✓
19.	MDN	✓	✓	✓	✓	✓
20.	MDAW	✓	✓	✓	—	✓
21.	NLGPS	✓	—	✓	✓	✓
22.	PSS	✓	✓	✓	✓	✓
23.	RAM	✓	✓	—	✓	✓

24.	RPH	✓	✓	✓	✓	✓
25.	RDPP	✓	—	✓	✓	✓
26.	SAF	—	✓	✓	✓	✓
27.	SPA	✓	✓	✓	✓	✓
28.	SRD	—	✓	✓	✓	✓
29.	VM	✓	—	✓	✓	✓
30.	WDL	—	✓	✓	✓	✓
Total		25	24	24	26	30
Presentation (%)		93,3%	90%	90%	86,6%	100%

NOTES :

Indicators of the students's activities that observed are:

1. Giving attention to the teacher's explanation
2. Giving the respond to the teacher's explanation-question
3. Showing the student creativity to their group.
4. Contributing the active ways to their group.
5. Solving the problem cooperatively with their group.

Direction :

- Give a tick (✓) for the active students
- Let it empty for unactive students

Collaborator (English Teacher)



SITI ROKAYAH, S.Pd.
NIP : 197002032003122001

Researcher



CHICCA KURNIA SAPUTRI
St. ID 13106767



DAFTAR HADIR SISWA KELAS XI. IPA 4

Minggu ke

Bulan

2107

NOMOR			NAMA SISWA	U/P	TANGGAL						JUMLAH			KET
NO	NIS	NISN			29	Pre	03	Mek	10	Febr	S	I	A	
1	9486	0017972138	ADAM BIMANTARA	L	.	80	.	85	.	90				
2	9497	0001169133	AGIL CAHYA BATARA	L	.	75	.	79	.	80				
3	9503	0014689911	AKHDAN WAHDANA	L	.	70	.	80	.	70				
4	9506	0010626671	ALDO VALENT YUDHA PRATAMA	L	.	75	.	65	.	75				
5	9537	0003704626	ARIQ YUMNA MUBAROK	L	.	85	.	80	.	85				
6	9539	0015216090	ARVAN MUHLISIN	L	.	65	.	75	.	80				
7	9552	0001906985	CANCIA MONICA	P	.	70	.	65	.	75				
8	9848	0014348254	CITRA PRAMUNINGTYAS	P	.	70	.	85	.	80				
9	9559	0016301293	CRISTOPHER KEVIN ANUGRAH PUTRA	L	.	80	.	85	.	90				
10	9562	0002509347	DEA AGUSTIN PUTRI	P	.	80	.	80	.	85				
11	9575	0015216362	DEWI HIDAYATI	P	.	85	.	85	.	90				
12	9585	0013792139	DIEGO ATALATA SUGARA	L	.	75	.	90	.	90				
13	9606	0014963696	ENDRI DWIYANTI	P	.	85	.	75	.	85				
14	9620	0013976405	FIRDA ROSTIANY	P	.	65	.	80	.	90				
15	9621	0004522741	FITRI DWI LESTARI	P	.	70	.	75	.	80				
16	9625	0010649961	GATA LOKANANTA	L	.	80	.	75	.	85				
17	9661	0012104446	LENI WIDIAWATI	P	.	75	.	85	.	95				
18	9689	0014278064	MONICA DEWI HANDAYANI	P	.	85	.	80	.	85				
19	9691	0004345575	MUHAMMAD DANDI NUGROHO	L	.	65	.	70	.	75				
20	9692	0015405492	MUHAMMAD DIMAS ARDI WIBOWO	L	.	75	.	65	.	75				
21	9709	0013976438	NI LUH GITA PRITI SARI	P	.	80	.	85	.	95				
22	9743	0003446253	PUTRI SAHARANI SUGMA	P	.	70	.	80	.	90				
23	9747	0002625814	R. ACHMAD MUHTADIN	L	.	65	.	85	.	80				
24	9847	0008839363	RAMADHANTY PUTRI HERLABANG	P	.	80	.	75	.	75				
25	9776	0017165226	RR. DIAN PERMATA PUTRI	P	.	85	.	75	.	85				
26	9779	0016900980	SADDAM AL-YASRI FIRSTYA	L	.	65	.	80	.	90				
27	9783	0015216573	SELLA PUTRI ANDINI	P	.	80	.	90	.	100				
28	9786	0012104467	SEVI RIA DAMAYANTI	P	.	70	.	75	.	85				
29	9808	0015216403	VENI MELINDA	P	.	75	.	65	.	75				
30	9813	0012166614	WARDAH DWI LATIFAH	P	.	80	.	80	.	95				

L 13

P 17

Mengetahui
Wali Kelas

Kotagajah
Ketua Kelas,

2107

ESTU UTAMI, S.Pd
NIP. 196708121990032002

SADDAM AL-YASRI FIRSTYA
NIS. 9779

Pre-Test

80

Nama : Cristopher Kevin Anugrah Putra

Kelas : XI MIPA 4

Hari/Tanggal : Kamis / 28 September 2017

Pilih jawaban yang benar dengan memberi tanda silang (X) pada lembar jawaban!

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

GOOD LUCK !!!

Post-Test I

85

Nama

: Kevin Anugrah Putra

Kelas

: XI MIPA 4

Hari/Tanggal

: Selasa / 3 Oktober 2017

Pilih jawaban yang benar dengan memberi tanda silang (X) pada lembar jawaban!

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

GOOD LUCK !!!

Post-Test II

90

Nama : Cristopher Kevin Anugrah Putra

Kelas : XI MIPA 4

Hari/Tanggal : Selasa / 10 Oktober 2017

Pilih jawaban yang benar dengan memberi tanda silang (X) pada lembar jawaban!

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

GOOD LUCK !!!

Pre-Test

60

Nama : GATA LOKANANTA

Kelas : XI MIPA 4

Hari/Tanggal : KAMIS / 28 SEPTEMBER 2017

Pilih jawaban yang benar dengan memberi tanda silang (X) pada lembar jawaban!

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

GOOD LUCK !!!

Post-Test I

75

Nama : GATA LOKANANTA

Kelas : XI MIPA 4

Hari/Tanggal : SELASA / 3 OKTOBER 2014

Pilih jawaban yang benar dengan memberi tanda silang (X) pada lembar jawaban!

1.	A	B	C	<input checked="" type="checkbox"/>	E	11.	A	B	C	<input checked="" type="checkbox"/>	E
2.	A	B	<input checked="" type="checkbox"/>	D	E	12.	A	B	<input checked="" type="checkbox"/>	D	E
3.	A	B	C	D	E	13.	A	<input checked="" type="checkbox"/>	C	D	E
4.	A	B	C	<input checked="" type="checkbox"/>	E	14.	A	B	<input checked="" type="checkbox"/>	D	E
5.	A	<input checked="" type="checkbox"/>	C	D	E	15.	<input checked="" type="checkbox"/>	B	C	D	E
6.	A	B	C	D	<input checked="" type="checkbox"/>	16.	A	B	C	<input checked="" type="checkbox"/>	E
7.	A	B	<input checked="" type="checkbox"/>	D	E	17.	A	<input checked="" type="checkbox"/>	C	D	E
8.	A	B	<input checked="" type="checkbox"/>	D	E	18.	A	<input checked="" type="checkbox"/>	C	D	E
9.	<input checked="" type="checkbox"/>	B	C	D	E	19.	A	B	C	<input checked="" type="checkbox"/>	E
10.	A	B	<input checked="" type="checkbox"/>	D	E	20.	A	B	C	D	<input checked="" type="checkbox"/>

GOOD LUCK !!!

Post-Test II

85

Nama : GATA LOKANANTA

Kelas : XI MIPA 4

Hari/Tanggal : SELASA / 10 OKTOBER 2017

Pilih jawaban yang benar dengan memberi tanda silang (X) pada lembar jawaban!

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

GOOD LUCK !!!

LIST OF PICTURES

**(Picture 1 : First Met, Introduction
before giving the Pre-Test)**



(Picture 2 : Pre-Test)



**(Picture 3 :Teacher explained the
explained
material to the teacher)**



**(Picture 4 : The Teacher
about Personal Letter)**



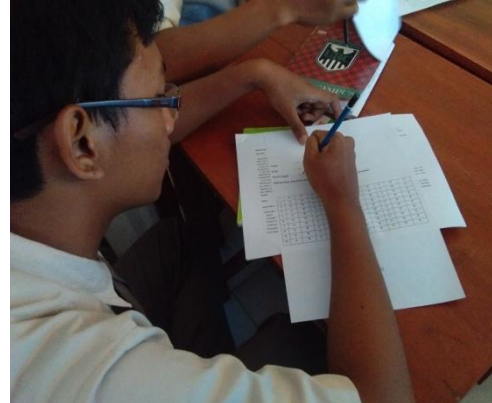
**(Picture 5 : The student worked
with their Team)**



(Picture 6 : The Teacher help the student's team if there is any difficulties)



(Picture 7 : The students did the Post-Test I) **(Picture 8 : The Students did the Post-Test I)**



(Picture 9 : The students did the explained the Post Test II)



(Picture 10 :Teacher material to



(Picture 11 :Teacher explained the material to the teacher)





**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBIYAH**

Sekretariat : Jl. Ki. Hajar Dewantoro 15 A Metro. Telp (0725) 41507

Nomor : Stt.06/JST/PP.00.9/3853/2016
Lamp : -
Hal : **IZIN PRA SURVEY**

Metro, 25 November 2016

Kepada Yth.,
Kepala Sekolah SMA N 1 Kota Gajah
Di -
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : Chicca Kurnia Saputri
NPM : 13106767
Jurusan : Tarbiyah
Prodi : PBI
Judul : The Use of Team Accelerated Instruction Method (TAI) to Improve Students' Reading Comprehension at the Eleventh Grade Students of SMA Negeri 1 Kota Gajah in Academic Year 2016/2017

Untuk melakukan *PRA SURVEY* di SMA N 1 Kota Gajah.

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

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan



Dr. Akla, M.Pd
NIP. 19691008 200003 2005



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 KOTAGAJAH

Jalan Raya Kotagajah, Lampung Tengah, Kode: Pos 34153
Telp. 0725-48318, Fax. 0725-48318, E-mail: sman1kotaja@yahoo.com



Nomor : 420/189/04/C.2/D.1/2017
Lamp : -
Perihal : SURAT IJIN SURVEY

Kotagajah, 01 April 2017

Menindaklanjuti surat dari saudara Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, tertanggal ; 10 Agustus 2017, dengan No ; 0226/In.28/D.1/TL.00/08/2017
Maka selaku Kepala SMA Negeri 1 Kotagajah :

Nama : Drs. H. DASIYO P, M.Pd
NIP : 19630317 199003 1 006
Pangkat/Gol : Pembina Tk I, IV/B
Jabatan : Kepala Sekolah
Unit kerja : SMA Negeri 1 Kotagajah

Dengan ini memberi Rekomendasi/Ijin mengadakan Survey kepada Mahasiswi atas nama :

Nama : CHICCA KURNIA SAPUTRI
NPM : 13106767
Program Study : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Semester : VIII (Delapan)

Demikian surat keterangan ini dibuat semoga dapat dipergunakan sebagaimana mestinya

Kepala SMA N 1 Kotagajah
Lampung Tengah

Drs. H. DASIYO P, M.Pd
NIP. 19630317 199003 1 006



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 KOTAGAJAH

Jalan Raya Kotagajah, Lampung Tengah, Kode Pos 34153
Telp. 0725-48318, Fax. 0725-48318, E-mail, sman1koga@yahoo.com



Nomor : 420/319/04/C.2/D.1/2017
Lamp : -
Perihal : Surat Keterangan Survey

Kotagajah, 26 April 2017

Yang bertanda tangan di bawah ini :

Nama : Drs. H. DASIYO. P, M.Pd
NIP : 19630317 199003 1006
Pangkat/Golongan : Pembina Tk I, IV/B
Jabatan : Kepala Sekolah
Unit Kerja : SMA Negeri 1 Kotagajah Lampung Tengah

Dengan ini menerangkan :

Nama : CHICCA KURNIA SAPUTRI
NPM : 13106767
Program Study : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Semester : VIII (Delapan)

Telah melaksanakan Survey pada tanggal 01 April 2017 di SMA Negeri 1 Kotagajah Kabupaten Lampung Tengah, Tahun Pelajaran 2017 / 2018, sebagai persyaratan untuk menyelesaikan Skripsi dengan judul :

" THE USE OF TEAM ACCELERATED INSTRUCTION (TAI) TO OMPROVE STUDENTS OF SMA NEGERI 1 KOTAGAJAH IN CENTRAL LAMPUNG "

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kepala SMAN 1 Kotagajah
Lampung Tengah

Drs. H. DASIYO. P, M.Pd
NIP. 19630317 199003 1006



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

28 - 10

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

SURAT TUGAS

Nomor: 0225/In.28/D.1/TL.01/08/2017

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

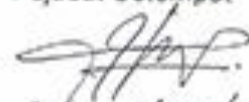
Nama : CHICCA KURNIA SAPUTRI
NPM : 13106767
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA NEGERI 1 KOTAGAJAH guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF TEAM ACCELERATED INSTRUCTION (TAI) TO IMPROVE STUDENT'S READING COMPREHENSION AT THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 KOTAGAJAH IN 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 : 10 Agustus 2017

Mengetahui,
Pejabat Setempat


Dr. Mashudi M.Pd
NIP. 19620002 1986011003



Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19870531 199303 2 003



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 KOTAGAJAH

Jalan Raya Kotagajah, Lampung Tengah, Kode Pos 34153
Telp. 0725-48318, Fax 0725-48318, E-mail: sman1koga@yahoo.com



Nomor : 420/189/04/C.2/D.1/2017
Lamp : -
Perihal : SURAT IJIN PENELITIAN

Kotagajah, 28 September 2017

Menindaklanjuti surat dari saudara Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, tertanggal ; 10 Agustus 2017, dengan No ; 0226/In.28/D.1/TL.00/08/2017
Maka selaku Kepala SMA Negeri 1 Kotagajah :

Nama : Drs. H. DASIYO P, M.Pd
NIP : 19630317 199003 1 006
Pangkat/Gol : Pembina Tk I, IV/B
Jabatan : Kepala Sekolah
Unit kerja : SMA Negeri 1 Kotagajah

Dengan ini memberi Rekomendasi/Ijin mengadakan Penelitian kepada Mahasiswi atas nama :

Nama : CHICCA KURNIA SAPUTRI
NPM : 13106767
Program Study : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Semester : IX (Sembilan)

Demikian surat keterangan ini dibuat semoga dapat dipergunakan sebagaimana mestinya



Kepala SMAN 1 Kotagajah
Lampung Tengah

Drs. H. DASIYO. P, M.Pd
NIP. 19630317 199003 1 006



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 KOTAGAJAH

Jalan Raya Kotagajah Lampung Tengah, Kode Pos 34153
Telp. 0725-48318, Fax 0725-48318, E-mail, sman1koga@yahoo.com



Nomor : 420/190/04/C.2/D.1/2017
Lamp : -
Perihal : Surat Keterangan Penelitian

Kotagajah, 12 Oktober 2017

Yang bertanda tangan di bawah ini :

Nama : Drs. H. DASIYO. P, M.Pd
NIP : 19630317 199003 1006
Pangkat/Golongan : Pembina Tk I, IV/B
Jabatan : Kepala Sekolah
Unit Kerja : SMA Negeri 1 Kotagajah Lampung Tengah

Dengan ini menerangkan :

Nama : CHICCA KURNIA SAPUTRI
NPM : 13106767
Program Study : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Semester : IX (Sembilan)

Telah melaksanakan Penelitian di SMA Negeri 1 Kotagajah Kabupaten Lampung Tengah dari tanggal ; 28 September s.d 10 Oktober 2017, Tahun Pelajaran 2017 / 2018, sebagai persyaratan untuk menyelesaikan Skripsi dengan judul :

" THE USE OF TEAM ACCELERATED INSTRUCTION (TAI) TO OMPROVE STUDENTS OF SMA NEGERI 1 KOTAGAJAH IN CENTRAL LAMPUNG "

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kepala SMAN 1 Kotagajah
Lampung Tengah



Drs. H. DASIYO. P, M.Pd
NIP. 19630317 199003 1 006

SURAT KETERANGAN BEBAS PUSTAKA

Nomor : P-1150/In.28/S/OT.01/11/2017

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : CHICCA KURNIA SAPUTRI
NPM : 13106767
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 13106767.

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 seperfunya.

Metro, 15 November 2017
Kepala Perpustakaan



Drs. Mokhtar di Sudin, M.Pd.
NIP. 195808311981031001

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Chieca Kurnia Saputri
NPM : 13106767
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Angkatan : 2013

Telah menyerahkan buku berjudul

Teaching English Language Learners through Technology

Metro.

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP.19750610200801 1 014

Nomor : P.1535/In.28/FTIK/PP.00.9/06/2017

Lamp : -

Hal : BIMBINGAN SKRIPSI

Kepada Yth:

1. Sdri. Dr. Widhiya Ninsiana, M.Hum
2. Sdr. Ahmad Subhan Roza, M.Pd.

Dosen Pembimbing Skripsi

di-

Tempat

Assalamu'alaikum 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 bawah ini:

Nama : Chicca Kurnia Saputri
NPM : 13106767
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 \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Metro, 21 Juni 2017
Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014 (4)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI
(IAIN) METRO

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 E-mail : iain@metrouniv.ac.id Website: www.metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Chicca Kurnia Saputri
NPM : 13106767

Jurusan/Prodi : Tarbiyah/TBI
Semester/TA : VIII/2017

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan Mahasiswa
1	August 4 th 2017	✓	Dec APD	

Diketahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI
(IAIN) METRO

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 E-mail : iain@metrouniv.ac.id Website: www.metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Chicca Kurnia Saputri
NPM : 13106767

Jurusan : TBI
Semester/TA : IX/2017

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan Mahasiswa
1.	18/10 18 October Wednesday		✓ Minto Acknowledgment chapter I	
2	20/10 18 Friday	October	✓ Revisi chapter 4 Revisi chapter 5	
3	25/10 18 Wednesday	October	✓ <i>Ah Subhan</i>	

Diketahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI
(IAIN) METRO

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 E-mail : iain@metrouniv.ac.id Website: www.metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Chicca Kurnia Saputri
NPM : 13106767

Jurusan/Prodi : Tarbiyah/TBI
Semester/TA : VIII/2017

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan Mahasiswa
	20 July 2017		Field Note Kertisi Add lembar jawaban	
	25/6/17		Observation sheet & pertanyaan kembali; indikator belum pas dgn fokus penelitian	
	25/9/17		Acc APD	

Diketahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 197209232000032002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI
(IAIN) METRO

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 E-mail : iain@metrouniv.ac.id Website: www.metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Chicca Kurnia Saputri
NPM : 13106767

Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/ TBI
Semester/TA : IX/2017

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan Mahasiswa
1	Tuesday 24 th , 17 October		<ul style="list-style-type: none">- cover, title.- Abstract- statement of research originality- originalitas penelitian- Acknowledgement- Table of content. CHAPTER I - Background of research, problem Formulation, objectives & benefits of research. CHAPTER III change the tenses into past tense. CHAPTER IV discussion → input table pretest to posttest increase change into improve CHAPTER V conclusion & suggestion not use capital letter. Bibliography use 1 spasi	
2	1 November	✓	Acc to Mungasah	

Diketahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 197209232000032002

CURRICULUM VITAE



The full name of the researcher is Chicca Kurnia Saputri. She was born in Seputih Mataram on February, 17, 1995. She is the older sister from a marriage Juni and Rusmini. She lives in Metro.

The researcher had studied at The Elementary School for 6 years in SDS 01 Gula Putih Mataram in Central Lampung. Then she continued her studying to Junior High School for 3 years in SMP 1 Gula Putih Mataram. After that she took the Senior High School at Sugar Group Senior High School for 3 years and finished her studying in 2013. She continued her pathway at State Institute of Islamic Studies of Metro in Tarbiyah and Teacher Training Faculty with major English Education Department.