

AN UNDERGRADUATE THESIS

**THE INFLUENCE OF USING
TEAM ASSISTED INDIVIDUALIZATION METHOD
ON THE STUDENTS' READING ABILITY OF SMP N 2 BATANGHARI
EAST LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021**



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(IAIN) OF METRO
1442 H / 2021 M**

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EAST LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021

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For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

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Title : THE INFLUENCE OF USIG TEAM ASSISTED
INDIVIDUALIZATION METHOD ON THE
STUDENTS READING ABILITY OF SMP N 2
BATANG HARI LAMPUNG IN THE ACCADEMIC
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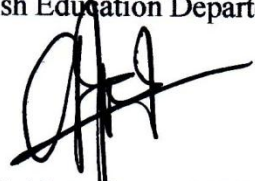
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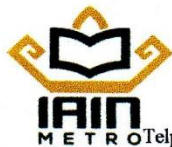
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NOTIFICATION LETTER

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Assalamu'alaikum Wr. Wb

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

Wassalamu'alaikum Wr. Wb

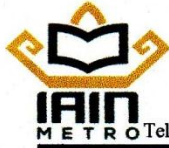
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INDIVIDUALIZATION METHOD ON THE
STUDENTS READING ABILITY OF SMP N 2
BATANG HARI LAMPUNG IN THE ACCADEMIC
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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosahkan.
Demikian harapan kami dan atas perhatiannya, kami ucapkan terimakasih.

Wassalammu'alaikum Wr. Wb.

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RATIFICATION PAGE

No: *B-1567/11.28.1/D/PP-00-9/05/2021*

An Undergraduate thesis entitled THE INFLUENCE OF USING TEAM ASSISTED INDIVIDUALIZATION METHOD ON THE STUDENTS' READING ABILITY OF SMPN 2 BATANGHARI EAST LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021, Written by: Ony Zakiya Latifah, Student Number 14121977 English Education Department had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on April 29th, 2021, at 08.00-10.00. AM

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**THE INFLUENCE OF USING TEAM ASSISTED INDIVIDUALIZATION
METHOD ON THE STUDENTS' READING ABILITY
OF SMP N 2 BATANGHARI LAMPUNG TIMUR
IN THE ACADEMIC YEAR OF 2020/2021**

ABSTRACT

By: Ony Zakyia Latifah

The purpose of this research is to prove that using Team Assisted Individualization method influenced the students' reading skill and students' learning activities among the eighth graders students of SMP N 2 Batanghari. The researcher had decided the problem in this research that focused on reading skill. It is related on the problem identification that the students have low motivation to learn English especially in reading, they got the difficulties to comprehend the main idea and information from the text, and they are also not interested about the learning method in the class. They always feel bored in reading subject.

This research was conducted quantitatively, in form of experiment research. The populations of the research are the students among the eighth grade of SMP N 2 Batanghari which consist of 196 students. The sample is the class VIII B grade students which also consist of 25 students. This research was conducted by using clustering sampling technique. The instruments used were test, observation, and document. Before conducting research, the writer had been teaching about 6 times in the class to get information from the students. Test is a primary method in collecting data. Test had been done twice; they were pre-test and post-test. Furthermore, documentation and observation are supporting method in collecting data.

Finally, the data confirmed that pre-test just 16% students that could fulfill minimum mastery criteria (KKM) and mean of the pre-test is 53.28. It can be recalled that the result of pre-test was unsatisfactory. Then, in post-test there were 68% students that could fulfill minimum mastery criteria (KKM) and mean of the post-test was 69.48. It meant that there was a significant influence of using Team Assisted Individualization on the students' reading skill at the eighth graders of SMP N 2 Batanghari in the Academic year of 2020/2021.

Keywords: *Reading Skill, Team Assisted Individualization Method*

**PENGARUH PENGGUNAAN METODE TEAMASSISTED
INDIVIDUALIZATION TERHADAP KEMAMPUAN
MEMBACA SISWA SMP N 2 BATANGHARI
DI TAHUN AKADEMIK 2020/2021**

ABSTRAK

Oleh:

ONY ZAKIYA LATIFAH

Penelitian ini bertujuan untuk membuktikan bahwa menggunakan metode Team Assisted Individualization terhadap kemampuan membaca dan kegiatan belajar siswa di kelas delapan SMP N 2 Batanghari di tahun ajaran 2020/2021. Peneliti sudah menentukan permasalahan yang akan diteliti pada penelitian ini yaitu berfokus pada keahlian membaca. Hal ini berkaitan dengan indentifikasi permasalahan bahwa siswa memiliki motivasi yang rendah dalam belajar Bahasa Inggris khususnya membaca, mereka kesulitan untuk menentukan ide pokok dan informasi dari teks tersebut, dan mereka juga tidak tertarik dengan metode pembelajaran dalam kelas. Mereka selalu merasa bosan setiap pelajaran membaca.

Penelitian ini dilakukan secara kuantitatif, dalam bentuk penelitian eksperimen. Populasi penelitian ini adalah siswa-siswi kelas delapan S M P N 2 Batanghari yang terdiri dari 196 siswa. Dan sampelnya adalah siswa kelas VIII B yang juga terdiri dari 25 siswa. Penelitian ini dilaksanakan dengan menggunakan sampling random atau acak. Instrumen yang digunakan adalah tes, observasi, dan dokumen. Sebelum penulis melakukan research, penulis telah mengajar sekitar 6 kali di kelas untuk mendapatkan informasi dari siswa. Tes adalah metode utama dalam mengumpulkan data. Tes telah dilakukan dua kali, yaitu pre-test dan post-test. Selanjutnya, dokumentasi dan observasi adalah metode pendukung dalam mengumpulkan data.

Akhirnya, data membuktikan bahwa di pre-test hanya 16% siswa yang mampu mencapai kriteria penguasaan minimum (KKM) dan rata-rata dari pre-test adalah 53,28. dapat dikatakan bahwa hasil pre-test tidak memuaskan. Kemudian, dalam post-test terdapat 68% siswa yang dapat memenuhi kriteria penguasaan minimum (KKM) dan rata-rata post-test adalah 69,48. Ini berarti bahwa ada pengaruh yang signifikan menggunakan metode Team Assisted Individualization pada siswa. keterampilan membaca pada siswa kelas delapan SMP N 2 Batanghari di tahun akademik 2020/2021.

Katakunci : Kemampuan, dan Metode Team Assisted Individualization

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

Metro, April 2021
Yang Menyatakan



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MOTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ① خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ② أَقْرَأْ وَرَبُّكَ
الْأَكْرَمُ ③ الَّذِي عَلَّمَ بِالْقَلَمِ ④ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ⑤

1. Proclaim! (or read!) in the name of thy Lord and Cherisher, Who created-
2. Created man, out of a (mere) clot of congealed blood:
3. Proclaim! And thy Lord is Most Bountiful,-
4. He Who taught (the use of) the pen,-
5. Taught man that which he knew not

DEDICATIONPAGE

*“I dedicate this undergraduate thesis to my beloved family who since rely support
mean dall of my friends always in joy and sorro*

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In the name of Allah, the Most Merciful Praise be to Allah, the Lord of the world whom without His mercy and blessing, none of this be possible. The writer is very grateful for the chances He has given her to accomplish this undergraduate thesis.

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The writer could not endure the obstacles which arose during the process without her family support. She is grateful to have her mother, father, and sister and brother who have supported her with finance and prayers for her success. She is also grateful to her the best friends for their support during her study, and all persons who can not be mentioned individually here.

It is Allah who bestows success and guides to the Right Path.

Metro, April 2021
The writer

Ony Zakiya Latifah
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CHAPTER I

INTRODUCTION

A. Background of the Study

A qualified education is important aspect in every country, therefore the future of the nation depends on the quality of education. Education is not enough for being studied but also education contains of future phenomena about human and society. The aim of education creates smartstudents in order to be religious, creative, and dependence. The country will develop well, if the citizen also educated well.

Therefore the country will also develop well if the country has a good collaboration with others. The collaboration can be in social, politics, trading, labor, and some other parts. It's been known well if when a country wants to make relation with other countries, at least mastering English must be the big factor. Although recently some translator machines have been found, but we still need to master English. Therefore English has been agreed as the international language.

Realizing how important English is, Indonesian government decides to include English as the compulsory subject that should be taught in Junior High School up to University. Nowadays, English is also learned by the students in Elementary school as a local subject.

These are four skills of the language must be mastered by all language learners. They are listening, speaking, reading and writing. Listening and reading are receptiveskills, speaking and writing are productive skills. All of

the students have to learn both receptive and productive skills to complete the curriculum.

As receptive skill, reading is one of the important skills taught in the school. The teachers have already known that reading is one of the four skills that is very important to be learned to the students. It is very important because reading influencing to other skills, for examples students know the meaning of the story, read the message, letter or an essay and how to comprehend or transfer the new knowledge to other in English. Furthermore, reading has big impact in their communication and interaction with others.

In this curriculum at Junior High School, the English material is taught based on the text. The students have to understand a material based on the text. The students should analyse and identify the topic, main idea, generic structure and meaning of the text. The students not only comprehend the text but they should transfer the information and meaning of the text as a new knowledge.

Now days, most of students have difficulties in reading lesson such as getting the point of the text or understanding the passage talking about. And this trouble also make sense with the student achievements in learning subject. However to master reading learning the most important thing is mastering the point of what the passage talking. By mastering this thing the reading learning subject will be running well. Nevertheless, how to make students understand about the text in order to make reading subject runs well. And that what the problem researcher intends to solve by this research.

In fact, this objective is very hard to achieve. Most of the students' skills are far away from their learning target. The students are still low in reading skill. The students feel hard to analyse the text and difficult to get the aim from the material and they are not active during teaching learning process. Furthermore, teaching English in reading class is not enough using the teacher's instruction only. The teacher should choose a method can attract the students' interest and encourage their involvement. Here, the researcher uses the Team Assisted Individualization (TAI) method.

The writer uses this method because the method can make students easier when learning reading, because they have friends who can help them to teach them when they are confused about the task or text. Sometimes students feel afraid to ask the teacher. Therefore, in this method students are grouped in different academic ability, so that if they find a problem, they can ask their teammates. Usually Team Assisted Individualization (TAI) consists of 4 to 6 students in one group. One person acts as "teacher" and the others acts as "students". In this method, students are also taught to be responsible because every student has a problem that must be done by them.

Based on the definition above, the writer guessed that TAI method can improve students' reading skill. It helps students to improve their skill because they have friends help them in solving their problems when they doing their tasks and to describes about something that they cannot understand. The other benefits of TAI are to understands the content of the text, and improve their social sense.

Based on the pre-survey researcher's observation which had been done by the researcher in SMP N 2 Batanghari Lampung Timuron June 23th 2020, the result of the students reading skill of eighth grade was not satisfied. Many students still have low skill in reading. The following Table 1 tells the students' reading skill scores.

Table 1.1
The pre-survey data of Student Reading Skill At the Eighth
Graders of SMP N 2 Batanghari Lampung Timur

NO	Name Students	Reading skill score	
		Score	Category
1	A W	75	Pass
2	AK	50	Fail
3	APS	55	Fail
4	A A A	60	Fail
5	A F U	60	Fail
6	A L	70	Pass
7	C D S	60	Fail
8	D R	75	Pass
9	F A U	70	Pass
10	H S U	65	Fail
11	I R A	65	Fail
12	M R	65	Fail
13	N A R	60	Fail
14	N A R	75	Pass
15	N D S	65	Fail
16	O R	60	Fail
17	P M	85	Pass
18	R A	50	Fail
19	R S A	60	Fail
20	R R N A	65	Fail
21	R P	55	Fail
22	S N A	55	Fail
23	T M	75	Pass
24	T C	65	Fail
25	W S N	65	Fail

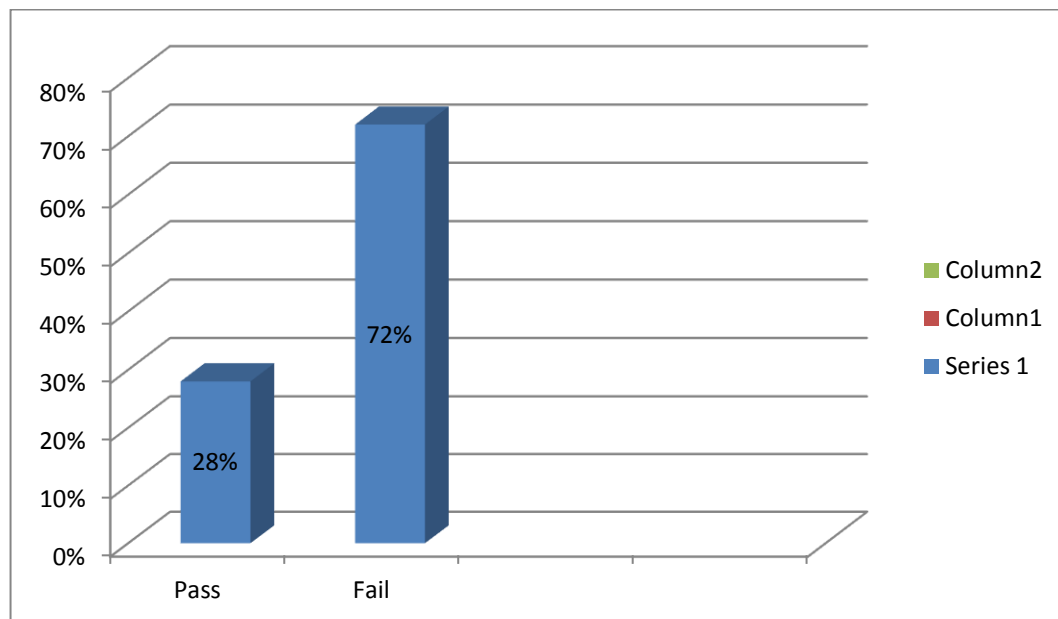


Table 1.2
Category of Reading skill

No	Score	Category	Frequency	Percentage
	>70	Pass	7	28 %
	<70	Fail	18	72 %
Total			25	100%

Source: Taken from english teacher of SMP N 1 Batanghari

The test result above explains that most of their achievement in reading skill is still far from the standard of criteria. The school passing grade of reading ability is 7.0. In the way to get the good result in this research, the researcher decides the number of students who must get 7.0 is 70% of the entire sample. Thus the goal of teaching reading skill is able to get optimally.

There are some problems which obstruct students' come from student and teacher in the school. From the case, the researcher tries to propose an alternative solution for this problem. Therefore, the researcher is interested to apply Team Assisted Individualization (TAI) method in the reading lesson.

B. Problem Identification

Based on the background of the study discussed above, the researcher would like to identify the problems as follow:

1. The students have low skill in reading subject.
2. Students find it difficult to understand the material based on the text.
3. The students are passive in learning process.
4. The students still think that English is one of difficulties subject.
5. Students often feels bored in English class.

C. Problem Limitation

Based on the problems identification, the researcher limits the problems are the students have low skill in reading subject and the students not active during the learning process. So, the researcher uses a method in teaching reading lesson at the eighth grade students of SMP N 2 Batanghari Lampung Timur. This method can develop and make students more active in learning process especially in reading subject.

D. Problem Formulation

Based on the background study and problems limitation above, the researcher formulates problem in the research:

“Is there any positive and significant influence of using Team Assisted Individualization (TAI) on the students’ reading skill?”

E. Objective and Benefit of the Study

1. Objective of the Study

In relation to the problem formulation above this proposal was intended to know whether there was positive and significant influence of using Team Assisted Individualization (TAI) on students' reading skill.

2. Benefits of the Study

These are many benefits of study from this research for many sides. The benefits of the study are:

- a. For students: The student can be more interested in learning reading. So, the students can get more motivation in reading text.
- b. For teacher: As additional information for teachers of English about the application of Team Assisted Individualization (TAI) to teach reading.
- c. For the future researchers: This research can be used as a consideration source for the next researcher who wants to investigate the similar problem in this research about the influence using Team Assisted Individualization (TAI) method on the students' reading skill among the eighth graders of SMP N 2 Batanghari.

F. Prior Research

Many researchers have conducted this method and also many books have described it. Those are making the writer interested to know what Team Assisted Individualization (TAI) method is. Karim had conducted a research with describing that scores were higher after the treatment in Experimental class using TAI (*Team Assisted Individualization*) effective to improve students Reading Comprehension. Therefore, this method could apply in teaching English especially to improve students Reading Comprehension⁵.

This method can help to overcome student learning difficulties individually. Therefore learning activities are more widely used for solving problem, the characteristic of this type of TAI is that each student individually learns learning materials that have been prepared by the teacher. Individual learning outcomes are brought to groups to be discussed and mutually discussed by group members, and all group members are responsible for the overall answer as a shared responsibility. It responds as a speaker and a listener. So it could be that they are more active and creative participate and the involvement of the subject under study.

Students were given test before and after taught some subjects divided in 4-5 students according to TAI method. Eventually, known that after learning used TAI method, students showed the scores were higher

⁵St. Nuaisyah Karim, "The effectiveness of Team Assisted Individualization (TAI) to improve students' reading comprehension at the second grade of senior high school 1 south Polongbangkeng", Makasar, an undergraduate thesis, 2017, p.45.

than before. It means that TAI method proven effective to improve students' reading comprehension.

The second previous research by Hayat with findings of the research, it has found that the students who are taught by using Team Assisted Individualization (TAI) method has been improved in teaching reading comprehension on narrative text than the students who are taught without using Team Assisted Individualization (TAI) method. Hence the students who are taught by using Team Assisted Individualization (TAI) method could elaborate team work and do individually, it made them more understand the text because in their group there was a smart student that was being peer tutoring, so the students could not understand, they could ask to that student⁶.

But it was different team work, because after the students did team work, they continued with do individually and the students were enthusiastic in learning narrative text.

On other hand, in control class where students are taught reading comprehension on narrative text without Team Assisted Individualization (TAI) method, students got the material about narrative text and only did exercise in their worksheet.

As same as the previous researches above the researcher conducts this research is conducted to know are there any positive and significant influences of using Team Assisted Individualization (TAI) method

⁶Hifdotul Hayat, "*The use of Team Assisted Individualization (TAI) in teaching reading comprehension on narrative text (A quasi experiment at the first grade senior high school of Al-Irsyad, Banten)*", (Banten, an undergraduate thesis, 2017), p.83.

towards student's reading skill. The researcher uses quantitative method in data collection. The researcher uses TAI method in learning class with the purpose the students reading skill improved or at least any significant and positive influences. The researcher focuses on skill reading aspect of the student. Hence reading skill is very important to understand English text.

The third one is undergraduate thesis was done by Latifa. This research conducted using qualitative research in 2 cycles. By formulating the result, this research showed that Team Assisted Individualization improved students writing achievement in recount text. furthermore 97.87% students passed the test and only 2.13% passed.⁷

Meanwhile, in this research the researcher conducted to is there any positive and significant influence towards students reading skill. In other hand the research above used writing than the researcher used reading skill as dependent variable.

⁷AnisaHafizdotulLatifa, *Improving the Student's Achievement in Writing Recount Text by Using Cooperative Learning Type Team Assisted Individualization (TAI) at MTs N LangkapanBlitar*, Blitar : An Undergraduate Thesis, 2016, P. 59

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading skill

1. The Definition of Reading

Reading is something many of us take of granted. We read what appear to be little efforts and little planning⁸. In the classroom, teachers often use texts or books as media to deliver subject. Furthermore, teacher asks students to read the texts to grab information in order they could understand the material.

In other hand, the readers can understand well what the writer meant in his writing. The readers mostly use mind when they read an argumentative or scientific writing. They use emotions when they read a letter, newspaper, story and other texts dominated by feeling. When the readers read a newspaper or a religious book, they should use their beliefs and faith in order that they can understand the meaning.

Reading is an action that has goal.⁹ Therefore, reading is essential¹⁰. Other expert also defines reading as an activity or effort in which the readers respond to and make sense of a text being read connected to their prior knowledge.¹¹ The activity is done by the readers as they want to get information and knowledge from the text meanwhile

⁸William Grabe, *Reading in a Second Language (Moving from Theory to Practice)*, (New York: Cambridge University Press, 2009), p. 4.

⁹Karen R. Harris and Steve Graham. *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guildford Press 2007), p. 104.

¹⁰Camille Blachowicz, Donna Ogle. *Reading Comprehension Strategies for Independent Learners : Second edition*, (New York: The Guilford Press, 2008), p.15.

¹¹Mary Spratt A. Pulverness and M. Williams, *The TKT (Teaching Knowledge Test) Course*, (Cambridge: Cambridge University Press, 2005), p. 21.

the readers have their own background knowledge. Because according to Kristin, reading include in receptive like listening, meanwhile writing and speaking include in productive skill.¹²They automatically connect their knowledge with a new knowledge from what they read. By doing this, sometimes the readers will get a new conclusion as a new knowledge for them.

Reading can be a means of consolidating and extending someone knowledge of the language. Doing it, the reader can grab any information and pleasure about the subject of the language. This activity also gives some advantages for the readers. The reading skill, once developed, it is the one which can be most easily maintained at a high level by the students themselves without further help from a teacher.¹³

There 3 main categories of the genres of written text.¹⁴*The first* is academic writing which consists of paper journal, essay, etc. Academic writing focused on the scientific issues. *The second* is job related writing. Job related writing consist of message, letters, memo, etc. This genre usually uses in corporation or institution. *The last* is personal writing. This genre usually uses to express about own writer feeling. Such as diary, letter, message, poetry, etc.

¹²Kristin Lems, *Teaching reading to English language learners* (New York : The Guilford Press, 2010), p. 5.

¹³Wilga M. Rivers, *Teaching Foreign Language Skills*, (United States: The University of Chicago, 1981), p. 260.

¹⁴H. Douglas Brown, *Language assessment principles and classroom practices*, (San Fransisco: Longman , 2003), p. 219.

From those genres of the written text read by the readers, they have to interweave their background knowledge to construct meanings after understanding the text in order to make a better concept of the reader's thought. To construct meaning and conceive writer's message from the text, the readers bring information, knowledge, emotion, experience, and culture to the printed words in order.

Hence, reading can be defined as an activity which constructs meaning from a written text based on the reader's background knowledge to make better concept so that the readers will learn a new thing from the information grabbed from the text.

2. The Definition of Reading skill

The skill of reading is used by the reader to anticipate text information, selecting key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader goals. Every reader has their own way of reading to do that which is appropriate with them. The teacher should give some skills to the students to make them comprehend text easily. Using the skills, the students may increase the pleasure and effectiveness of reading activity.

In academic field, reading aims at some things new to learn. Learning will be successful when there is a change in mind by knowing something from unknown. After knowing something, students have to understand the thing so that they can apply the knowledge in a real life

or at least they can pass their school exam. To gain this successful process, the students should have a skill to bring them into a good comprehension in reading a text. Definitional component of reading skill which is an individual's standing on some reading assessment.¹⁵

According to Brown, there are two major skills of reading. They are micro-skills and macro-skills. The readers, in micro-skills, must have skills when they deal with graphemes and orthographic patterns and linguistic signals.¹⁶

3. Types of Reading

Reading has variety of performance is derived more from the multiplicity of types of texts than from the variety of overt types of performance. In order consider assessment procedures, several types of reading skill. There are fourth types of reading as follow¹⁷:

a. Intensive Reading

Intensive reading is related to further in language learning under the teacher's guidance. Intensive reading will provide a basic for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. Intensive reading material will be the basis for classroom activity. It will not only be read but will be discussed in detail in the target language, sometimes analyzed and

¹⁵Charles A. Perfetti, *Reading Skills*, (Oxford: Pergamon, 2001), p. 2.

¹⁶H. Douglas Brown, *Principles of Language Learning And Teaching*, (London: Longman Publishing Group, 2004), p. 187-188.

¹⁷Dr.M. F. Patel and Praveen M. Jain, *English Language Teaching: (Methods, Tools & Techniques)*, (Jaipur: Sunrise, 2008), p. 117-123.

used as a basis for writing exercises. Intensive reading is text reading or passage reading. In this reading the learner reads the text to get knowledge or analysis. The goal of this reading is to read shorted text. This reading is done to carry out to get specific information.

b. Extensive Reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure. The reader wants to know about something. The reader doesn't care about specific or important information after reading. Usually people read for to keep them update.

c. Aloud Reading

Aloud reading is basic form of classroom organization and disciplines. In reading aloud, the students are confronted with written sentences which haven't spoken before. The aim of reading aloud is the achievement or better speaking ability and the pronunciation of the students.

d. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Silent reading must be based on student's selected text. Silent reading enables the students to read completely silently

without making sounds and moving his lips. It helps him read with speed, ease and fluency. It aids comprehension and expands the student's vocabulary.

4. The Strategies of Reading Skill

Strategy in reading skill is very important for students. Students will gain a wide range of knowledge and learning in their reading skill. These are something that will guide the students in order to improve reading skill.¹⁸

a. Giving an example to the students in a positive reading process.

As a teacher should be pointed out that the positive process of reading to the students can mimic the students reading process.

b. Exposing students to enrich their vocabulary.

Teacher should be able to provide many new vocabulary words that students acquire vocabulary does not already own and with the additions of vocabulary given by the teacher, the vocabulary possessed by students will increase.

c. Give the students new information.

As a teacher will have to update a new information, so that the teacher can provide new information to the students. Furthermore, with the information provided by the teacher, students will not be left with the new information.

¹⁸Franzese R, *Reading and Writing in kindergarten: A Practical Guide*, (New York: Scholastic Profess, Jouarnal Book, 2002), p. 125.

d. Introduce the students to differences of genres.

As a teacher should be able to provide information on the different literature that the students know the existing literatures.

e. Giving students the opportunity to listen and use the power of imagination.

As a teacher should be able to give the opportunity for the students to listen and use the power of imagination. Because the students should a space to imagine in accordance with their thinking.

In other word, the important things in strategy of reading skill are teachers should be pointed out that the positive process of reading be able to provide many new vocabulary words to students, often give students new information and teachers should give motivation students to read various kind texts.

5. Indicators of reading skill

There are a lot of indicators to measure the reading comprehension. In this research, the resercher focus on the literal comprehension. Such as kind of the criteria of reading comprehension are:

- a. The purpose of the testing (screening, progress monitoring, assessing levelof reading, research, or assessing students' competence in comparison topeers).

- b. The specific information needed about the student's reading comprehension (types of questions missed, level).
- c. The number of students being tested (i.e., an individual, a small group, or a whole class).
- d. The length of the test (e.g., shorter tests can be easier to give and less stressful for the student, but may not have enough questions or types of tasks to provide sufficient information about a student's performance).
- e. Whether the test is an individually or group-administered test.
- f. The number of forms available with the test, particularly if multiple administrations are needed (e.g., many norm-referenced tests come with two forms, making them useful for assessing progress over time—students are given one version of the test as a pretest and another as a posttest).
- g. For norm-referenced tests, the extent to which the norming sample is similar to the students to whom the test will be administered.
- h. The examiner's qualifications (e.g., whether the tester has the skills to give highly specific tests).
- i. The amount of training needed to administer a test, score it, and interpret results (e.g., norm-referenced tests typically require some training).¹⁹

¹⁹ Janette K. Klinger, Sharon Vaughn, Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, New York : London, 2007, p. 17.

6. The Measurement of Reading Skill

To know the achievement of reading comprehension abilities should be measured by using the assessment of reading. There are the measurements of reading Skill related to Grenall and Swan, as follows:²⁰

Table 2.1
Criteria of Reading Skill

No.	Criteria	Score
1.	Clarity : Students can read the text clearly, comprehensible and accurately	0-25
2.	Fluency / Noun Verbal Communication : Pronunciation, Intonation, and accuracy was clear, and expression were used to enhance communication	0-15
3.	Fluency : Students noted as a facilitator helping the conversation were evident. There may have been a few pauses.	0-25
4.	Comprehension : The Students Fully understood the text and question asked and answered correctly	0-35
	Total	100

Table 2.2
The classification of the score

No	Range Score	Ability level
1.	70-100	High
2.	51-69	Satisfactory
3.	0-50	Low

(Harries et al adopted by Donald)

²⁰Simon Grenall and Michael Swan, *Effective Reading: Reading Skill for Advanced students: Teacher's book*, (USA: Cambridge University Press, 1994), p.34.

B. The Concept of Team Assisted Individualization Method.

1. The concept of Cooperative Learning

a. The Definition of Cooperative Learning

Cooperative learning is a model of teaching with a set of common attributes and features. It has several variations. The following are its essential features: students work in teams to master academic materials, teams are made high, average, and low achievers, and are racially and gender are mixed, reward systems are group-oriented rather than individually oriented.²¹

Another expert defines cooperative learning as a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject²². Each member of a team is responsible not for only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

Other expert states there are many quite different forms of cooperative learning, but all of them involve having students work in a small groups or teams to help one another learn academic material. One of cooperative learning methods that are best developed and

²¹Richards I Arends, *Learning to Teach*, (New York: Mc Grow Hill, 2004), p. 360-361.

²²Spencer Kagan and Miguel Kagan, *Cooperative Learning*, (San Clemente: Kagan Publishing, 2009), p. 4.2.

researched is student teams learning. Three concepts are central to all student team learning methods: teams rewards, individual accountability, and equal opportunities for success. Teamsearn certificates or reward if they achieve above a designated criterion. Individual accountability means that team's success depends on the individual learning of all team members. This focuses the activity of the team members on explaining concepts to one another and making sure that everyone on the team is ready for the test or assessment that they will take without teammate help. Equal opportunities for success mean that students contribute to their teams by improving their own bestperformance.

b. The Elements of Cooperative Learning

Among the most widely used cooperative learning method are those developing by David W. Johnson, Roger T. Johnson, and Edythe Johnson Holubec. Their method emphasized five basic elements of cooperative learning:²³

1) Positive Interdependence

Positive interdependence means that the success of the group is very depends on the efforts of each member. To create an effective working group, the tasks need to be arranged to make each member of the group finish their work by themselves in order to achieve their goals.

²³David W. Johnson and Roger T. Johnson, *The Teacher's Role in Implementing Cooperative Learning in the Classroom*, (New York: Springer Science + Bussiness Media, LLC, 2008), p. 19-25.

2) Promotive Interaction

Students promote each other's learning by helping, sharing, and encouraging efforts to learn. Students explain, discuss, and teach what they know to classmates. Teachers structure the groups so that students sit knee-to-knee and talk through each aspect of the assignment.

3) Individual Accountability and Personal Responsibility

The group's success is determined by the efforts of every member of the group. If they want to be the best group, the members should be responsible for learning seriously and trying to get the best score. Each student's performance is assessed and the results are given to the group and the individual. Teachers may structure individual accountability by giving an individual test to each student or randomly selecting one group member to give the answer.

4) Appropriate Use of Social Skill

Groups cannot function effectively if students do not have and use the needed social skills. Generally, not every student is good at communicating. Therefore, it is important for teachers to train students the ways of communicating. For example the way to express an idea, refuse the opinions of friends and respond to the friend's opinions. Groups cannot function effectively if students do not have and use the needed social skills. Collaborative skills are needed, such as leadership, decision-

making, building-communication, and conflict-management trust skills.

5) Group Processing

The evaluation process of the group means that students in one group evaluate the learning of the groups together. Format of the evaluation can be varied, depending on the level of education of its students. Things that need to be evaluated for example, cooperation, participation of each member of the group, communication between members, and so on. This is very important, because with any evaluation process, each member of the group is pushed to increase the effectiveness of group cooperation.

c. Various Models of Cooperative Learning

There are some variations in the types of cooperative learning models developed by educational experts and practitioners, especially by the experts of Student Team Learning at Johns Hopkins University in Robert E. Slavin (2008: 11), such as Students Teams Achievement Division (STAD), Team Games Tournament (TGT), Jigsaw, Cooperative Integrated Reading and Composition (CIRC), and Team Assisted Individualization (TAI).²⁴

²⁴Robert E. Slavin, *Cooperative learning : theory, research, and practice*, (London : Allyman Bacon, 2005), p. 11.

1) Student Teams Achievements Division (STAD)

STAD is one of the simple teaching techniques of cooperative learning and is the best model for the teacher who just tries to use cooperative approach. This technique involves small groups which has four until five heterogeneous students for each group members. Begin with the delivery of learning objectives, material delivery, group activities, quiz, and group recognition.

2) Team Games Tournament (TGT)

TGT cooperative learning is one type or model of cooperative learning are easy to implement and contains elements of the game and reinforcement. Learning activities with games designed in the TGT model of cooperative learning allows students to learn more relaxed in addition foster responsibility, teamwork, healthy competition and learning engagement.

3) Jigsaw

Basically, in this model the teacher split large units of information into smaller components. Each member is responsible to mastered each component or sub-topics assigned by the teacher, as well as possible. Students from each group who is responsible on the same subtopic with another then make a group again that consisting of two or

three people.

4) Cooperative integrated reading and composition (CIRC)

CIRC is a comprehensive reading and writing program that includes story-related activities, direct instruction in reading comprehension, and integrated reading and language arts activities.

5) Team Assisted Individualization (TAI)

TAI is a cooperative learning method developed at Johns Hopkins University by a team led by Bob Slavin and Nancy Madden. The students are divided into teams of four or five with different of ability. After a teacher has taught a lesson, team mates help each other complete exercises. Students are given exercises at a level determined by their score in an initial test. Students are then tested individually. Teams earn recognition by way of awards for their overall performance.

2. The Concept of Team Assisted Individualization (TAI) Method.

a. Definition of Team Assisted Individualization Method.

Some definitions of Team Assisted Individualization are given as follows:

- 1) Slavin state that Team Assisted Individualization is combination of cooperative learning and individualized instruction whereby heterogeneous groups of individuals work together to master

individualized assignment. Students are placed in an individual sequence of the learning material based on the test performance.²⁵

- 2) Team Assisted Individualization (TAI) is design to address the learning difficulties of individual students, where students learn at their own level ability themselves. If they do not quality at a certain capacity, they cannot build a strong foundation before moving to the next stage. In addition, if students can progress more quickly, they do not to wait for the others class members.²⁶
- 3) A program of research and development on a method that combines cooperative learning and individual instruction for math instruction.²⁷ Firstly this method was used to research math subject. But, this method also acn be applied for another subject. Such as in teaching reading skills.
- 4) Cooperative learning is a model learning which emphasizes the use of students groups. The principle should be upheld related to the cooperative groups that every students in a groups should have the heterogenous level of ability (high, intermediate, and low) and if necessary, they must come from different races,

²⁵*Ibid*, p. 187.

²⁶Anetha 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*, vol. 3, issue 24, (January, 2014), p. 26.

²⁷Robert E. Slavin, *learning to cooperate, cooperating to learn*, (New York : Plenum Press, 1985), p. 180.

cultures, and ethnic groups as well as considering the gender equality.²⁸

From the ideas above, it can be concluded that Team Assisted Individualization is a method from cooperative learning where students have team work but they work individually, they have responsibility to finish their assignment in a team, if the one of member of group cannot understand about the task, the smart student can help to another group of member in their team.

In TAI method, classrooms are divided into small groups to work together in achieving the learning objectives. Previously, each student has been given a subject matter by the teacher to be studied individually. Furthermore, the students joined into the group to learn together, to discuss the subject matter that has been studied individually, and match the answers about the questions that had been given by the teacher. It can increase an individual's understanding of the subject matter, cooperation, and have a responsibility for individual and group.

With the combination of cooperative and individual learning, it can be obtained two advantages at once in TAI: (a) The advantages of cooperative learning, that the cooperative learning is an effort to empower peers, improving the interaction among students, as well as bring a mutual beneficial relationship among students. Students in the group will learn to hear ideas of others, discuss agree or disagree,

²⁸Georgina Maria Tinungki, "The Role of Cooperative Learning Type Team Assisted Individualization (TAI) to Improve the Students Mathematic Communication Ability In the Subject Of Probability Theory" Journal of Education and Practice Vol. 6 No 3, 2015.

offer, or receive constructive criticism, and students do not feel overwhelmed when their work result is incorrect. Students work in groups to help each other to master the teaching materials. (b) The advantage of individual learning that individual learning is educated students to learn independently, not only receive lessons from a teacher. Through this individualized learning, students will be able to explore their own knowledge and experience to learn the subject matter, so the students will have a meaningful learning.

b. The Criteria of Team Assisted Individualization

In TAI, method designed to satisfy criteria follows to finish theoretical problems and practice and individual instruction system.²⁹

- 1) Can minimize teacher involvement in investigation and routine management.
- 2) Teacher will spend at least half and the time to teach little group.
- 3) Program operational in such a way the simple so that students in the class three to one can do it.
- 4) Students will motivate to study matters that given swiftly and accurate, and will not make dishonest or find shortcut
- 5) Actually many mastery verification manners so that students seldom spend time has studied to return matters that they have mastered or faced serious difficulty that wants teacher

²⁹Slavin, *Cooperative learning : theory, research, and practice*, p. 190.

aid. In every mastery verification post, can available alternative instruction activities and parallel tests.

- 6) Students can do verification one another, even when if one student that check the ability in under student check in instruction series and verification procedure simple enough and doesn't disturb the checker.
- 7) Easy the program is studied either by also student, cost effective, flexible, and doesn't want addition teacher or team teacher.
- 8) With making students work in cooperative group, with status in a line, this program will build condition to shape positive attitudes toward defect students academically and between students and race background or ethnic different.

From various explanation and can detect that TAI method merging between learn according to cooperative and individually. Study model TAI can increase manners think critical, creative and grow high social taste. Also trained to how to cooperate in body student, trained to be good listener, can give explanation to friend a group, discuss, push friend to cooperate, appreciate to friend opinion other and as it. So that clever student can develop ability and know how while weak students be helped in will realize troubleshoot that finish in a group.

c. Components of Program.

Cooperative learning model Team Assisted Individualization (TAI) has eight components as follows:³⁰

³⁰*Ibid* ., p. 195-200.

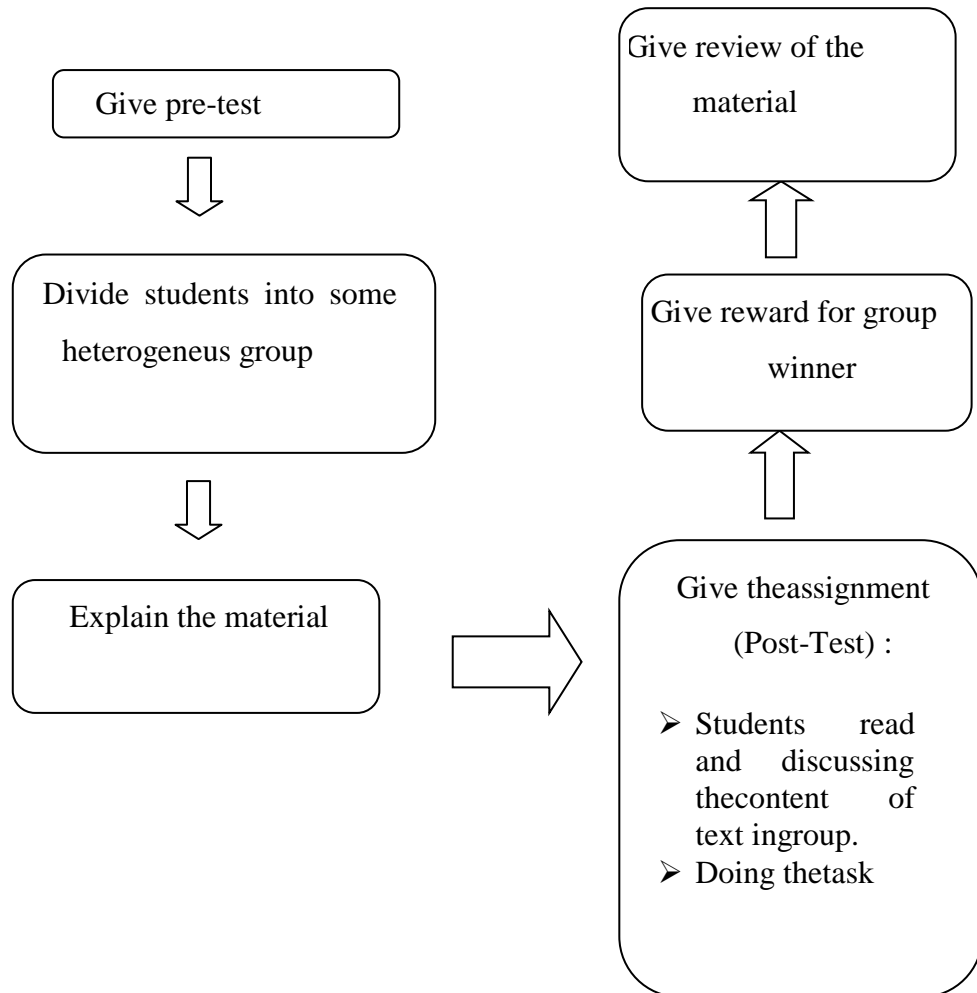
- 1) *Team*, namely the formation of heterogeneous group consisting of 4 to 5 students.
- 2) *Placement Test*, namely the provision of pre-test to students or see an average daily value of students to teacher knows the weaknesses of student in a particular field.
- 3) *Student Creative*, carry out the task in a group to create a situation where student success is determined or influenced by the success of the group.
- 4) *Team Study*, which studied the action steps that must be carried out by the group and teacher provide individual assistance to student in need.
- 5) *Team Scores and Team Recognition*, namely the scoring on the work and provide criteria for award of the brilliantly successful group and a group that is seen as less successful in completing the task.
- 6) *Teaching Group*, the provision of material briefly before giving the task of teacher group.
- 7) *Fact Test*, the implementation of small tests based on a test obtained learners.
- 8) *Whole-Class Units*, namely the return of materials sat the end of time learning with problem solving strategies.

d. The Procedures Team Assisted Individualization (TAI)

Cooperative learning model type Team Assisted Individualization is done in a series of actions in one cycle. This type of learning can be done through the following procedures:

- 1) Teacher gave assignments to students to study the learning materials before pre-test.
- 2) The teacher gave a quiz individually to students to get a base score or initial score (pre-test).
- 3) The teacher divided students into groups based on initial score. Each group consists of 4-5 students with different abilities. If it is possible, the members of the group come from different races, cultures, ethnic and gender.
- 4) Teacher explained the material about narrative text.
- 5) The teacher gave task for group, each member of group should do the task. In the group discussions, each member of each group should check the answers of their friends in their group.
- 6) After the task done, each group showed their success by collecting their first task.
- 7) The teacher gave an award to the group based on the acquisition score of the increase in individual learning outcomes from the initial score to the next score of the quiz (post-test).
- 8) Teacher gives review of the material in the end of teaching.

Figure 2.1
Scheme of Implementing Team Assisted Individualization in Reading Class



e. Establishment and Team Recognition on Team Assisted Individualization.

Cooperative learning type Team Assisted Individualization is identical to the heterogeneous division of the groups. This group is focused on the differences based on the level of academic distinction. The group differences meant that the students are complementary deficiencies of each individual. Students who have a good academic level are expected to provide information for students who have low academic level.

The assessment consists of individual and team scores. Students will earn points if the progress of the quiz scores (post-test) is excess the initial score (pre-test) obtained previously at the beginning of each cycle for each individual.

According to Slavin, teachers give awards to a group based on the increasing score of learning results from the basic score (early) to the score of a quiz after the students work in groups. Ways of determining the score of the award to the group described as follows:

- 1) Determines the basic score of each student. The basic score can be either score of pre-test or use the score of previous examination.
- 2) Determine the score of the quiz that has been implemented after the students work in groups, for example, the score of the quiz I, quiz II, or the average score of quiz I and II quiz to every

student that we refer to the score of the current quiz.

- 3) Determines the score of an increase in the learning results based on the difference in the score of the current quiz and basic score of each student using the following criteria:

Table 2.3
Point Progress of Cooperative Learning Model Type Team Assisted Individualization²⁷

Quiz Score	Progress Point
More than 10 point below starting score	5
10 – 1 point under starting score	10
Starting score until 10 point above starting score	20
More than 10 point above starting score	30
Perfect answer sheet score (not based on starting score)	30

Group Awards are given based on the average score of the improvements obtained by each group by giving a predicate of enough, good, very good, and perfect.

The criteria for the status of the Group:

- a. Enough, when the average score of an increase in Group < 15.
- b. Good, when the average score of the increase in the group between 15 to < 20.
- c. Very good, when the average score of the increase in the group between 20 to < 25.
- d. Perfect, when the average score of an increase in group ≥ 25

²⁷*Ibid.*, p. 159.

3. Advantages and Disadvantages of Team Assisted Individualization

Each type of learning has some advantages and disadvantages.

According to Slavin, These are some the advantages of TAI were asfollow:²⁸

- a. TAI has been consistently effective in increasing students mathematic achievement in lower – middle - to middle – class suburban, urban, rural schools.
- b. TAI improves the acceptance academically handicapped students by non handicapped classmates and improves the classroom behavior, the social behavior, and the self-confidence behavior of these students (as rated by their teacher).
- c. TAI improves relationship across sex line.
- d. TAI improves intergroup relation among black and white students.
- e. Teachers and students reaction toTAI have been quite positive, and most teacher who have used TAI have continued to do so in the years following their initial training.

Besides some of the advantages above, there are some disadvantages of the TAI, which are as follows:

- a. It is unclear to what degree the cooperative team used in TAI contributes to the various effects.
- b. The use of regular teaching group seems critical to the achievement effects of TAI, but direct evidence is lacking.
- c. TAI is yet effective in inner city school.

²⁸Slavin, *Learning to cooperate, cooperating to learn*, p. 206.

- d. Students who have low academic ability will indirectly depend on students who have high academic ability.

C. Theoretical Framework and Paradigm

1. Theoretical Framework

There are two variables in this research. They are independent variable (x) and dependent variable (Y). Independent variable (x) is Team Assisted Individualization method and the dependent variable (Y) is reading skill.

Theoretical framework is a model which allows the researcher to explore the relationship among variables in a logical and prescribed fashion.²⁹ It clarifies questions by relating questions and their constituent sub-questions and it summarizes the overall concept being investigated.

From the statement above, the researcher can conclude that theoretical framework is foundation concept that support relationship two or more variable. Therefore, if the Team Assisted Individualization method influence well in teaching reading of course the student's reading skill will be high and if the Team Assisted Individualization (TAI) method influence low in teaching reading of course the student's reading ability will be low also.

2. Paradigm

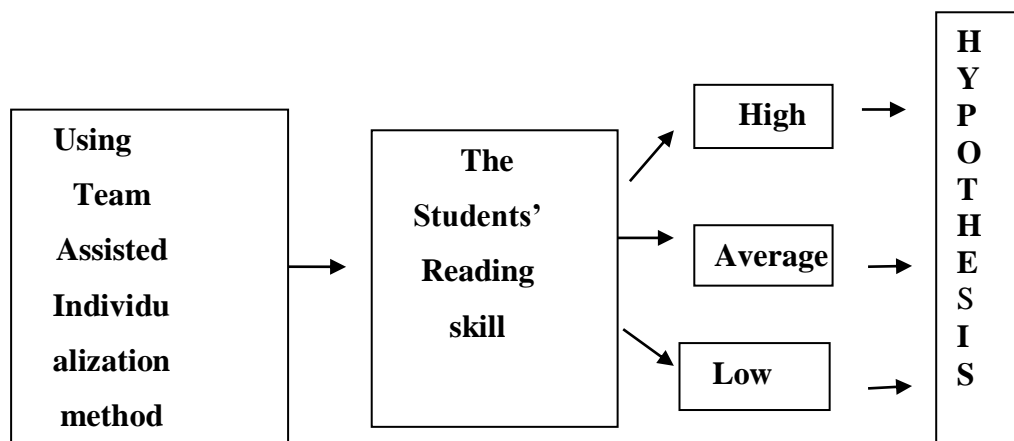
Paradigm is concept that used the researcher to explain their theories. These are collaborate diagrams with flow paths and arrow³⁰. Basically paradigm clarifies relationships among loosely coupled systems and can suggest research questions and lines of inquiry.

Based on the theoretical framework above the researcher describes paradigm as follows:

²⁹Gary Anderson, *Fundamentals of Educational Research*. (Francis: Falmer press, 2005), p. 62.

³⁰*Ibid.*, p. 61.

Figure 2.2
The Paradigm of Using Team Assisted Individualization (TAI)
Method On the Students' Reading Skill



E. Hypotesis

According Ary hypothesis should be presented in the form of a concise declarative statement.³¹ A complete and concisely stated hypothesis makes clear what the researcher needs to do to test it.

Based on the theoretical framework and paradigm above the researcher formulated and statistic hypothesis as follows:

1. Formulation Hypothesis

Based on the theoretical framework and paradigm above the researcher formulates the hypothesis as follows:

a. Alternative Hypothesis (Ha)

Alternative Hypothesis is the one we want to be true.³² There is a positive and significant influence of using Team Assisted Individualization (TAI) on the students' reading Ability at the eighth graders students' of SMP N 2 Batanghari Lampung Timur?

³¹Donald Ary, *Introduction to Research in Education Eighth Edition*, (USA: Wadsworth cengange learning, 2010) 8th Edition, p. 90.

³²Daniel Muijs, *Doing Quantitative Research in Education*, (New Delhi: SAGE Publications Ltd, 2004), p. 16.

b. Hypothesis (Ho Null)

Null Hypothesis is the opposite of Alternative Hypothesis.³³
There is not a positive and significant influence of using Team Assisted Individualization (TAI) method on students reading ability at the eighth grades of SMP N 2 Batanghari Lampung Timur.

2. Statistical Hypothesis

Based on the explanation above, the writer can make a conclusion that hypothesis are:

- 1) If “r observed” $>$ r table. Alternative Hypothesis (Ha) is accepted and Null Hypothesis (Ho) is rejected.
- 2) If “r observed” $<$ r table. Alternative Hypothesis (Ha) is rejected and Null Hypothesis (Ho) is accepted.

³³*Ibid.*, p.16.

CHAPTER III

RESEARCH METHOD

A. Research Design

Research design is the specific procedure involved in the research process: data collection, data analysis, and report writing.³⁴ It means that research design is very important in a procedure research process because in research design there is specific component or step what we do in the research.

The researcher uses quantitative research. Quantitative research uses number of describe what exists.³⁵ Another expert also described quantitative research as a scientific investigation that includes both experiments and other system method that emphasize control and quantified measures of performance. A major benefit of these data is that they may be fed into a computer where they can be counted, stored, and manipulated. However, numbers are often a poor substitute for a researcher's vivid description. This research was intended to investigate whether there is any positive and significant influence of using team assisted individualization method on the students' reading skill. The researcher conducts the research among eighth the grades students of SMP N 2 Batanghari Lampung Timur.

There are two variables in this research. They are independent variable (X) and dependent variable (Y). Independent variable is a variable that has impact on the dependent variable. In other words the values that the

³⁴John W. Creswell, *Educational Research*, (New York:Pearson,2012), p. 20.

³⁵Paul S. Gray, *The Research Imagination an introduction to qualitative and quantitative methods*, (New York:Cambridge University Press, 2007), p.42.

dependent variable takes on are influenced by the independent variable.³⁶The independent variable (X) was Team Assisted Individualization (TAI) method and dependent variable (Y) was Reading Skill.

B. The Operational Definition of Variables

Based on Creswell, operational definition is the specification of how you will define and measure the variable in your study.³⁷We can find definitions in published research studies in our topics. In the other hand, variable is a concept a noun that stands for variation within a class of objects, such as chair, gender, eye color, achievement, motivation, or running speed.³⁸ Based on the quotation above, the operational definitions of variables as following:

1. Independent Variable

Independent variable is presumed or possible cause.³⁹ It is the variable which was selected, manipulated, and measured by the researcher. Independent variable (X) of this research is Team Assisted Individualization (TAI) Method.

There are some indicators that indicate the students are able to achieve the objective of method as follows:

- a. The students have the competence to develop reading skill by using Team Assisted Individualization (TAI) Method.

³⁶Mark and Peter, *Introduction to Quantitative Research Methods*, (London: SAGE publication, 2001), p.46.

³⁷John W Creswell, *Educational Research*. p151.

³⁸Jack R and Norman E, *How to Design and Evaluate Research in Education*, (San Francisco: McGraw-Hill Higher Education, 2009), p. 40.

³⁹*Ibid.*, p. 43.

- b. The students are more active in teaching and learning reading process.
- c. The students can read meticulously and carefully the text in reading.
- d. The students can get the main idea and meaning in the text in reading materials.
- e. The students can learn in their group to solve their problem when teaching and learning reading.

The researcher used several ways to measure the influence of using Team Assisted Individualization (TAI) Method on students' reading skill. The researcher had one partner to be an observer during the teaching reading text by using Team Assisted Individualization (TAI) Method to know students' participation in teaching and learning process. Recently, due to the corona virus (Covid-19), the learning is held by online or video call. It means that during the learning student and teacher are not allowed to come to the school or forbidden to do face to face learning. Researcher uses some application such as whatsapp and e-mail. Researcher explain what reading is by video call on whatsapp and the students submit the duty by e-mail while recording it.

2. Dependent Variable

Dependent variable is presumed result.⁴⁰ Dependent variable of this research is the variable which is observed and measured to determine the

⁴⁰*Ibid.*,43.

effect of the independent variable. Dependent variable of this research is reading skill. There are some indicators of this variable are:

- a. The students are able to mention main idea of the text reading.
- b. The students are able to mention main topic of the text.
- c. The students are able to find specific information of the text.
- d. The students are able to find reference of the text and deduce of the meaning (vocabulary).

To measure students in reading skill, the researcher gives a test guidance to read and answer the question of multiple choices about readingtext. However, this phase is done by learning online, so the researcher gives this by virtually. The researcher also establishes the measurement of good paragraph and fluency in reading. The researcher used multiple-choice test in pre-test and post-test. In pre-test the researcher gives 20 multiple-choice question test and in post-test the researcher also gives 20 question.

C. Population, Sample and Sampling Technique

1. Population

Fraenkel and Wallen definepopulation as the larger group on which in formatting is obtained.⁴¹ The population of this research is at the eighthgraders students of SMP N 2 Batanghari which consists of 25 students and becomes one class.

⁴¹*Ibid.*, p. 92.

2. Sample

According C.R. Khotari sample is the items so selected constitute.⁴²

The researcher must decide the way of selecting a sample in population.

The researcher would like to take one class as sample from the population.

So, the writer took from VIII grades that consist of 25 students as sample.

3. Sampling technique

In this case, the technique used clustering sampling. Clustering sampling is sampling in which groups, not individuals, are randomly selected. Clusters can be communities, states, schools, districts, and so on.⁴³The researcher used this sampling technique because the researcher used sample which groups, not individuals. The researcher choosed one class to experimental class. Based on the case, the researcher got class VIII as experimental class consist of 25 students as sample.

D. Data Collection Method

1. Observation

The purpose of observation is to describe about situations, events, individual, and the relationship of them. Observation was done to identify the classroom during teaching and learning process. It was done while the action was being implemented.

The researcher applies this method to get the students' activities like students' comprehend in answering the question, students' reading

⁴²C.R.Kothari, *Research Methodology Method and Technique*, (New Delhi: New Age International, 2004), Second Revised Edition, p.14.

⁴³L.R. Gay, *Educational Research Competencies for Analysis and Applications*, (USA:Pearson,2012), p. 144.

activity, students' participant and proclivity of students' learning English in the class.

2. Test

According to Yogesh In educational research achievement tests are most commonly used.⁴⁴ Moreover, the researcher used test as a data collection method to measure both of the variable. The researcher measures the use of Team Assisted Individualization (TAI) method on the students' reading skill by pre-test, treatment, and post-test.

a. Pre-test

Geoffrey said "pre-test is focused on assessing the level of a variable before application of the experimental intervention (or independent variable)".⁴⁵ In pre-test the researcher gave to the students multiple-choice test without explaining the reading materials, consist of 20 questions which each question has point 5 for each answer true and who students can answer well they got total score 100.

b. Post-test

Post-test is conducted to assess the effectiveness of the independent variable.⁴⁶ The researcher used post test to get the data after analyzing and discussing the weakness and strength that was done by the teacher during teaching-learning process. Finally the

⁴⁴Yogesh Kumar Singh, *New Age Fundamental of Research Methodology and Statistics*, (New Delhi:New Age International Publishers, 2006), p.209.

⁴⁵Geoffrey Marczyk, *Essentials of Research Design and Methodology*, (New Jersey:John Wiley Hoboken, 2005), p.187.

⁴⁶*Ibid.*, p. 187.

researcher gave the post-test with same tests (multiple-choice). In post-test the researcher gave to the students 20 questions which each of the question have point 5 for each answer true and who students can answer well they got total score 100.

3. Documentation

According Jane Richie documentation will help the user of the research to understand the boundaries of the evidence in term of any wider conclusion that can be drawn.⁴⁷ So the documentation is note of information in the form of documentation. The researcher used the documentation to get detail information about teaching Team Assisted Individualization (TAI) method at eighth grade of SMP N 2 Lampung Timur.

E. Research Instrument

Creswell defines instrument is a tool for measuring, observing, or documenting quantitative data.⁴⁸ David also defines instrument as a mechanism for measuring phenomena, which is used to gather and record information for assessment, decision making, and ultimately understanding.

Research instruments used in this research as follows:

1. Instrument Blueprint

Instrument in this research is design and adjusted with the indicators which have been specified. Moreover, the instrument used in the test form that consists of multiple choice questions about text reading.

⁴⁷Jane Ritchie and Jane Lewis, *Qualitative Research Practice*, (Wiltshire: Great Britain the Cromwell Press Ltd, 2003), p.278.

⁴⁸John W Creswell, *Educational Research*. p. 151.

Furthermore, there are two tests in this research. The first test is pre-test and the second test is post test. In addition, the researcher demonstrated the research instrument in the form of grilles as follows:

Table 3.1
The Instrument Grilles Test for Reading skill

No	Variable	Indicator	Item	Form
1.	Independent Variable (X) Team Assisted Individualization (TAI) Method	1) The students have the competence to develop reading skill by using Team Assisted Individualization (TAI) Method. 2) The students are more active in teaching and learning readingskill process. 3) The students can read meticulously and carefully the text in reading skill. 4) The students can get the main idea and meaning in the text in reading materials. 5) The students can learn in their group to solve their problem when teaching and learning reading skill.	1-20	Questionnaire

2.	Dependent Variable (Y) Reading skill	<ol style="list-style-type: none"> 1. The students able to mention main idea of each paragraph. 2. The students able to mention main topic of the text 3. The students able to find specific information of the text. 4. The students able to find reference of the text and deduce of the meaning (vocabulary). 	1-20	Multiple-choice
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2. Instrument Calibration

Instrument calibration is used to know the validity. In that case Validity has three distinct aspects; they are content validity, criterion validity and construct validity. Content validity referred to whether or not the content of the manifest variable is right to measure the talent concept that the writer tries measure.⁴⁹

The researcher used content validity in order the instrument has a good quality and the instrument would be relevant to the focus of the research. Therefore, the researcher used content validity based on the syllabus and materials at the eighthgrade of SMP N 2 Batanghari Lampung Timur in the Academic Year of 2019/2020.

⁴⁹ Daniel Muijs, *Doing Quantitative Research in Education*, (New Delhi: SAGE Publications Ltd, 2004), p.66.

F. Data Analysis Technique

To investigate whether there is any influence of the using of Team Assisted Individualization (TAI) method on the students' readingskill at the eighth graders students of SMP N 2 Batanghari Lampung Timur in the Academic Year of 2019/2020 . The researcher analyzed the data by using chi-square.

$$\chi^2 = \sum \left[\frac{(f_o - f_e)^2}{f_e} \right]$$

Note: χ^2 = Value of chi square

f_o = Observed frequency

f_e = Expected frequency⁵⁰

⁵⁰Donal Ary, *Introduction Research in Education Eight Edition*, (USA :Wadsworth cengage learning, 2010) P. 188

CHAPTER IV

RESULT OF THE RESEARCH

A. The Description of Data

1. Description of The Research Area

a. The History of SMP N 2 Batanghari

Based on the results of an interview with Iriyanto, S.Pd. as the Head of SMP Negeri 02 Batanghari and Taslam as the Head of Administrative Affairs, then history can be told as follows:

To provide wider opportunities for Primary School graduates in Batanghari District with the number of SD: 40 out of 16 villages where there is only one Batanghari 1 State Junior High School (SLTP) in the center of the District. For this reason, in the 1994/1995 school year, the State Secondary School 02 Batanghari Sribasuki was opened.

The plan to establish a State Secondary Secondary School (SLTP) Negeri 02 Batanghari has long been proven by the Regional Office of the Ministry of Education and Culture of Lampung Province in 1991. To realize the wider learning opportunities mentioned above, Drs. Hasan Basri, as the principal of the Batanghari 1 State Junior High School, assigned teachers to admit new students for the 1994/1995 school year, Batanghari 02 State Junior High School in Sribasuki. These teachers are:

- a) Tulus Suharyono
- b) Drs. Puguh Astoto
- c) Basrodin
- d) Muawi Martun
- e) Slamet Ruyadi

At that time, the new student admission activity took place at the SD Negeri 2 Sribasuki Office, Batanghari District until the time limit for admission of new students turned out to only get 52 students. For this reason, the deputy principal of SLTP Negeri 2 Batanghari in Sribasuki (Tulus Suharyono) reported to the Regional Office of the Ministry of Education and Culture of Central Lampung Regency regarding the number of students who were only a few, then instructed to open the second batch of new student admissions.

Maybe because the news of SLTP Negeri 02 Batanghari in Sribasuki was not widely spread in the community, so there were only a few who registered, for this reason on the teacher's initiative to spread information even more widely, namely by posting announcements in public places. At the time limit provided for the second batch of new student admissions, there were no additional new students, so the teaching and learning process began with 52 students divided into two classes. This is

determined so that there are not too few teaching hours for the teachers.

Teachers assigned to teach at SLTP Negeri 02 Batanghari in Sribasuki occupied the EX building of SMP PGRI 4 Batanghari which had been closed because their students had run out. Then by the management / Principal of SMP PGRI 4 (Suhadi) the land and building were granted to the government and then built SLTP Negeri 02 Batanghari

The teachers assigned to teach at SLTP Negeri 02 Batanghari Fillial in Sribasuki are teachers of SLTP Negeti 02 Batanghari as well as teachers from the honorary farm. In the second year, namely the academic year 1995/1996, there were 105 new students enrolled in the study group.

Because the PGRI 4 Junior High School EX building has only 3 rooms, it is not enough for studying, then temporarily moved and hitched a ride at SD Negeri 02 Sribasuki with daytime study time, in this second year it began to realize the construction of the new SLTP Negeri 02 Batanghari building unit. located on the land granted by SMP PGRI 4 and added with the self-help of the Sribasuki Village community so that the total area is 2 hectares.

Then when the third cawu in the second year of construction at SLTP Negeri 02 Batanghari was completed, the

Principal submitted an application to occupy a new building. In the third year 1996/1997 in the admission of new students, 135 students were divided into 3 study groups, namely:

- a. First class 3 groups
- b. Second class 2 groups
- c. Third class 1 group.

b. Vision and Mission of SMP N 2 Batanghari

1) Vision

SMP Negeri 2 Batanghari is: “Junior High School who excel in achievement (Academic non Academic) based on the value of faith and piety”.

2) Mission

- a) Implement the learning and guidance effectively so that everyday students develop optimally in accordance with the potential they have.
- b) Grow the spirit of excellence intensively to all school citizens.
- c) Create a healthy competition climate in achieving achievement to all school students.
- d) Grow appreciation and practice of Islamic religious teachings as well as national culture so as to be part of the pattern of daily behavior.
- e) Encourage and help each student to recognize his or her potential

also that it can be developed optimally.

3) Strategy

- a) Starting and ending learning activities by praying together.
- b) Conducting prayers in school continued with the guidance of the Qur'an and other feiths.
- c) Optimizing the mosque youth activities (RISMA) and other religion.
- d) Develop quantum learning based-model learning and multiple intelligences.
- e) Representative provide instructional media according to the needs of students.
- f) Conducting enrichment and remedial programs for students in third grades.

c. The Students in SMP Negeri 2 Batanghari

The total of the students in SMP Negeri 2 Batanghari in academic year 2018/2019 can be seen as follow:

Academic Year	Students Grade VII			Students Grade VIII			Students Grade IX			Total
	L	P	JM	L	P	JM	L	P	JM	
2015 / 2016	95	73	168	83	75	158	62	99	161	487
2016 / 2017	81	61	142	91	69	160	79	71	150	452
2017 / 2018	75	57	132	77	64	141	92	70	162	435
2018 / 2019	51	52	103	69	60	129	73	63	136	369
2019 / 2020	65	51	116	54	52	106	69	56	125	347

B. The Research of Data

a. The Result Of The Students Pre-Test

The researcher was conducted the pre test on March 17, 2021. The researcher have done the pre test to know how far the students Reading Ability. The pre test which is used in this research is multiple choice test. The result of pre test can be identified as follow :

Table 4.1

The Result Of The Students Pre Test At Eighth Grade of SMP

N 2 Batanghari

No	Name Of Students	Score
1	R A	40
2	DW	45
3	W R	65
4	A P	60
5	F A	40
6	R J	45
7	B S	45
8	I N	45
9	N D	40
10	Y F	70
11	K R	45
12	F A	40
13	AN	45
14	R	55
15	SF	50
16	FP	50
17	N S	60
18	J	40
19	R S	60
20	RA	45
21	A S	45
22	Y	45
23	J S	85

24	J	90
25	R	82
Total		1332
Average		53,28
The Highest Score		90
The Lowest Score		40

Source: The students' pre – test Reading Ability at Eighth grade of SMP N 2 Batanghari on March 17, 2021

From the table above can be inferred that the highest score is 90 and the lowest score is 40.

After knowing the class interval, the data was put on the table of frequency distribution as follow:

Table 4.2

Frequency Distribution of Students Pre Test Score

Class Interval	Frequency	Percentage %
93-100	0	0%
85-92	2	8%
77-84	1	4%
69-76	1	4%
61-68	1	4%
53-60	4	16%
45-52	11	44%
36-44		20%
Total	25	100%

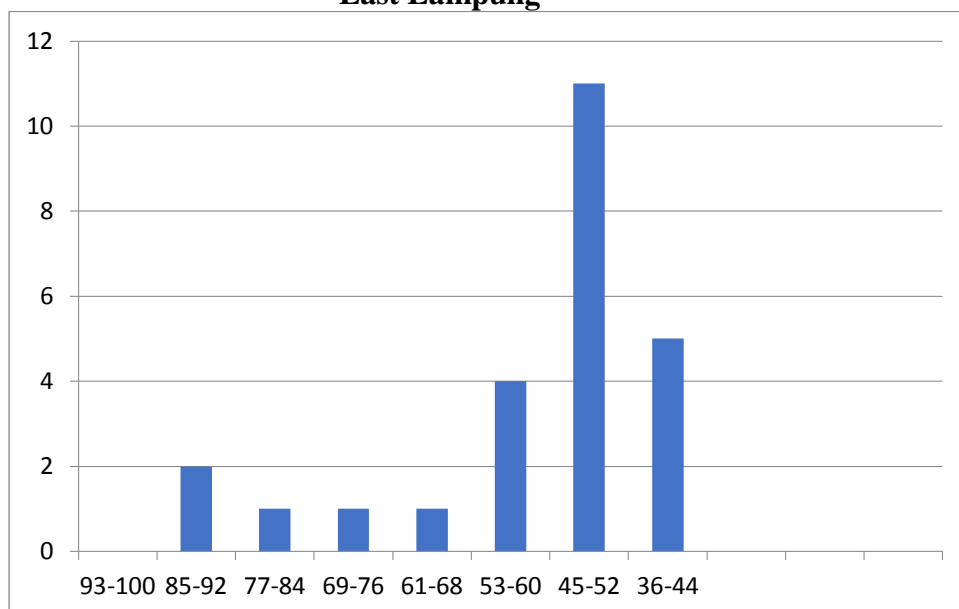
Based on the table of frequency distribution above, it can be inferred that from 25 students as the research samples there were 21 students who got the score below the Minimum Mastery Criteria (KKM), Which is 70. There was 2 students who got the score of 85-92 or 8%. Furthermore, there was 1 student who got the score of 77-84

or 4%. For the students who got the score of 61-68 or 4% were 1 students, and than there were 4 students who got the score of 53-60 or 16%, and the students who got score 45-52 or 44% were 11 students and 5 students who got score 36-44 or 20%.

It can be concluded, most of students got low score in reading, it means the score was unsatisfied.

Chart 4.1

The Students' Pre – Test Reading Ability Result Of SMP N 2 Batanghari East Lampung



From the result of pre-test, the researcher found the students' problems was in Reading Ability. These problems can be seen by the test that had been given. Many students got low or bad score in this test and little student students got good score in pre-test.

b. The Result Of The Students Post-Test

The researcher conducted the post test on March 29, 2021. The

researcher have done the post test to know is there any influence of using Team Assisted Individualization on the students' Reading ability at the Eighth grade of SMP N 2 Batanghari. The post test which is used in this research is multiple choice consist of 20 items.

The result of post test can be identified as follow:

Table 4.3
The Result Of The Students Post Test At Eighth Grade of SMP N 2 Batanghari

No	Name Of Students	Score
1	R A	95
2	DW	95
3	W R	65
4	A P	70
5	F A	60
6	R J	65
7	B S	75
8	I N	75
9	N D	75
10	Y F	70
11	K R	70
12	F A	70
13	A N	70
14	R	70
15	SF	70
16	FP	70
17	NS	60
18	J	60
19	RS	60
20	RA	50
21	A S	60
22	Y	70
23	J S	85
24	J	85
25	R	82
Total		1737
Average		69.48
The Highest Score		95
The Lowest Score		50

Source: The students' post – test Reading Ability result at Eighth grade of SMP N 2

Batanghari Lampung Timur on March 29, 2021.

From the table above can be inferred that the highest score is 95 and the lowest score is 50.

After knowing the class interval, the data was put on the table of frequency distribution as follow:

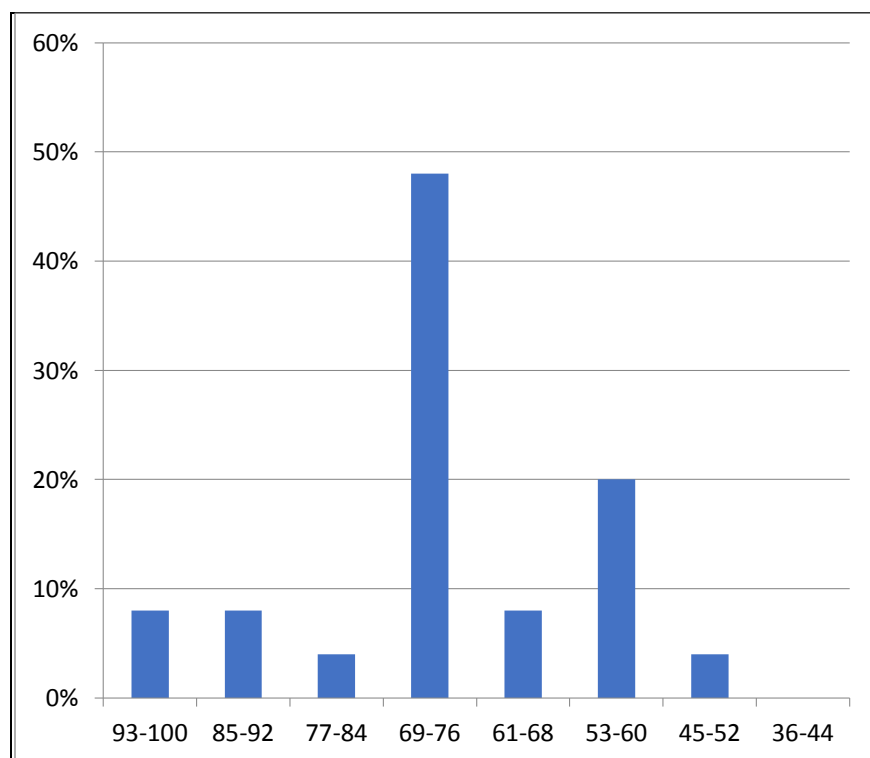
Table 4.4
Frequency Distribution of Students Post Test Score

Class Interval	Frequency	Percentage %
93-100	2	8%
85-92	2	8%
77-84	1	4%
69-76	12	48%
61-68	2	8%
53-60	5	20%
45-52	1	4%
36-44	0	0%
Total	25	100%

Based on the table of frequency distribution above, it can be inferred that from 25 students as the research samples there were 8 students who passed the Minimum Mastery Criteria (KKM), Which was 70. There were 2 students who got the score of 93-100 or 8 %. Furthermore, there were 2 students who got the score of 85-92 or 8%. For the students who got the score of 77-84 or 4% were 1 students, than the students who got the score of 69-76 or 48% were 12 than, there was 2 student who got the score of 61-68 or 8% and there were 5 students who got score 53-60 or 20% students and than 1 students got

score 45-44 or 4%.

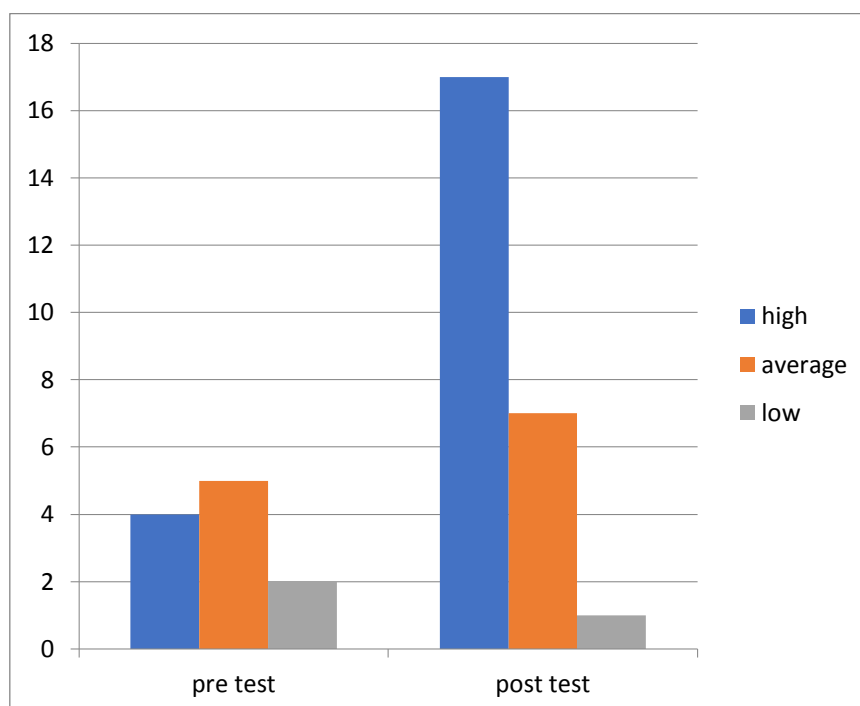
Chart 4.2
The Students' Post – Test Reading Ability Result Of SMP N 2 Batanghari



So the result of post-test was categorized into good category eventhough some of students were still lack in Reading Ability, but it was good because they had good effort in Reading. The following chart shows significant influence of using Team Assisted Individualization on the student reading ability according the criteria for scoring:

Chart 4.3

The significant of using Team Assisted Individualization



The result above explains that there is significant of using Team Assisted Individualization on the students' reading ability at the eighth grade of SMP N 2 Batanghari according the value of criteria for scoring in pre test and post test.

C. Hypothesis Testing

After applying the observation and test the method, the researcher analyzed the data by using analysis of chi-square in order to prove whether there is a significant influence of Team Assisted Individualization on the

students' Reading Ability at the Eighth grade of SMP N 2 Batanghari Lampung Utara, as follows (Ha) is accepted, if there is a positive and significant influence of using Team Assisted Individualization on the students' Reading Ability. And (Ho) is rejected, if there is no a positive and significant influence using Team Assisted Individualization on the students' Reading Ability.

1. Putting the data into the formula Chi-Square (χ^2)

After administering the multiple choice test method, the researcher analyzed the data using of Chi-Square with the two variables in order to prove whether there is a positive and significant of using Team Assisted Individualization on the students' Reading Ability at the Eighth grade of SMP N 2 Batanghari Lampung Utara as follows:

The formula of Chi-Square is: ⁵¹

$$\chi^2 = \sum \left[\frac{(f_o - f_e)^2}{f_e} \right]$$

Note: χ^2 = Value of chi square

f_o = Observed frequency

f_e = Expected frequency

Before analyzed the data using of Chi-Square (χ^2), we must arrange first the category (good, average and low) of reading ability in pre-test and post-test.

⁵¹Donal Ary, *Introduction Research in Education Eight Edition*, (USA :Wadsworth cengage learning, 2010) P. 188

Table 4.5

**The Contingency Table of the Expected Frequency at the Result
Of Students' Reading Ability in Pre-test and Post-test**

Variables	Category			Total
	Good	Average	Low	
Pre-test	4	5	16	$r_n = 25$
Post-test	17	7	1	$r_n = 25$
Total	$C_n = 21$	$C_n = 12$	$C_n = 17$	$N = 50$

So the result of contingency table of the expected frequency at the result of reading ability are many student in pre-test get low category (16 students) but in post-test just one student get low category.

Hypothesis testing by using chi-square analyzed as follows:

Table 4.6
The Testing of Data

No	f_o	$\frac{C_n \times R_n}{N}$	$f_o - f_e$	$(f_o - f_e)^2$	$\frac{(f_o - f_e)^2}{f_e}$
1	4	$\frac{21 \times 25}{50} = 10,5$	-6,5	42,25	4
2	5	$\frac{12 \times 25}{50} = 6$	-1	1	0,16
3	16	$\frac{17 \times 25}{50} = 8,5$	7,5	56,25	6,6
4	17	$\frac{21 \times 25}{50} = 10,5$	6,5	42,25	4
5	7	$\frac{12 \times 25}{50} = 6$	1	1	0,16
6	1	$\frac{17 \times 25}{50} = 8,5$	-7,5	56,25	6,6
Total	N=5 0	$f_t = 25$	= 0	= 199	$X^2 =$ 21,52

In testing of data are total of category in pre-test and post-test or (f_o), it was concluded that the result of the total of number of students by reading ability category is 21,52.

Furthermore, put the data into the formula of chi-square. It can be calculated by using the formula as below:

$$\chi^2 = \sum \left[\frac{(F_o - F_e)^2}{F_e} \right]$$

$$\chi^2 = \frac{42,25}{10,5} + \frac{1}{6} + \frac{56,25}{8,5} + \frac{42,25}{10,5} + \frac{1}{6} + \frac{56,25}{8,5}$$

$$\chi^2 = 4 + 0,16 + 6,6 + 4 + 0,16 + 6,6$$

$$\chi^2 = 21,52$$

Based on the result of data analysis above, the value of chi-square was 21,52. Then know the critical value of chi-square the researcher firstly counted df, it was degree of freedom. The formulation of df:

$$Df = (c-1)(r-1)$$

Note: Df = Degree of freedom

c = column

r = row

$$df = (3-1)(2-1) = 2$$

The degrees of freedom is 2. So, the values of f_t on degrees of freedom are 5% = 5,991 and 1% = 9,210.

From data above shown the comparison of f_o with f_t was:

$$9,210 < 21,52 > 5,991 \text{ in } 5\% \text{ and } 1\% \text{ was have significance influence.}$$

It means that alternatif hyphothesis (H_a) which explains “there is positive and significant influence of using Team Assisted Individualization on the students’ reading ability” is accepted , and (H_o) is rejected. It can be

conclude that there is positive and significant influence of using Team Assisted Individualization on the students' reading ability.

D. Interpretations

The writer formulated f_o to f_t as follows:

1. If " $f_o > f_t$ ", H_a is accepted and H_o is rejected.
2. If " $f_o < f_t$ ", H_a is rejected and H_o is accepted.

Based on the data above, the value of chi-square was 13,748 . Then, the data confirmed that " $f_o = 21,52$ is higher than " $f_t = 5,991$ in 5% and 9,210 in 1%. Therefore, it can be concluded that H_a is accepted and H_o is rejected. It means that " there is a positive and significant influence of using Team Assisted Individualization on the students' Reading Ability at the Eighth grade of SMP N 2 Batanghari.

E. Discussions

During the research, the researcher observed that the students were interested in learning process. All students always attended the class from the first treatment until the last treatment. Most of them were able to good reader than before by using Team Assisted Individualization.

The researcher assumed that teaching and learning by using Team Assisted Individualization could help students in learning process, especially in Reading. By using Team Assisted Individualization they could learn with their pairs who understand about the material. Here, they could share what they did not understand and this method could make the students comfortable.

So it has proved that Team Assisted Individualization could influence the students' Reading Ability result especially for the students at the Eighth grade of SMP N 2 Batanghari.

After treatments, there is a significant influence of the students' Reading Ability result especially for the students at the Eighth grade of SMP N 2 Batanghari. In fact, it showed that the students score changes. Before the treatment most of students got 55 score it was about 20 students and after the treatment, the students who got 55 score only 9 students. Therefore, it could be inferred that the method which was applied made influence to the student's Reading Ability score.

BAB V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Reading Skill is a product of process to create a representative mental of the situation replaced by the text. In this research the researcher has used Team Assisted Individualization (TAI) method, it will be able to influence and increase the student's reading skill and made the students to be more active in learning process. So, the result of reading skill can be agreed with the rule is transfer information from transmitter to receiver.

The researcher assumed that team assisted individualization method influenced reading skill. Based on the research result the researcher had been conducted the test to 25 students of SMP Negeri 2 Batanghari as the research sample. The researcher had conducted the research in SMP Negeri 2 Batanghari which is located in Sri Besuki, Batanghari Lampung Timur. The result of the data analysis can be concluded the Degree of freedom (df) of this research is 2. The value of chi-square was 21,52 . Then, the data confirmed that " $f_o = 21,52$ is higher than " $f_t = 5,991$ in 5% and 9,210 in 1%.

Therefore, it can be concluded that there is a positive and significant influence of using Team Assisted Individualization (TAI) Method on the students' Reading Skill at the eighth grade of SMP N 2 Batanghari. It means Team Assisted Individualization method made

students more active in learning process and they could understand the material easily.

B. Suggestion

The result of this research shows that Team Assisted Individualization (TAI) Method hoped to be a teaching method to implemented in Reading class, because it makes the teaching and learning process to be more effective. Never the less, this method had some weakness. So that the researcher would like to propose some suggestions, they are as follows:

1. Before implementing Team Assisted Individualization Method, the teacher hoped explain clearly about the procedure of Team Assisted Individualization Method so that the students not confuse while implement this method.
2. The teacher suggested to allocate the time accurately because when dividegroupor implement the method it spend many time.
3. The class usually becomes very noisy while implemented this method. So, the teacher expected give attention to the students and manage the class optimally so that the class becomes conducive.

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APPENDICES



**PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH PERTAMA (SMP) NEGERI 2 BATANGHARI**

Alamat : Desa Sribasuki 51 Kecamatan Batanghari Kabupaten Lampung Timur Kode Pos 34181

Email : mail1smpnegeri2batanghari@gmail.com

NPSN : 10805928

NSS : 201120402031

NIS : 200250

SURAT KETERANGAN

Nomor : 070/61/02/SMPN.2/2020

Yang bertanda tangan dibawah ini Kepala SMP Negeri 2 Batanghari Kabupaten Lampung Timur dengan ini menerangkan :

Nama : **ONY ZAKIYA LATIFAH**
NPM : 14121977
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan IAIN Metro

Dengan ini memberikan izin kepada Mahasiswa tersebut untuk melakukan pra-survey dalam rangka menyelesaikan penulisan tugas akhir/skripsi.

Demikian surat keterangan ini dibuat, agar dapat dipergunakan sebagaimana mestinya.



Batanghari, 23 Juni 2020

Kepala Sekolah,

DEWI ASMARAWATI, S.Pd

NIP. 19690221 200604 2 003



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

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

Nama : Ony Zakiya Latifah
NPM : 14121977

Jurusan : TBI
Semester : XIII/2020

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	14 Juni 2020		✓	<ul style="list-style-type: none">- Chapter I Jelaskan latar belakang masalah dengan kondisi saat ini.- Teori Chapter I kaitkan di Chapter II- Chapter II; Percaya teori- Chapter III; Jelaskan bagaimana nanti Etnya hal tsb ditanyakan dalam penelitian.	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

Syahreni Siregar, M.Hum.
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Nama : Ony Zakiya Latifah
NPM : 14121977

Jurusan : TBI
Semester : XIII/2020

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	04 Agustus 2020		✓	<ul style="list-style-type: none">- Perbaiki halaman judul- Referensi Chapter I masukkan ke Chapter II- Perbaiki kata kata toward dan on	
2.	25 Agustus 2020		✓	<ul style="list-style-type: none">- Chapter I. Menambahkan Prior research dan membandingkannya.- Melampirkan referensi	

Mengetahui,
Ketua Jurusan TBI

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Mengetahui,
Ketua Jurusan TBI

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Jurusan : TBI

NPM : 14121977

Semester : XIII/2020

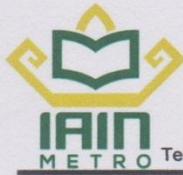
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Mengetahui,
Ketua Jurusan TBI

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Jurusan : TBI
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No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	14/oct/ 2020			- mechanical aspects - diction - please revise accordingly Chapt 1.	
	09/Nov/ 2020			- Chapt 1 ACP - please let me see Chapter II, III, and References	

Mengetahui,
Ketua Jurusan TBI

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NPM : 14121977

Jurusan : TBI
Semester : XIII/2020

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	14/oct/ 2020			- mechanical aspects - diction - please revise accordingly Chapt 1.	
	09/Nov/ 2020			- Chapt 1 ACP - please let me see Chapter II, III, and References	

Mengetahui,
Ketua Jurusan TBI

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Dosen Pembimbing I

Dr. Dedi Irwansyah, M.Hum
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APPROVAL PAGE

Title : THE INFLUENCE OF USING TEAM ASSISTED INDIVIDUALIZATION (TAI) METHOD OF THE STUDENTS READING ABILITY AMONG THE EIGHTH GRADERS STUDENTS OF SMP N 2 BATANGHARI EAST LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021

Name : Ony Zakiya Latifah

Students Number : 14121977

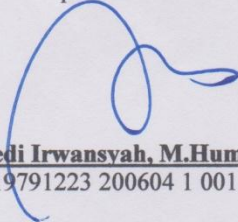
Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the Proposal (seminar) in Tarbiyah Faculty of State Institute of Islamic Studies (IAIN) of Metro.

Sponsor



Dr. Dedi Irwansyah, M.Hum.
NIP. 19791223 200604 1 001

Metro, 08 December 2020
Co-sponsor



Syahreni Siregar, M.Hum.
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NOTIFICATION LETTER

Number :
Appendix : -
Matter : **In order to hold the seminar of Ony Zakiya Latifah**

To:
The Honorable the Head of Tarbiyah Department
of State Institute For Islamic Studies of Metro

Assalamu'alaikum, Wr. Wb

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

Name : Ony Zakiya Latifah
Students Number : 14121977
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
Title : THE INFLUENCE OF USING TEAM ASSISTED INDIVIDUALIZATION (TAI) METHOD OF THE STUDENTS READING ABILITY AMONG THE EIGHTH GRADERS STUDENTS OF SMP N 2 BATANGHARI EAST LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021

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

Wassalmu'alaikum Wr. Wb

Sponsor

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

Metro, 08 Desember 2020

Co-sponsor

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

The Head of English Education Department

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



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NOTA DINAS

Nomor :
Lampiran :
Perihal : **Mohon di seminarkan Proposal
Ony Zakiya Latifah**

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

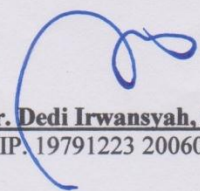
Assalamualaikum Wr. Wb.

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

Nama : Ony Zakiya Latifah
NPM : 14121977
Judul Skripsi : THE INFLUENCE OF USING TEAM ASSISTED
INDIVIDUALIZATION (TAI) METHOD OF THE STUDENTS
READING ABILITY AMONG THE EIGHTH GRADERS STUDENTS
OF SMP N 2 BATANGHARI EAST LAMPUNG IN THE ACADEMIC
YEAR OF 2020/2021

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

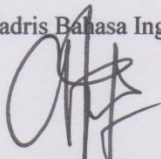
Pembimbing I


Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001

Metro, 08 Desember 2020
Pembimbing II


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

Ketua Jurusan Tadris Bahasa Inggris


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



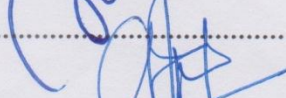
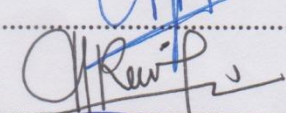


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INSTITUT AGAMA ISLAM NEGERI METRO
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Telp. (0725) 41507, Fax. (0725) 47296 Email: iain@metrouniv.ac.id Website: www.metrouniv.ac.id

RATIFICATION PAGE

Research proposal entitled: *THE INFLUENCE OF USING TEAM ASSISTED INDIVIDUALIZATION METHOD ON THE STUDENT READING ABILITY OF SMP N 2 BATANGHARI EAST LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021*, Written by Ony Zakiya Latifah, student number 14121977, English Education Department, has been examined (Seminar proposal) in Tarbiyah and Teacher Training Faculty on December 30th, 2020 at 09.00-10.30

BOARD OF EXAMINERS:

Chairperson	: Dr. Dedi Irwansyah, M.Hum.	()
Reader I	: Ahmad Subhan Roza, M.Pd.	()
Reader II	: Syahreni Siregar, M.Hum.	()
Secretary	: Yeasy Agustina Sari, M.Pd.	()

The Head of English Education Department



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

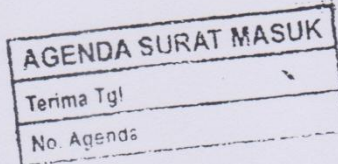


KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-0173/In.28.1/J/TL.00/01/2021
Lampiran : -
Perihal : SURAT BIMBINGAN SKRIPSI



Kepada Yth.,
Dedi Irwansyah (Pembimbing 1)
Syahreni Siregar (Pembimbing 2)
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : ONY ZAKIYA LATIFAH
NPM : 14121977
Semester : 14 (Empat Belas)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE INFLUENCE OF USING TEAM ASSISTED
INDIVIDUALIZATION METHOD ON THE STUDENT READING
ABILITY OF SMP N 2 BATANGHARI EAST LAMPUNG IN THE
ACADEMIC YEAR OF 2020/2021

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

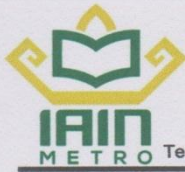
Demikian surat ini disampaikan. atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 25 Januari 2021
Ketua Jurusan
Pendidikan Bahasa Inggris

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





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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Ony Zakiya Latifah
NPM : 14121977

Jurusan : TBI
Semester : XIV/2021

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin, 1 Februari 2021		✓	ACC APD	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Website:www.metrouniv.ac.id,Email:iainmetro@metrouniv.ac.id

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

Nama : Ony Zakiya Latifah
NPM : 14121977

Jurusan : FTIK/ TBI
Semester : XIV

NO	Hari/ Tanggal	Pembimbing		Materi yang di konsultasikan	Tanda Tangan mahasiswa
		I	II		
	02 April 2020		✓	Acc Skripsi	

Diketahui
Ketua Jurusan TBI

Ahmad Subhan Reza, M.Pd
NIP. 19620424 199903 2 001

Pembimbing II

Syahreni Siregar, M.Hum
NIP. 1976 200912 2 004



KEMENTERIAN AGAMA
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NPM : 14121977

Jurusan : TBI
Semester : XIV/2021

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Feb 5, 2021			- Lampirkan proposal → beri halaman APD Gial tidak → berantakan - Revisi yg dicoret	
	Feb 26, 2021			<u>APD Ace</u>	

Mengetahui,
Ketua Jurusan TBI

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NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001



KEMENTERIAN AGAMA
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IAIN METRO

Nama : Ony Zakiya Latifah
NPM : 14121977

Jurusan : TBI
Semester : XIV/2021

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	13/04/2021			<ul style="list-style-type: none">- Abstrak- Research data make it sensible- Grammatical aspects- References Upayakan tidak ada kesalahan dalam penulisan daftar pustaka. Merik buku pedoman IAIN Metro → Segera revisi.	

Mengetahui
Ketua Jurusan TBI

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KEMENTERIAN AGAMA

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Nama : Ony Zakiya Latifah
NPM : 14121977

Jurusan : TBI
Semester : XIV/2021

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	20/04/2021			App for Muay onyos	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

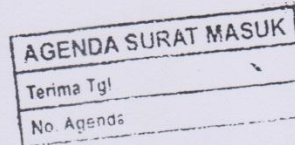
Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001



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

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

Nomor : B-0173/In 28.1/J/TL.00/01/2021
Lampiran : -
Perihal : SURAT BIMBINGAN SKRIPSI



Kepada Yth.,
Dedi Irwansyah (Pembimbing 1)
Syahreni Siregar (Pembimbing 2)
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : ONY ZAKIYA LATIFAH
NPM : 14121977
Semester : 14 (Empat Belas)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE INFLUENCE OF USING TEAM ASSISTED
INDIVIDUALIZATION METHOD ON THE STUDENT READING
ABILITY OF SMP N 2 BATANGHARI EAST LAMPUNG IN THE
ACADEMIC YEAR OF 2020/2021

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

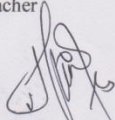
Metro, 25 Januari 2021
Ketua Jurusan
Tadris Bahasa Inggris

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



Metro, Februari 2021

Teacher




Hesti Tumirah, S.Pd
NIP. 19690515 199702 2 001

Reseacher



Ony Zakiya Latifah
NPM. 14121977

The Head of SMP N 2



Dewi Asmarawati, S.Pd
NIP. 19690221 200604 2 003

APENDIX

SILABUS PEMBELAJARAN

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

Kompetensi Inti

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

<p>3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks undangan pribadi dan ucapan selamat (<i>greeting card</i>), sesuai dengan konteks penggunaannya</p>	<p>teks tulis (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) sangat pendek dan sederhana</p> <p style="text-align: center;"><u>Masing-masing diajarkan secara terpisah</u></p> <ul style="list-style-type: none"> • Fungsi sosial 	<p style="text-align: center;"><u>Masing-masing menggunakan prosedur yang sama</u></p> <p>Mengamati</p> <ul style="list-style-type: none"> • Mencari (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>), termasuk yang menggunakan bahasa Indonesia. • Mengumpulkan gambar dan foto (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) dari berbagai sumber termasuk internet, buku teks, dsb. • Memberikan komentar dan pandangannya tentang fungsi (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>), ketepatan unsur kebahasaannya, format, tampilan, dsb. 	<ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) • Tingkat kelengkapan dan keruntutan (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>). • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. • Sikap tanggung jawab, kerjasama, peduli, dan
<p>4.4 Menangkap makna undangan pribadi dan ucapan selamat (<i>greeting card</i>), sangat pendek dan sederhana.</p>	<p>menjaga hubungan interpersonal dengan guru dan teman</p> <ul style="list-style-type: none"> • Struktur text a. Menyebutkan tujuan dari (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>). b. Menyebutkan informasi rinci dari (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>). 	<p>menanya</p> <p>dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara</p>	
<p>4.5 Menyusun teks tulis undangan pribadi dan ucapan selamat (<i>greeting card</i>), sangat pendek</p>	<ul style="list-style-type: none"> • Unsur kebahasaan (1) Kata dan tata bahasa yang lazim digunakan 		

<p>dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>dalam undangan dan ucapan selamat dari sumber-sumber otentik.</p> <p>(2) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(3) Ucapan, tekanan kata, intonasi</p> <p>(4) Ejaan dan tanda baca</p> <p>(5) Tulisan tangan</p> <p><i>oik</i></p> <p>berbagai kegiatan, acara, dan hari penting siswa dan guru, dengan memberikan keteladanan tentang perilaku santun, peduli, cinta damai, dan kerjasama.</p> <p><i>Multimedia:</i></p> <p>layout dan dekorasi yang membuat tampilan teks</p>	<p>(a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>). • Membaca secara lebih cermat semua (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya. • Secara kolaboratif meniru contoh-contoh yang ada untuk membuat (a) undangan pribadi dan (b) 	<p>percaya diri yang menyertai tindakan memahami dan membuat (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>).</p> <p>Sikap:</p> <p>Observasi</p> <ul style="list-style-type: none"> • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di
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	<p>lebih menarik.</p>	<p>ucapan selamat (<i>greeting card</i>) untuk fungsi nyata di lingkungan kelas, sekolah, rumah, dan sekitarnya.</p> <p>menalar/Mengasosiasi</p> <ul style="list-style-type: none"> • Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain. • Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>mengomunikasikan</p> <ul style="list-style-type: none"> • Membuat lebih banyak (a) 	<p>dalam dan di luar kelas.</p> <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan membuat (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>), termasuk kemudahan dan kesulitannya.</p> <p>mengetahuan:</p>
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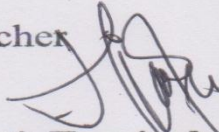
		<p>undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah.</p> <ul style="list-style-type: none"> • Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Membicarakan permasalahan yang dialami dalam membuat (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<ul style="list-style-type: none"> • Tertulis Penggunaan struktur teks dan unsur kebahasaan dalam (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) untuk fungsi nyata. Keterampilan: • Portofolio Hasil analisis dan masukan melalui kumpulan karya peserta didik dalam bentuk berbagai (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) yang telah
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			<p>dibuat melalui tahap draf, telaah, perbaikan sampai menghasilkan karya terbaik.</p> <ul style="list-style-type: none">• Produk Membuat produk (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) untuk fungsi nyata.• Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) <p>Observasi terhadap tindakan siswa memahami dan</p>
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			menghasilkan (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) sesuai fungsi sosialnya, di dalam dan di luar kelas.
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Metro, Februari 2021

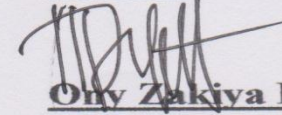
Teacher



Hesti Tumirah, S.Pd

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Ony Zakia Latifah

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The Head of SMP N 2



Dewi Asmarawati S.Pd

NIP. 19690221 200604 2 003

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan :
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1(Satu)
Tema : Teks lisan dan tulis teks pesan singkat dan pengumuman/ pemberitahuan
Alokasi Waktu : 16 x 40 menit

A. KOMPOTENSI INTI

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

B. KOMPETENSI DASAR

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

- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman
- 3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks pesan singkat dan pengumuman / pemberitahuan (*notice*), sesuai dengan konteks penggunaannya
Menangkap makna pesan singkat dan pengumuman/pemberitahuan (*notice*), sangat pendek dan sederhana
Menyusun teks tulis pesan singkat dan pengumuman/pemberitahuan (*notice*), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. TUJUAN PEMBELAJARAN :

Melalui pendekatan saintifik dan metode diskusi peserta didik dapat;

1. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks pesan singkat dan pengumuman / pemberitahuan (*notice*), sesuai dengan konteks penggunaannya
2. Menyusun teks tulis pesan singkat dan pengumuman/ pemberitahuan (*notice*), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

D. MATERI AJAR:

Fungsi social

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.

Struktur teks

1. *Memperkenalkan tokoh, tempat, waktu terjadinya cerita (orientasi)*
2. *Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita*

3. *Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)*
4. *Memaparkan akhir cerita, di mana krisis berakhir(resolusi) dengan bahagiaatau sedih*
5. *Memberikan alasan atau komentar umum(reorientasi)*

Unsur kebahasaan

1. Simple Past tense, Simple Past ContinouosTense
2. Kosa kata: nama binatang, tempat, waktu dan situasi yang terkait dengantokoh
3. Adverb of time: first, next, then, after that, before, finally,etc
4. Prepositional phrase: a long time ago, one day, in the morning, the next day, last
5. Ucapan, tekanan kata,intonasi
6. Ejaan dan tanda baca
7. Tulisantangan.

Topik

Narative text (Fable)

A narrative is a text in which a story is told. The story is usually fiction (imaginary), although it may be based on actual events (partially factual).

Purpose:

To entertain, amuse , teach or inform the reader. All of the following texts can be narratives:

- Novels
- Short stories, fables , fairy tales, folk tales andlegends.
- Most picture books.

Different types of narrative genreTypes:

Adventure – they can be improved by using suspense and character development.

- *Fantasy* – fantasies contain at least some events that could not ‘really’ happen or characters that could not ‘really’ exist.
- *Mystery*
- *Science fiction*.
- *Horrorstories*
- *Adventure stories*
- *Fables, myths and legends*
- *Historical narratives*
- *Ballads*

Text Organisation

A *typical* narrative structure includes an orientation, a sequence of events, a complication and a resolution.

- The *orientation* gives the background / setting of the storyline and introduces the characters.
- The narrative outlines a sequence of events.
- A *complication* such as a disruption / problem / change, affects the sequence of events. The complication must be resolved by one or more of the characters.
- When the *problem is solved*, or the main character accepts a change in circumstances, this is the *resolution* of the narrative.

Grammar

Narratives are:

- Often written in the *past tense*.
- May be written in either first person (*I, we*) or third person (*he, she, they*)
- Specific nouns:

Strong nouns have more specific meanings, eg. *oak* as opposed to *tree*.

- Activenouns: Make nouns actually do something, eg.

E. 'It was raining' could become:

Rain splashed down or

'There was a large cabinet in the lounge' could become:

'A large cabinet seemed to fill the lounge.'

Action verbs provide interest to the writing. For example, instead of:

"The old woman was in his way" –try

"The old woman barred his path."

Instead of "She laughed," try, "She cackled."

Adjectives and adverbs are used to create 'word pictures' describing actions, characters and settings;

Conjunctions such as *when*, *then* and *meanwhile* are used to sequence events.

The characters *thoughts and feelings* are described *using verbs and adjectives*.

Paragraphs are used when natural breaks occur in the story. This *may be when the setting or time changes*. A new paragraph must *also be taken to show direct speech*.

Example of Fable:

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring.

To reach the spring, she had to climb up a blade of grass.

While making her way up, she slipped into the water.

The ant was in big trouble because she could not swim. Luckily, there was a dove nearby. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safely to a dry ground.

Just as that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. The ant knew what he was about to do. She quickly bit him on the heel. Feeling the pain, the hunter dropped his net. The dove quickly flew away to save her life.

F. PENDEKATAN DAN METODE PEMBELAJARAN:

Pendekatan : Saintifik
Metode : Diskusi
Model : Discovery Learning

G. SUMBER BELAJAR

- Buku Tekswajib
- Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat
- Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset
- Contoh interaksi tertulis
- Contoh tekstertulis
- Sumber dari internet:
- www.dailyenglish.com
- http://americanenglish.state.gov/files/ae/resource_files
- <http://learnenglish.britishcouncil.org/en/>

H. MEDIA PEMBELAJARAN

Media : CD Pembelajaran
Alat dan bahan : Laptop dan viewer

I. KEGIATAN PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	a. Membuka pelajaran dengan mengucapkan salam dan berdoa bersama (menghayati ajaran agama) b. Memeriksa kehadiran pesertadidik c. Apersepsi d. Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran. e. Menginformasikan tujuan yang akan dicapaiselamapembelajaran (rasa ingin tahu)	10 menit
Kegiatan Inti	<p>Amati</p> <ul style="list-style-type: none"> • Siswa mendengarkan /membaca beberapa contoh pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>), sangat pendek dan sederhana • Siswa mengikuti mengucapkan kalimat pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>), sangat pendek dan sederhana • Siswa membaca untuk memahami berbagai informasi , makna dari pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>), sangat pendek dan sederhana, dengan pengucapan dan intonasi yang baik <p style="text-align: center;">Menanya</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antar berbagai pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>), sangat pendek dan sederhana, dalam berbagaikonteks <p style="text-align: center;">Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa membaca contoh-contoh pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>), sangat pendek dan sederhana 1 dari berbagai sumberlain. 	90 menit

	<ul style="list-style-type: none"> • Siswa menyampaikan pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>), sangat pendek dan sederhana menggunakan Bahasa Inggris dalam kegiatan lain yang terstruktur <p style="text-align: center;">Mengasosiasi</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa menganalisis fungsisosial, struktur teks dan unsur bahasapesan singkat 	
Kegiatan Inti	<p>Memahami</p> <ul style="list-style-type: none"> • Siswa mendengarkan /membaca beberapa contoh pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>), sangat pendek dan sederhana • Siswa mengikuti mengucapkan kalimat pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>), sangat pendek dan sederhana • Siswa membaca untuk memahami berbagai informasi , makna dari pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>), sangat pendek dan sederhana, dengan pengucapan dan intonasi yang baik <p style="text-align: center;">Menanya</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antar berbagai pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>), sangat pendek dan sederhana, dalam berbagai konteks <p style="text-align: center;">Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa membaca contoh-contoh pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>), sangat pendek dan sederhana dari berbagai sumberlain. • Siswa menyampaikan pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>), sangat pendek dan sederhana menggunakan Bahasa Inggris dalam kegiatan lain yang terstruktur <p style="text-align: center;">Mengasosiasi</p> <p>Dalam kerja kelompok terbimbing siswa</p>	90 menit

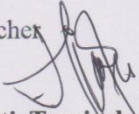
	<p>menganalisis fungsi sosial, struktur teks dan unsur kebahasaan pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>), sangat pendek dan sederhana.</p> <ul style="list-style-type: none"> • Siswa menanyakan balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. • Siswa menyimpulkan hasil analisisnya terkait Fungsi sosial, struktur teks dan unsur kebahasaan dari teks pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>), sangat pendek dan sederhana <p style="text-align: center;">, Mengomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyampaikan pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>), sangat pendek dan sederhana dengan ucapan, intonasi dan ekspresi dan performan yang baik dalam setiap adak kesempatan • Siswa menulis jurnal untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya 	
<p>Penutup</p>	<ol style="list-style-type: none"> a. Peserta didik dan guru bersama-sama membuat kesimpulan tentang materi pembelajaran hari itu b. Evaluasi dengan melaksanakan test secara lisan c. Peserta didik melakukan refleksi manfaat dari kegiatan pembelajaran dengan menjawab pertanyaan: <i>Pengetahuan berharga apa yang dapat</i> d. Menutup pelajaran dengan berdoa sesuai dengan agama dan keyakinan masing-masing (religious) 	<p>10 menit</p>

J. PENILAIAN HASIL BELAJAR

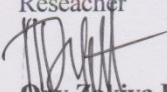
1. SikapSpiritual
 - a. Teknik Penilaian :Observasi
 - b. Bentuk Instrumen : Lembarobservasi
2. SikapSosial
 - a. Teknik Penilaian :Observasi
 - b. Bentuk Instrumen : Lembarobservasi
3. Pengetahuan
 - a. Teknik Penilaian 1)Tes :lisan
 - b. Non Tes : Penugasan kelompok
 - c. BentukInstrumen
 - 1) Soal teslisan
 - 2) Proyek
 - d. Keterampilan
 - e. Teknik :Observasi
 - f. Bentuk Instrumen : Checklist

Metro, Februari 2021

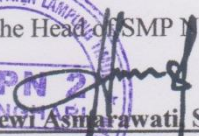
Teacher


Hesti Tumirah, S.Pd
NIP. 19690515 199708 2 001

Reseacher


Ony Zakya Latifah
NPM. 14121977

The Head of SMP N 2


Dewi Asmarawati, S.Pd
NIP. 19690221 200604 2 003



Soal-soal pre-test

Name :.....

Class :.....

Student number :.....

This text is for questions number 1 up to number 5!

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken coop. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken coop and left.

The next day the man came back to the chicken coop. He opened the door and stopped. He was very surprised at what he saw!

idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there I'll step on your horns, and I can get out. And when I'm out I'll help you out of the well." The goat did as he was asked and the fox got on his back and so out of the well. Then he coolly walked away. The goat called out loudly after him out. The fox merely turned to him and said, "If you only has as much sense in your head as you have hairs in your beard you wouldn't have jumped into the well without making sure that you could get out again.

6. What is the type of the text above?
A. Recount C. Procedure
B. Narrative D. Report

7. What is the setting for this story.....
A. It is a well C. It is a fox
B. It is a city D. It is a house

8. Why did the goat jump into the well? because
A. It was hungry C. It was thirsty
B. It was sad D. It was good

9. What is the type of the text ?
A. Myths C. Folk tales
B. Plays D. Fable

10. Why did the fox get the goat into the well? because....
A. The fox was very hungry and thirsty
B. The goat was very hungry and thirsty
C. The fox promised that it would help to get out of the well
D. The fox needed the goat to get out of the well

Read the following text to answer the question of number 11 to 15!

The story of four rabbits

Once upon a time there were four little rabbits. Their names were Flopsy, Mopsy, Cotton-tail and Peter. One morning they were allowed to

play outside. Their mother reminded them not to go to Mr. McGregor's garden because their father had an accident there.

Flopsy, Mopsy, and Cotton-tail were good little rabbits. They went down the lane to pick blackberries. But Peter was naughty. He ran straight away to Mr. McGregor's garden. He ate some lettuces, French beans, and radishes. Suddenly, he met Mr. McGregor. Peter was very frightened and rushed away as fast as he could. He lost a pair of shoes and a jacket while he was running. Peter never stopped running or looked behind him till he got home. During the evening, he was sick because he was so tired. He had to drink some medicine while three of his brother had bread, mild and blackberries for supper.

11. Who was the naughtiest rabbit?
A. Flopsy C. Cotton-tail
B. Mopsy D. Peter
12. What did Flopsy, Mopsy and Cotton-tail eat?
A. Carrot C. Lettuce
B. Blackberries D. Frenchbeans
13. What did Peter lose while he was running?
A. One of his shoes C. Medicine
B. Vegetable D. A pair of shoes
14. Why did Peter get sick? Because....
A. He was tired C. He caught a cold
B. He did not eat D. He was eating too much
15. Whom did Peter meet at the garden?
A. His mother C. Mr. McGregor
B. Flopsy D. His Father

This text is for question number 16 up to 20!

The Rabbit Revenge

Long, long ago a rabbit and lion were neighbors. The lion was very

proud, and was fond of boasting about his strength. And thought they were such close neighbors, the lion looks down upon the rabbit, and use to bully and frighten her. Finally, the rabbit could stand it no longer and wanted to get her own back.

One day she went to the lion and said, "Good day, respected elder brother. Image it, I met an animal over there who looked exactly like you, and he said to me, 'Is there anyone in the world who dares stand up to me? If there is, let me come and have a duel with me. If there is no one, all of you have to submit to my rule and be my servants!'" "Oh, he was an intolerable braggart! He is so puffed up with pride that his eyes can't even light on anymore!" added the rabbit.

"Oho," the lion said. "Didn't you mention me to him?"

"Yes, indeed," the rabbit replied. "But it would have been better if I hadn't. When I described how strong you were, he just sneered and said dreadfully rude things. He even went so far as to say that he wouldn't take you for his attendant!"

The lion flew into a rage and roared, "Where is he? Where is he?" Soon the rabbit took the lion a hill and, not going to near herself, pointed to a well from a distance, and said, "He is down there, in the well."

The lion hastened to the well and glared angrily into it. Yes there was his rival who even glared back at him angrily. The lion roared, and his enemy roared back. The lion becomes so furious that his hair stood on end.

So did his enemy on the well. The lion show his teeth and lashed out with his paws to scare his rival and his enemy in the well retaliated! In a fit of anger the lion sprang into the air with all his might and then flung himself at the enemy in the well. The result was that the proud lion was instantly drowned.

16. What do you think of the animal on the well?
- | | |
|-----------------------------------|--------------------|
| A. The image of the lion himself. | C. A strong animal |
| B. An intolerable braggart. | D. Another lion |

17. The lion was proud of his...
A. Hair C. Teeth
B. Eyes D. Strength
18. What can we learn from the story?
A. Be a good neighbor. C. An enemy can be a good friend
B. Don't be so arrogant. D. A friend in need is a friend indeed
19. What is the type of the text above?
A. Report C. Narrative
B. Descriptive D. Recount
20. The generic structure of the text is.....
A. Orientation > Complication > Resolution > Re-Orientation
B. Orientation > Events > Re-Orientation
C. General Classification > Description
D. Identification > Description

Soal-soal post-test

Name :.....

Class :.....

No. Absen :.....

Read the following text to answer the questions number 1 to 4!

The Lion and The Mouse

Once when a lion was asleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon him, and open his big jaws to swallow him. "Pardon, O king," cried the little mouse, "Forgive me this time, I shall never forget it; perhaps I may be able to do you a good turn some of these days."

The lion was so tickled at the idea of the mouse being able to help him.

Then, he lifted up his paw and let him go.

Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him in. Just then, the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bounded the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to runaway.

1. What is the purpose of the text?
 - A. To entertain thereaders
 - B. To persuade the readers that something should or should not be the case
 - C. To inform the readers about the events of the day which are considerednewsworthy
 - D. To explainsomething

2. What is the moral value of thetext?
 - A. Don't look at someone because of hisclothes
 - B. It is best for prepare for the days ofnecessity
 - C. Common people may prove greatones
 - D. United we stand, divided wefall

3. Paragraph three mainly tells us that
 - A. The little mouse asked for forgiveness
 - B. The hunters carried the lion alive to the King
 - C. The lion was tied to a tree by the hunters
 - D. The little mouse could prove that he could help the lion

4. What did the little mouse do to prove his words?
 - A. He would never forget the lion
 - B. He tried hard to help the lion free
 - C. He ran up and down upon the lion
 - D. He asked for apology to the king of the beast

Read the following text to answer the questions number 5 to 9!

A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you through the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, "please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

5. What separated between one village to another a long time ago in the New Territories?

A. Another village	C. Forests
B. Mountains	D. Hills .ve towers and logs

6. Who was Ah Tim?
 - A. The young woman's brother
 - B. The young woman's son
 - C. The young woman's brother and nephew
 - D. The young woman's brother's son

7. Who walked in front when they were in the forest?
 - A. Ah Tim C. Her brother's nephew
 - B. The woman D. The baby and his mother

8. How could the wolves catch Ah Tim?
 - A. He was afraid C. The woman cried
 - B. He was stumbled by a stone D. The wolves were good runners

9. The woman gave her son to the wolves because
 - A. She loved her nephew than her son.
 - B. She thought about how her brother would be
 - C. She wanted her son was eaten by the wolves
 - D. She kept a grudge on his brother

Read the following text to answer questions number 10 to 13!

The story of Two roosters

A Story From The Farm Yard Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered.

The losing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could.

Suddenly, an eagle came sailing through the air and carried it off, with its talons. The losing rooster immediately came out of its corner and ruled the farm yard from then on.

10. From the text we know that
 - A. Only one rooster can rule the roost
 - B. The roosters are fighting to flap their wings
 - C. The eagle had watched them all day
 - D. The farm needs a new king

11. Why the roosters were fighting fiercely?
- A. To bethe king
B. To getthe hen
C. To get feeds
D. To trained themuscles
12. What is the main idea of paragraph3?
- A. An eagle watching the rooster from adistance
B. The loosing rooster came out from its hidingplace
C. The eagle took the winning rooster as itsprey
D. The winning rooster celebrates its winningproudly
13. What can we learn from thestory?
- A. There's always a bigger enemy in thislife
B. There's always a bigger enemy in thislife
C. Always grab an opportunity beforeyou
D. Don't be cocky when we have achieved ourgoal

Read the following text to answer questions number 13 to17.

Mouse Deer and Mr.Crocodile

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh.. I hate this branches, I don't like it!" Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is veryrapid?'

The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air,'aha.: he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile.

"Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly.They approached the edge of the river.

"But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly,"said the mouse deer.

"Oh...o, great, good idea! But we are a large group, I can't count it precisely,"Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged

themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

14. Why did mouse deer want to go across the river?
A. Because he was very hungry
B. Because he wanted to cheat Mr. Crocodile
C. He wanted to eat some dying trees
D. He was afraid of the current of the river
15. How many crocodiles were there in the story above?
A. Three crocodiles
B. Ten crocodiles
C. Thirteen crocodiles
D. Not mentioned
16. "But we are a large group, I can't count it precisely," The underlined word has closest meaning with
A. Accurately
B. Objectively
C. Definitely
D. Obviously
17. After reading the text, we may conclude that the mouse deer was....
A. Very greedy animal
B. Cunning animal
C. Dumb animal
D. Frightened animal

Read the following text to answer questions number 18 to 20.

The Bear and the Two Friends

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a false friend.

18. What can we get from the story?
- A. We have to save ourselves
 - B. We have to learn how to climb
 - C. Bear will not harm a dead man
 - D. True friend always stand by us in ups and downs
19. "He advised me not to believe a false friend." (Paragraph 3) The underlined word refers to....
- A. The bear
 - B. The dead man
 - C. The friend who cannot climb
 - D. The friend who climb the tree
20. Where do you think the story happened?
- A. In the river
 - B. In the park
 - C. In the woods
 - D. In the zoo

Rubrik Penilaian Presentasi

NO	NAMA SISWA	ASPEK					Jumlah Skor	Nilai	Keterangan
		GAGASAN	INISITIF	KERJASAMA	KREATIF	KEDISIPLINAN			

Keterangan Skor :

Baik sekali = 4

Baik = 3

Cukup = 2

Kurang = 1

Kriteria Nilai

A = 80 – 100 : Baik Sekali

B = 70 – 79 : Baik

C = 60 – 69 : Cukup

D = < 60 : Kurang

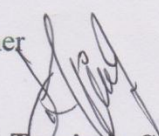
Skor perolehan

Nilai = ----- 100

Skor maksimal

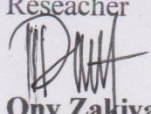
Metro, Februari 2021

Teacher



Hesti Tumiran, S.Pd
NIP.

Reseacher



Ony Zakiya Latifah
NPM. 14121977

The Head of SMP N 2



Dewi Asnawati, S.Pd
NIP. 19690221 200604 2 003



Lembar Jawab Pre-Test

Name : Rian Abadi

Class : VIII

Student Number :

65

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

Lembar Jawab Pre-Test

15

Name : Doni Wijaya

Class : VIII

Student Number :

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

Lembar Jawab Pre-Test

Name : Wisnu Ramadan
Class : VII
Student Number :

90

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

Lembar Jawab Post-Test

95

Name : Rian Abadi
Class : VIII
Student Number : 1

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

Lembar Jawab Post-Test

Name : Domu Wijaya
Class : VIII
Student Number :

95

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

Lembar Jawab Post-Test

Name : Wisnu Ramadan

Class : VIII

Student Number :

65

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

Lampiran





CURRICULUM VITAE



The writer's name is Ony Zakiya Latifah. She was born in Way Jepara on Desember, 12th 1996. The writer lived in Braja Asri Way Jepara, East Lampung. The writer finished her formal education on TK Aisyah graduated on 2002. Then, the writer continued her school at MI Muhammadiyah Way Jepara finished in 2008. The write went to junior high school at SMP Muhammadiyah 1 Way Jepara graduated on 2011. The writer went to two different school which were SMA Plus Al-Ismailiyun Sukadamai South Lampung and SMA Muhammadiyah 1 Way Jepara graduated on 2014. After graduated from senior high school, the writer became the student of IAIN Metro since 2014. The writer listed as student in English department program of IAIN Metro.