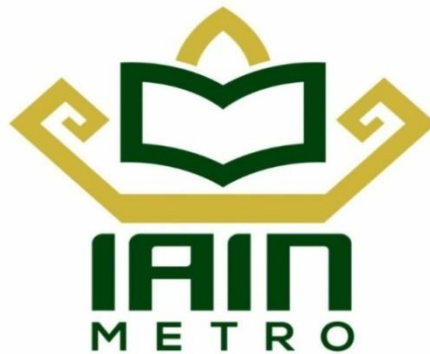


AN UNDERGRADUATED THESIS

**THE IMPLEMENTATION OF LEXICAL METHOD
TO INCREASE THE READING COMPREHENSION ABILITY
OF THE SEVENTH GRADERS AT SMP MUHAMMADIYAH 4 METRO
IN THE ACADEMIC YEAR OF 2020/2021**

**By :
DAENG YODANIAKO
STUDENT ID : 14121087**



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

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1442 H / 2021 M**

**THE IMPLEMENTATION OF LEXICAL METHOD
TO INCREASE THE READING COMPREHENSION ABILITY
OF THE SEVENTH GRADERS AT SMP MUHAMMADIYAH 4 METRO
IN THE ACADEMIC YEAR OF 2020/2021**

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

BY:
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Sponsor : Dr. Umi Yawisah, M.Hum.
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APPROVAL PAGE

Assalaamu'alaikum Wr.Wb

Title : THE IMPLEMENTATION OF LEXICAL METHOD TO INCREASE
THE READING COMPREHENSION ABILITY OF SEVENTH
GRADERS AT SMP MUHAMMADIYAH 4 METRO IN THE
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NOTA DINAS

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Daeng Yodaniako**

Kepada yth,
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Assalamualaikum Wr.Wb.

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

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

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To: The Honorable the
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Assalamu'alaikum, Wr. Wb

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

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ACADEMIC YEAR 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 munaqosyah. Thank you very much.

Wassalmu'alaikum Wr. Wb

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RATIFICATION PAGE

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An Undergraduate thesis entitled THE IMPLEMENTATION OF LEXICAL METHOD TO INCREASE THE READING COMPREHENSION ABILITY OF THE SEVENTH GRADERS AT SMP MUHAMMADIYAH 4 METRO IN ACADEMIC YEAR OF 2020/2021, Written by: Daeng Yodaniako, Student Number 14121087 English Education Department had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on April 27th, 2021, at 10.00-12.00. AM

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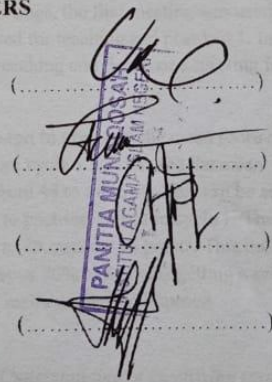
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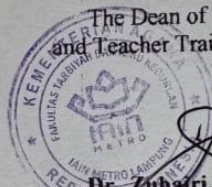
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**THE IMPLEMENTATION OF LEXICAL METHOD
TO INCREASE THE READING COMPREHENSION ABILITY
OF THE SEVENTH GRADERS AT SMP MUHAMMADIYAH 4 METRO
IN THE ACADEMIC YEAR OF 2020/2021**

ABSTRACT

By:

Daeng Yodaniako

The purpose of this study was to find out that learning techniques based on reading comprehension of text could improve students' reading comprehension and their learning activities. In this study, the researcher limited the identification of the problem to the first point, such as students having poor reading comprehension of the text. Therefore, the researcher limits the problem to increasing the mastery of understanding the contents of the text by using learning based on identifying reading texts in students to improve text comprehension. The action hypothesis in this study is the use of text media that can improve students' understanding.

This research was held in February 2021. The research subjects were grade VII students of SMP Muhammadiyah 4 Metro which consisted of 20 students. In this study the authors taught English using text media. This research was conducted in 2 cycles, namely cycle 1 and cycle 2. Cycle 1 consisted of 3 meetings, the first meeting was used for the pre-test, the second and third meetings were used for teaching and post-test 1. In cycle 2 consisted of 2 meetings, the first meeting for teaching and the second meeting for post-test 2.

Based on the analysis of the data results from pre-test to post-test, the mean score of the pre-test was 44, the mean score of the post-test from cycle 1 was 64, and the mean score of the post-test 2 was 79. So, the progress was from 44 to 64 to 79. This can be seen from the data that 21.5 points increased from pre-test to post-test scores in cycle 1. Then, in cycle 2 it increased with an average value from 64 to 79, namely 16 points. This means that students have reached the target, namely the target of 70% of students getting a score of 65. Based on these data teaching vocabulary using realia media can improve vocabulary mastery in students.

Keywords: *Community Based Learning techniques, Understanding of identifying texts, Classroom Action Research.*

PENERAPAN METODE LEXSIKAL UNTUK MENINGKATKAN KEMAMPUAN PEMAHAMAN BACAAN UNTUK SISWA KELAS VII SMP MUHAMMADIYAH 4 METRO

ABSTRAK

**Oleh :
Daeng Yodaniako**

Tujuan penelitian ini untuk mengetahui bahwa teknik pembelajaran berbasis pemahaman membaca teks dapat meningkatkan penguasaan cara membaca siswa dan aktivitas belajarnya. Dalam penelitian ini peneliti membatasi pada identifikasi masalah pada poin pertama seperti siswa memiliki pemahaman membaca teks yang kurang. Oleh karena itu, peneliti membatasi masalah pada peningkatan penguasaan memahami isi teks dengan menggunakan pembelajaran berbasis mengidentifikasi teks bacaan pada siswa untuk meningkatkan pemahaman teks. Hipotesis tindakan dalam penelitian ini adalah penggunaan media teks yang dapat meningkatkan pemahaman siswa tersebut.

Penelitian ini diselenggarakan pada bulan Februari 2021. Subjek penelitian adalah siswa kelas VII SMP Muhammadiyah 4 Metro yang terdiri dari 20 siswa. Dalam penelitian ini penulis mengajar Bahasa Inggris menggunakan media teks. Penelitian ini dilakukan dalam 2 siklus, yaitu siklus 1 dan siklus 2. Siklus 1 terdiri dari 3 pertemuan, pertemuan pertama digunakan untuk pre-test, pertemuan kedua dan ketiga digunakan untuk mengajar dan post-test 1. Di siklus 2 terdiri dari 2 pertemuan, pertemuan pertama untuk mengajar dan pertemuan kedua untuk post-test 2.

Berdasarkan analisis hasil data dari pre-test ke post-test, nilai rata-rata dari pre-test adalah 44, nilai rata-rata post-test dari siklus 1 adalah 64, dan nilai rata-rata dari post-test 2 adalah 79. Jadi, kemajuannya dari 44 ke 64 hingga menjadi 79. Ini bisa dilihat dari data 21,5 point meningkat dari nilai pre-test ke post-test di siklus 1. Kemudian, di siklus 2 meningkat dengan nilai rata-rata dari 64 ke 79 yaitu 16 point. Ini artinya siswa telah mencapai target, yaitu targetnya 70% siswa mendapatkan nilai 65. Berdasarkan data tersebut mengajar kosakata dengan menggunakan media realia dapat meningkatkan penguasaan kosakata pada siswa.

Kata Kunci: *Community Based Learning teknik, Pemahaman mengidentifikasi teks, Penelitian Tindakan Kelas.*

MOTTO

يُسْرًا أَلْعُسْرِ مَعَ إِنَّ (الإنشراح, 6)

Artinya :

Surely in difficulties there is easiness. (**Al-Insyirah, 6**)

Sesungguhnya dalam kesulitan ada kemudahan.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : DAENG YODANIAKO
NPM : 14121087
Study Program : English Education Study Program (TBI)
Department : Tarbiyah

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

Metro, April 2021

The writer



DAENG YODANIAKO
St. Number 14121087

DEDICATION PAGE

this undergraduate thesis is specially dedicated to :

My beloved family, especially my parents (Mr. Sukoyo and Mrs. Sri Suwarni),
my beloved Brother (Jauvan M oktavian) who always pray and support in their
endles love.

My Sponsor and Co-sponsor, thanks for guiding.

My beloved friends Eka herlina, Ajeng Larasati, M Sandi P, Rillo agung and
other friends big thanks for your support and always accompany me.

Continued, I tanks to Allah for giving strength and tenacity to work on the finnal
project.

my beloved alمامater of state institute for islamic studies of metro.

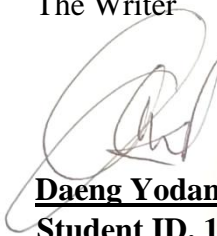
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The start with, All praises due to الله SWT for Islam blessing, health, and also mercy because the researcher finally can accomplish this proposal research. Shalawat and Salam also blessed to prophet Muhammad ﷺ who had taken us from the darkness to the lightness way of Islam..

In the second place, the deepest gratitude would be addressed to mybeloved parents for their endless love, for understanding and supporting me to finish the under graduate thesis soon and always pray for me to be successful person. The researcher's thanks also go to sponsor Dr. Umi Yawisah, M.Hum and co-sponsor Ahmad Subhan Roza, M.Pd. And who have constantly given their endorsement, time and guidance during the accomplishment of this undergraduate thesis.

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

Metro, April 2021
The Writer



Daeng Yodaniako
Student ID. 14121087

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CHAPTER I

INTRODUCTION

A. Background of The Study

Reading is one of the important skills in English besides writing, speaking and listening. Reading is the most important one that should be mastered by students if they want to understand the text. Some students consider that reading is very difficult because many aspects must be learnt. Briefly, the students should understand how to read well and comprehend what is being read

Reading is also one of the ways to get information. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials.¹ Through reading we can enlarge our knowledge. To find out the information of reading text, the reader should have a good comprehension. A good reading comprehension will guide the reader to find out the meaning of the context, in both literal and implied meaning. Besides, a good comprehension will show the reader's ability. Therefore, a good comprehension is necessary in comprehending the meaning what the reader want to comprehend.

SMP Muhammadiyah 4 Metro uses The School Based Curriculum (KTSP) as its guidance in arranging lesson plan, including in reading

¹Camille.B,Donna.O, *Reading Comprehension: Strategies for independent Learners* (2Th Edition,New york.London:2008),p.15, 2Th Edition

subject. English has been taught since the first year. It is taught twice a week with duration of time 90 minutes for one meeting. It means that they learn English 180 minutes in a week with the passing mark is 75. Based on syllabus of Senior High School, reading is one of the skills which is provided in learning process. One of the standard competences of the second year students in reading is understanding the meaning of short functional written text and simple essay of narrative, descriptive, analytical exposition, in context of daily life. It refers that mastering reading comprehension is very needed and crucial for students in order to improve their understanding specially in reading learning.

According to the definition above and observation by looking at the learning process in the classroom, interviewing the English teacher, teaching English subject for a year, being the English club tutor and also practicing PPL, the writer got the data of English score and also other data that the English teacher used grammar-translation method for all part teaching reading comprehension. Ideally, the students should be able to comprehend what they are reading.

Table 1
The students' English test result at the first graders of SMP Muhammadiyah
4 Metro in the Academic Year of 2020/2021

No	Score	Categories	Frequency	Percentages
1	50-59	Poor	13	54,16 %
2	60-69	Fair	6	25%
3	70-79	Good	3	12,5%
4	80-89	Very Good	2	8,33 %
5	90-100	Excellent	0	0 %
Total			24	100 %

Source : Mr. Okta Efriansyah, S.Pd. The English teacher, taken on february 15th, 2021 on the pre- survey.

From data table above, it can be concluded that just 0 students that got excellent score, 2 students have very good score, 3 students have good score, 6 student that have enough score, and 13 students that have poor score. From the result of pre- survey above, it can be stated that students at the first grades of SMP Muhammadiyah 4 Metro get low score in Reading. It proves 13 from 24 students included poor categories 54,16 % because the students failed with the highest grade 100 and the low grade 50 with the minimum mastery criteria (KKM) for English is 75.

Based on the data above and the observation that was conducted by the writer, showed that the students faced some problems as follows; students do not have much motivation to understand the English text, the learners have low ability in comprehending the core of the text, the learners do not know how to study reading well, the students are lack finding the main idea, and the learners have low vocabulary.

Therefore, the writer needs to apply a method that more compatible to help student's reading comprehension ability. Actually all methods are good to apply into the class but there is method that might suggest particularly in reading comprehension ability called lexical method. When the students are confused by grammatically of the text so that make the student take much time in comprehending the text, this method might be the solution because grammar learning to be number two. Consequently, the students easily comprehend the text. Then this method, students are asked to comprehend the text by understanding the meaning of the group of words (collocation). It activates vocabularies knowledge that relates to the topic because they learn of root word itself so that they will develop their vocabulary automatically.

Dealing with this case the writer is interested in doing classroom action research dealing with the competence, with the title The Implementation of Lexical method to Increase the Students' Reading Comprehension Ability among the Seventh Graders at SMP Muhammadiyah 4 Metro in the Academic Year of 2020/2021?

B. Problem Identification

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

1. Students have low motivation to understand the English passage.

2. The students have low ability in comprehending the meaning of the passage.
3. The students do not know how to learn reading well.
4. The students are lack finding the main idea.
5. The students have low vocabulary.

C. Problem Limitation

From the identification above, the writer would like to focus this research on comprehension of the text especially the Implementation of Lexical method to Increase the Students' Reading Comprehension Ability among the Seventh Graders of SMP Muhammadiyah 4 Metro.

D. Problem Formulation

Based on the problem above, the researcher would like to formulate the problems as follow:

Can Lexical method increase the students' reading comprehension ability of the Seventh Graders at SMP Muhammadiyah 4 Metro in the Academic Year of 2020/2021?

E. Objectives of The Study

The objective of this research is to find out whether Lexical method can be used to increase the students' reading comprehension ability. Otherwise, by using this method the researcher also would like to know wether this method

suitable to be used in increasing students reading ability or not. Meanwhile in the future the next researcher or teacher can take a lesson from this research.

F. Benefit of The Study

The results of this classroom action research are aimed:

1. For the Teachers:

As method in teaching reading especially in all kind of the texts and information to English teacher if Lexical method can be effectiveness to improve students' reading comprehension ability.

2. For the students:

As method to help the students comperhend of the text whole of kind of the texts and help the students to solve their problems in understanding English text and stimulate the learners to be more interest in reading.

3. For the Headmaster

As the information and advice in order to support in English learning proccess by preparing the facilitation and instruments completely.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. Reading Comprehension Ability

a. The Definition of Reading

Reading is one of skills on learning the language. It is also called decoding process that must be mastered by people who learn English language. It is the activity to read, that has a purpose to get information from the reading material its self. English as a foreign language in Indonesia makes the role of reading itself is important one. By reading we can get many knowledge which are contained science and technology, social life, economic, history etc. of course, all information that is gained by reading is represented in written forms.

If we understand the concept of reading, it can be easy for us to get information or ideas when we read something reading is not simple process made up of several connecting skill so some treatment soppose to be mastered for special text. We have to know the meaning of the words, pay attention the picture the words are drawing, understand the opinions and work out if we accept them, to get the satisfying result.

Etymologically, in Oxford Advanced Learner's Dictionary is the word of reading is derived from the word "read" that can be defined as follows: a) to look at and understand the meaning of written or printed words or symbol. b) To go through written or printed word, silently or a loud to other. c) To discover or find out about somebody or something by reading.²

Terminologically, there are some experts that have different definitions for reading, but here the writer will take several definitions according to the expert as follows:

Reading is an action that has goal³. Hence, reading is essential.⁴ Reading is perceiving a written text in order to understand its contents. This can be done silently (silent reading). The understanding that results is called reading comprehension saying a written text aloud (oral reading). This can be done with or without an understanding of the contents⁵.Furthermore, Birch,2007; Rumelhart,1980 in Kristin lems states

²A S Hornby,*Oxford Advanced Learner's*,New York,Oxford University Press,2010,the eight edition, p.1096

³ Karen R. Harris and Steve Graham. *Teaching Reading Comprehension to Students with Learning Difficulties*,(New YorkThe Guildford Press2007),p.104

⁴ Camille Blachowicz, Donna Ogle. *Reading Comprehension Strategies for Independent Learners : Second edition*, (New York: The Guilford Press, 2008),P.15

⁵ Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*,London.2002.p.443

Reading is an interactive process that takes place between the text and the reader's processing strategies and background knowledge.⁶

Based on the quotations above, the writer can make a conclusion that reading is the act or activity of reading even loud or silent to get the meaning or what the writer wants and to get the information of the text. Reading is used to ease people get information from the text, book, magazine, newspaper, and other. With reading the learners can also improve their skills in learning English exactly.

b. The Definition of Reading Comprehension

Based on Oxford Advance Learner's Dictionary the word of "comprehension" is defined as:⁷ The ability to understand. (b) An exercise aimed that trains students to understand a language. Meaning to say comprehension is an exercise which is aimed at improving or testing one understands of written or spoken language.

Furthermore Comprehension is the identification of the intended meaning of written or spoken communication. Contemporary theories of comprehension emphasize that it is an active process drawing both on information contained in the message (bottom-up processing) as well as

⁶ Kristin I. Miller, Tenen. *Teaching Reading to english language learners; Insights from Linguistics*, (The Guilford Press, London: 2010), p.33

⁷ A S Hornby, *Op. Cit.*, p.106

background knowledge, information from the context and from the listener's and speaker's purposes or intentions (top-down processing)⁸.

Then comprehension involves prior knowledge, knowledge of text structure, and an active search for information.⁹ The simplest definition of comprehension is understanding new information in light of what we already know.¹⁰

Based on these explanation above the writer can make a conclusion that comprehension is a reading unitary process which requires delicate information, understanding and interpretation from reading material and students can understand it with their background knowledge and experience.

There are many experts that have different definition of reading comprehension. Douglas Brown states that reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.¹¹ It means that in reading activities, students should have good reading comprehension to get information from the reading text.

⁸ Jack C. Richards and Richard Schmidt, *Op. Cit*, p.99

⁹ Gillet, Jean Wallace and Temple Charles. *Understanding Reading Problems Assessment and Instruction, Fourth Edition*, Harper Collins College Publishers, USA, p.34

¹⁰ *Ibid.* p.35

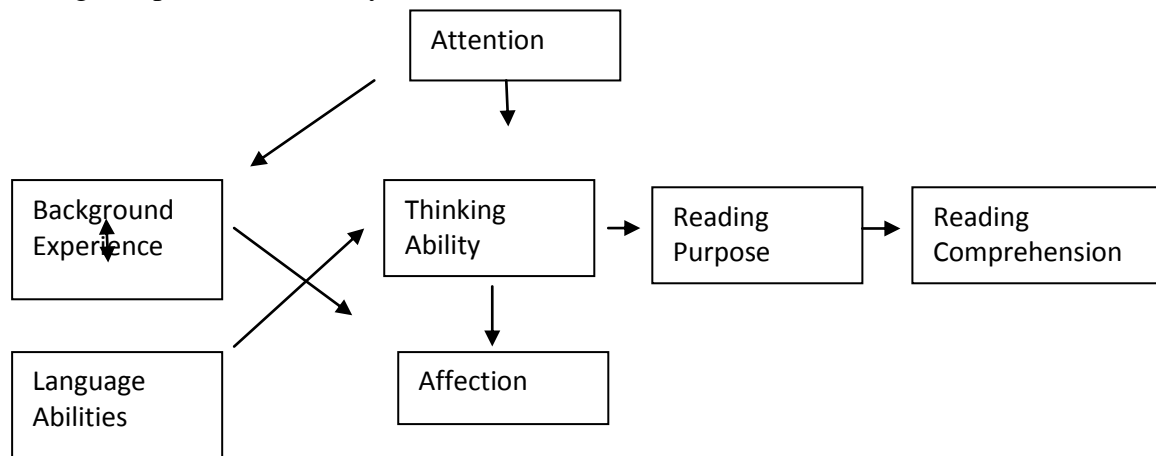
¹¹ H. Douglas Brown, *Teaching by Principles an Interactive Approach to language Pedagogy* second edition (San Francisco State University 2000), P.306

Janette States that a reading comprehension involves much more than readers' responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).¹²

Based on the quotations above, the researcher can make a conclusion that reading comprehension is looking for the information suggested from the text or written language, the readers understand the total meaning of the reading text are selection.

c. Reading Comprehension Ability.

There are some factors which influence reading comprehension ability in the process of reading. This is diagram show how these factors influence reading comprehension ability.



¹²Janette K.Klingner, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, USA: The Guilford Press, 2007, p.8

Picture 1 : Reading Comprehension Ability¹³

The picture above is showing that the reading comprehension ability is influenced by some factors, they are:

1) Attention

A combination of monitoring, questioning, and re-predicting is the primary strategy used during reading. The readers pay attention to what is happening and anticipate that there might be a need to change a prediction¹⁴.

2) Background Experience

Reading is process of relating knowledge we do not know to knowledge we have already known. Gelard states that we cannot proceduralize comprehension or teach comprehension “rules” because different readers have different background experiences and construct different meanings¹⁵.

3) Language abilities

The language abilities of a person in using a language includes the ability to understand the structure underlying the point and vocabulary of the language they learn. The more the new words are used, the more they are solidified in the mind because vocabulary

¹³ Karen.R.Haris and Steve Graham: *Teaching Reading Comprehension to students with learning difficulties*,(New York : The Guilford Press, 2009) P.104

¹⁴ Gerald G. Duffy, *Explaining Reading A Resource for Teaching Concepts, Skills, and Strategies*,(New York : The Guilford Press, 2009) P.21

¹⁵ Ibid.p.23

in strengthened by used. Consequently, different opportunities to have students use the new vocabulary words is influenced their language abilities.¹⁶

4) Thinking Abilities

Refers to the students' ability in connecting their news experience with their previous experience.

5) Reading Purpose

Grellet mention two main purpose for reading comprehension are:

- a. Reading for pleasure
- b. Reading for information (in order to find out something or in order to do something with the information obtained).

2. Lexical method

A. The Concept of Lexical method

The Lexical method identifies lexis as the basis of language and focuses on the principle that language consists of grammaticalised lexis. Language consist not of traditional grammar and vocabulary but often of multi-word prefabricated chunks. In the second language acquisition, over the past few years, this method has generated great interest as an alternative to traditional grammar-based teaching

¹⁶ Ibid.P.83

methods. From a psycholinguistic point of view, the Lexical method consists of the capacity of understanding and producing lexical phrases as non-analyzed entities (chunks) the Lexical method is a method of teaching foreign languages described by M. Lewis in the 1990.

The basic concept on which this approach rests is the idea that an important part of learning a language consists of being able to understand and produce lexical phrases as chunks. Students are thought to be able to perceive patterns of language (grammar) as well as have meaningful set uses of words at their disposal when they are taught in this way.¹⁷

In the Lexical method, instruction focuses on fixed expressions that occur frequently in dialogues, which Lewis states language consists not of traditional grammar and vocabulary but often of multi-word.¹⁸

Lexical phrases can be interpreted as a phrase that has a meaning. As an example of "by the way", we cannot interpret by then the way. Overall this phrase mean "omong-omong". So, in learning a foreign

¹⁷ http://en.wikipedia.org/wiki/Lexical_approach. Accessed ,April,1st 2015

¹⁸ Michael Lewis, *Implementing the Lexical Approach: Putting Theory into Practice*,(United Kingdom: 2008),P.3

language, of course there is clear approach so that we can easily master the language without a lot of time.

There are principles in the Lexical method, they are:¹⁹

1. Grammaticalized lexis

The basic principle of the lexical approach is: "Language is grammaticalised lexis, not lexicalized grammar"²⁰ The Lexical method focus on lexis as the center of creating meaning. So that students spend a lot of time because it took foresight of students. In the Lexical method, grammar learning to be number two so in grammar study does not take much time.

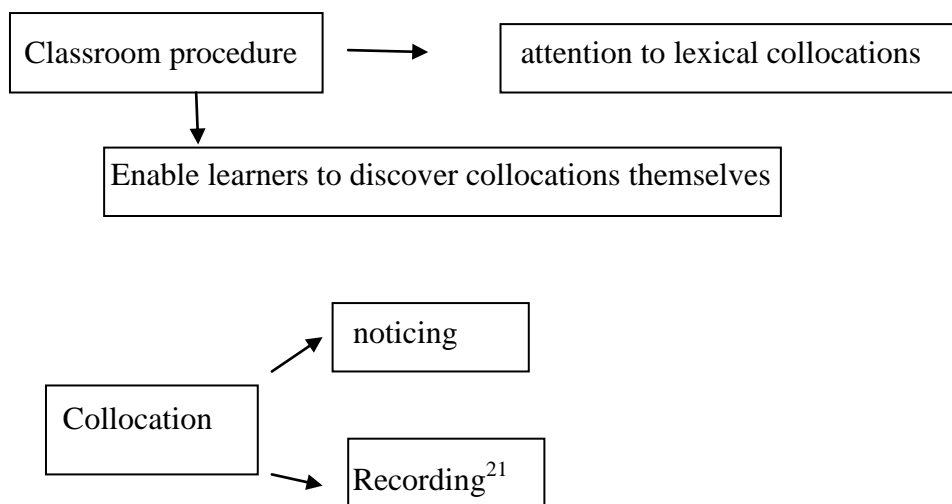
2. Collocation in action

Sensitizing students to acceptable collocation is very important in all four aspects of language, learners need sensitivity collocation. In reading, students are asked to interpret a reading by understanding the meaning of the group of words (collocation). In speaking people will be able to easily convey his ideas with lexical phrases because as convey verbatim much more difficult. The person listening will also quickly understand that heard when speakers convey lexical chunks as well as in writing

¹⁹ <https://www.teachingenglish.org.uk/article/lexical-approach-1-what-does-lexical-approach-look/accessed> at March 21th 2015

²⁰ Michael Lewis, *The Lexical Approach*, Language Teaching Publication. London :1993 p.1.

B. Procedure of Lexical method



Picture 2. Procedure of lexical method

Based on the picture above it can integrate lexical method into reading as follows;

1. Classroom procedure(The needed to build vocabulary)

How do we would be able to produce lexical phrases as not having enough vocabulary. Students are required to learn and add more vocabulary so it would be easy to produce and understand a phrase in the language. Build vocabulary in the limited time we can go to learn the root of the word so that we will be able to guess the meaning of other words that have the same root.

²¹<http://www.collins.co.uk/Corpus/CorpusSearch/fotosearch/lexicalprocedure.aspx/accesse>
d at March 21th,2015.

2. The Need For Guidance From Teacher (attention to lexical collocations)

In lexical learning, teachers have a very vital role. They should be able to lead students to acquire collocation to produce and get collocation used in important situations, it means that students are asked to record all existing collocation. It is important to make students aware of collocations for this very reason. Listed below are ways classroom teacher can assist their student in taking control of this part of their language learning.

3. Noticing and Recording

In lexical teaching, collocation can be generated from noticing and recording. It can be the background knowledge for the next time thus eliminating concerns collocation which loss has resulted.

C. Increasing Reading Comprehension Ability Using Lexical method

As the explanation above, the students who have poor experience they will find difficult in understanding text because the story read is not connected to their mind. The vocabulary knowledge related to their experience they find in the previous time.

To activate students' background knowledge is needed a method. The teacher of English should use appropriate method to make

students understand the material. Sutjipto stated that the success of learning is determined by the exact use of learning strategies and method.²²

Therefore, reading method play important role on student's reading comprehension. The teachers who use appropriate method influence their success or failure in teaching and learning process.

Lexical method is one of methods that can be used in teaching reading comprehension. It can activate their background knowledge before reading the text by the root of words in collocation ways.

D. Action Hypothesis

Based on the frame of theories and assumption the writer formulates the hypothesis "Implementing Lexical method can increase the students' reading comprehension ability".

²² Sutjipto Pinnel and Patricia schraer, teaching for comprehesionin reading grades K-2. (New York: Scholastic.2003) p.1

CHAPTER III
RESEARCH METHODOLOGY

A. Setting and Subject of The Study

The setting of this research is SMP Muhammadiyah 4 Metro in the academic year of 2020/2021. The subject of this research is the seventh graders. The writer has chosen this class based on random class technique because most of the students of populations have low score in English lesson, especially in reading. The number of students in this class are 20. In this research, the researcher needs to collaborate with English teacher of SMP Muhammadiyah 4 Metro, Mr. Okta Efriansyah, S.Pd

Table 2
The Subject of the Research

Class	Sex		Total
	Male	Female	
Seventh	6	14	20

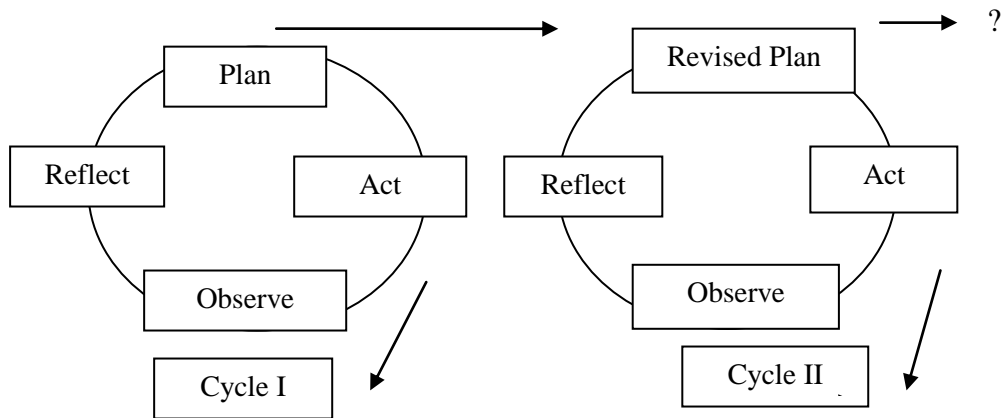
B. Object of The Study

The object of this study is the students' reading comprehension ability. The Students of VII class of SMP Muhammadiyah 4 Metro as subject, the researcher should know how to increase the students' reading comprehension ability.

C. Action Plan

According to McNiff, that action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work. They ask, ‘What am I doing? What do I need to improve? How do I improve it?’ Their accounts of practice show how they are trying to improve their own learning, and influence the learning of others²³. McNiff said that action research is a name given to particular way of researching us own learning.²⁴ It means that the teacher gives an action or instruction then the students do it.

Here is step of classroom action research design²⁵:



Picture 3.Sequence of action-Reflection cycle

²³McNiff, Jean Whitehead, *Action Research: Principles and Practice*, (London and New York, 2002), Second Edition, P. 7

²⁴Ibid.P.15

²⁵ Riding, Phil, Fowell, Sue and Levy, Phil "An action research approach to curriculum development". Information Research. (1995)

According to the explanation above, it can be concluded that the classroom action research is a dynamic process that has four aspects (planning, acting, observing, and reflecting) in every cycles, it was done in the class to increase the quality of learning practice.

The research will conduct based on the pretest and posttest design. The teacher will take one class on the second grader where the students will be given the pretest before they will be given the material about simple paragraph, furthermore, they also will be given posttest after they have given the treatment. That can be illustrated by like these procedures as follows:

1. Cycle I

a. Planning

- 1) The researcher will decide simple paragraph materials that are suitable with the students based on the syllable.
- 2) The researcher will make the lesson plan. It belongs to materials, approach, source, format of observe and format evaluate.

b. Acting

After the planning has done, the next step is acting. It is the realization from the planning the writer has made. The action is the real form of the planning. Thus as the action step, the learning

process will be done in the eleventh grade of SMP Muhammadiyah 4 Metro. The teaching procedures consist of many steps, here is the description of the steps:

- 1) The teacher will practice the lesson plan and the teacher will make plan the benefits of using Lexical method in teaching reading.
- 2) The teacher will guide the students in teaching learning process based on the lesson plan.

c. Observing

The observation will be done together with the implementation of action. The focusing of the observation is the students' activity in the learning process.

d. Reflecting

The observation result will be analyzed to get the description how the impact from the action that has been done, what must be corrected, and what must be paid attention in the following action, in cycle II.

2. Cycle II

a. Planning

- 1) To study of the reflection result in the action 1 as the input of the action on cycle II.

- 2) To discuss about the action that will be done on cycle II.
- 3) To arrange the detail plan about the action on the cycle II that belongs to the material, source, format to observe and format to evaluate

b. Acting

- 1) The teacher will practice the lesson plan and the teacher make plan the benefits of using Lexical method in teaching reading. Then, the teacher will tell the strategies of reading learning and the teacher will guide the learners in teaching learning process based on the lesson plan.
- 2) Giving the post test for 2 meeting.

c. Observing

The focusing of the observation is the students' activity in the learning process. The observation will be done by the collaborator who will observe all processes that happen in the action learning.

d. Reflecting

The researcher and the collaborator will correct and analyze the result of the action.

D. Data Collection Technique

1) Observation

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

The researcher applies this method to get the students' activities like students' comprehend in answering the question, students' writing activity, students' participant and proclivity of students' learning English in the class.

2) Test

Test is the sequence of questions or statement that is used to measure skill, knowledge, intelligence, ability that have by individual or group. The pretest will be administered to the students in the first meeting in order to find out students' performance in the beginning before using lexical method.

The posttest will be given in the last meeting after the treatments in order to find out whether the statements give any contribution to the students' performance after using lexical approach. The score for each question is 0-100, and if all of the answers are right, they will get 100 score but if the answers are

almost false, they will get 0 score. The test is divided by two part as follows:

a) Pre-test

The pre-test will be given in the first meeting before doing treatments to know the ability of the learners before doing the action research.

b) Post-test

This treatment will be done in the last meeting after doing treatments have something as a purpose to know the change of students' result in the class or not. Post-test is the result of treatment. The improvement can be identified if the average result of the post-test is better than pre-test to know the usage of the lexical method whether it is able to increase the students' reading comprehension ability.

3) **The Field Note**

To collect the data more accurately²⁶, the researcher will use field note to make easy when analyze the data. This is to know students activities during teaching process. It will be done after finishing of teaching learning process.

4) **Documentation**

²⁶ McNiff, Jean Whitehead, *Action Research: Principles and Practice*, (London and New York, 2002), Second Edition, P. 139

The writer will use this method to get some information like the background of school, the sum of teacher, official employed, also picture proof during the research.

E. Data Analysis

The data will be analyzed step by step to take the average score of the pre-test and post-test. The formula to get the average of pre-test and post-test as follow:

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

Note:

\bar{x} = Average score

$\sum x$ = Total number of student's score

N = Total of Students²⁷

Furthermore, to know the gain the researcher will compare between pre-test and post-test. Then, the result is matched by Minimum Standard Criteria (MSC) at the school at least 75. If from the cycle 1, there are some students are not successful so we conduct cycle 2. The minimum cycle in classroom action research is two cycles. So, if in cycle 2 there are 80% from 20 students get score 75 or more than it, it is not continue to other cycle.

²⁷Burhan Nurgiyantoro, Gunawan dan Marzuki, *Statistik Terapan untuk Penelitian Ilmu-Ilmu Sosial*, (Yogyakarta: Gajah Mada University Press, 2004), P.64

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. The Result of The Research

In this chapter the writer would like to present the result of the research. It involves the result of the research and interpretation which had been carried out by the writer at SMP Muhammadiyah 4 Metro particularly at the eight grade students of SMP Muhammadiyah 4 Metro in academic year of 2020/2021.

1. Description of Research Location

a. History of SMP Muhammadiyah 4 Metro

SMP Muhammadiyah 4 Metro is located on Metro City, Lampung. It was established on 1996. Teaching and Learning activities in SMP Muhammadiyah 4 Metro begins from 07.15 am until 14.00 pm.

SMP Muhammadiyah 4 Metro is one of the State Junior High School in Metro which is found under the Department Education Decision. It is located on the Dr. Sutomo Street, Purwosari District, Sub-district. North Metro, Metro City.

For the sake of the reaching of the building of SMP so the village headman and society figure of Purwosari purposing the proposal seriously to the regency and to the chief of commission. The proposal was not agreed directly because they would hold an

observation first to the location. Then the proposal of developing SMP Muhammadiyah 4 Metro was agreed.

SMP Muhammadiyah 4 Metro was founded in 1984 with 2 units of building, 1 unit 3 locals for study and 1 unit for office SMP Muhammadiyah 4 Metro began the new year of education in 2003-2004.in 2003-2004 SMP Muhammadiyah 4 Metro is led by Drs Junaidi. Now the headmaster SMP Muhammadiyah 4 Metro is Agus Pujiyanto, S.Pd. M.Pd.

Besides that, SMP Muhammadiyah 4 Metro for many times has applied the curriculum since it firstly established such as 1985 curriculum, 1995 curriculum, 1997 curriculum, the supplement of 1997 and 2000 curriculum, KBK, KTSP and now 2013 curriculum. Furthermore, this school has three levels of classes. Those are seventh graders, eighth graders, and ninth graders.

To prepare the school that has good standard of quality to face the challenges ahead, the students are expected to be able to overcome the challenges and global competitiveness by forecasting on the vision and mission to realize good standard school which brings up Islamic values, science and technology.

b. Total Students in the Academic year of 2020/2021

SMP Muhammadiyah 4 Metro has 87 Students. It is divided into some classes that could be identified as follows:

Table 6
Total of Students at SMP Muhammadiyah 4 Metro in the Academic Year of 2020/2021.

NO	Class	Sex		Amount
		Male	Female	
1	VII	13	22	35
2	VIII	7	20	26
3	IX	10	15	25
Total		30	57	86

Source: Documentation of SMP Muhammadiyah 4 Metro in academic Year of 2020/2021.

a. Condition of The Teachers and Employers

The condition of the teachers and employers in SMP Muhammadiyah 4 Metro is stated below:

Table 5
Condition of Teachers and Employers

NO	N A M A	NIP	Mengajar Mata Pelajaran
1	Agus Pujiyanto, S.Pd.M.Pd	1042089	IPS Terpadu
2	Hadi Pranotos, S.Pd	198102172008012003	IPS Terpadu
3	Mislan	197305171999031003	IPS Terpadu
4	Ovita Vera		IPS Terpadu
5	Abidin, S.Pd	1966041220080110014	Bhs Indonesia
6	FauziRahman, S.Pd		Bhs Indonesia
7	A. Ghofurrurahim		Bhs Indonesia
9	Muhkani	197610071999031004	Bhs Inggris
10	Y. DaniBayunAnggara, S.Pd	198107182006041005	Bhs Inggris
11	Liliapriana		Bhs Inggris

12	ArisMulyanto, S.Pd	197910102003121006	IPA Terpadu
13	SyamsulArifin,S.Pd	197902242003121002	IPA Terpadu
14	MuhtarChaniago, S.Pd		IPA Terpadu
15	EkaRatnasari, S.Pd		IPA Terpadu
16	EkaIndrayani.S.H, S.Pd	1986062520090220001	Matematika
17	EllyRiati, S.Pd		Matematika
19	Eva Melia, S.Pd		Bhs Inggris
20	MuhtarChaniago, S.Pd		Matematika
21	Ngaliman, S.Pd.I	196906241993081000	Pend. Agama
22	AgusSetiawan, S.Pd.		Pend. Agama
23	Martini, S.HI		PKn
24	AgusSetiawan, S.Pd.		PKn
25	AdiSusilo		TIK
27	Novita Sari, S.Pd		Bhs Indonesia
28	DwiSartika, S.PdI		Bhs Lampung
30	AndriSetiawan		Penjasorkes
31	SaifulAnam,		Penjasorkes
32	EkaPujiAstuti, S.Pd		SeniBudaya
33	Linda Pusparani, S.PdI		IPS Terpadu
34	DwiEfianti, S.Pd		IPS Terpadu
	Jumlah Jam		

Source: documentation of SMP Muhammadiyah 4 Metro.

c. The Administration Staff of SMP Muhammadiyah 4 Metro

List of administration staff of SMP Muhammadiyah 4 Metro in academic year 2020/2021 can be seen as follow:

Table 5
The Data of Administration Staff of SMP Muhammadiyah 4 Metro

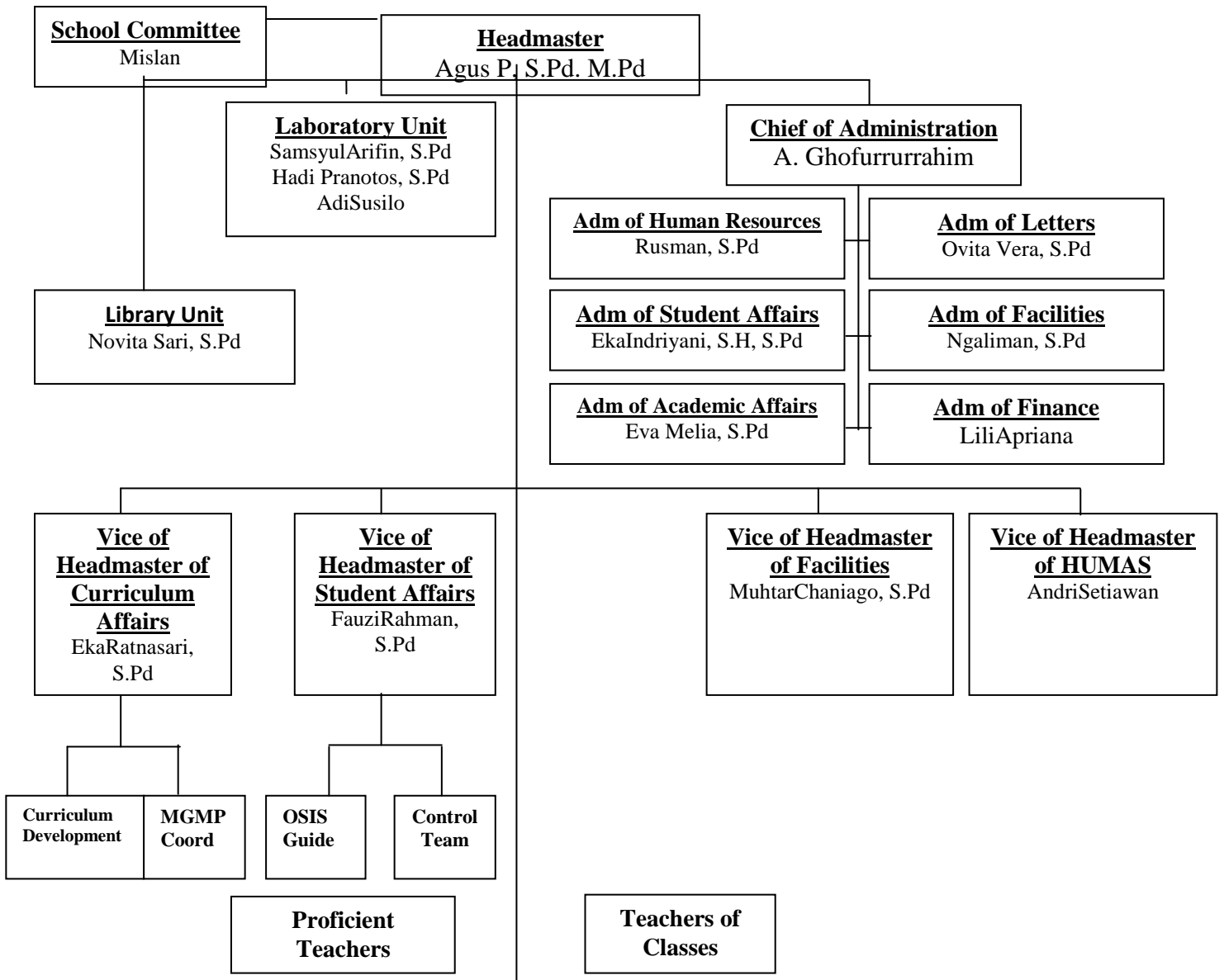
No	Name	Class	Occupation	Ladder
1	Amelia, S.Pd.I	III/d	Leader	S1
2	Sumirah, S.Pd	III/b	Staf. TU	S1
3	Supami, S.Pd	-	Staf. TU	S1
4	A. Manurung, A.Md	-	Staf. TU	D3
5	Suparni	-	Staf. TU	SMA
6	Agus, S.Pd	-	Staf. TU	S1
7	Mulyoto, S.Pd	-	Staf. TU	S1

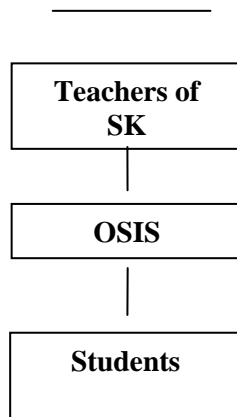
Source: Documentation of SMP Muhammadiyah 4 Metro.

b. Structure of Organization

The structure of organization of SMP Muhammadiyah 4 Metro is stated below:

**ORGANIZATION STRUCTURES OF SMP Muhammadiyah4
Metro**





d. The Infrastructure Situation of SMP Muhammadiyah 4 Metro

The infrastructure condition of SMP Muhammadiyah 4 Metro have a good condition all of item, but some building is god enough or broken piece. These building and facilities can be seen on the following table:

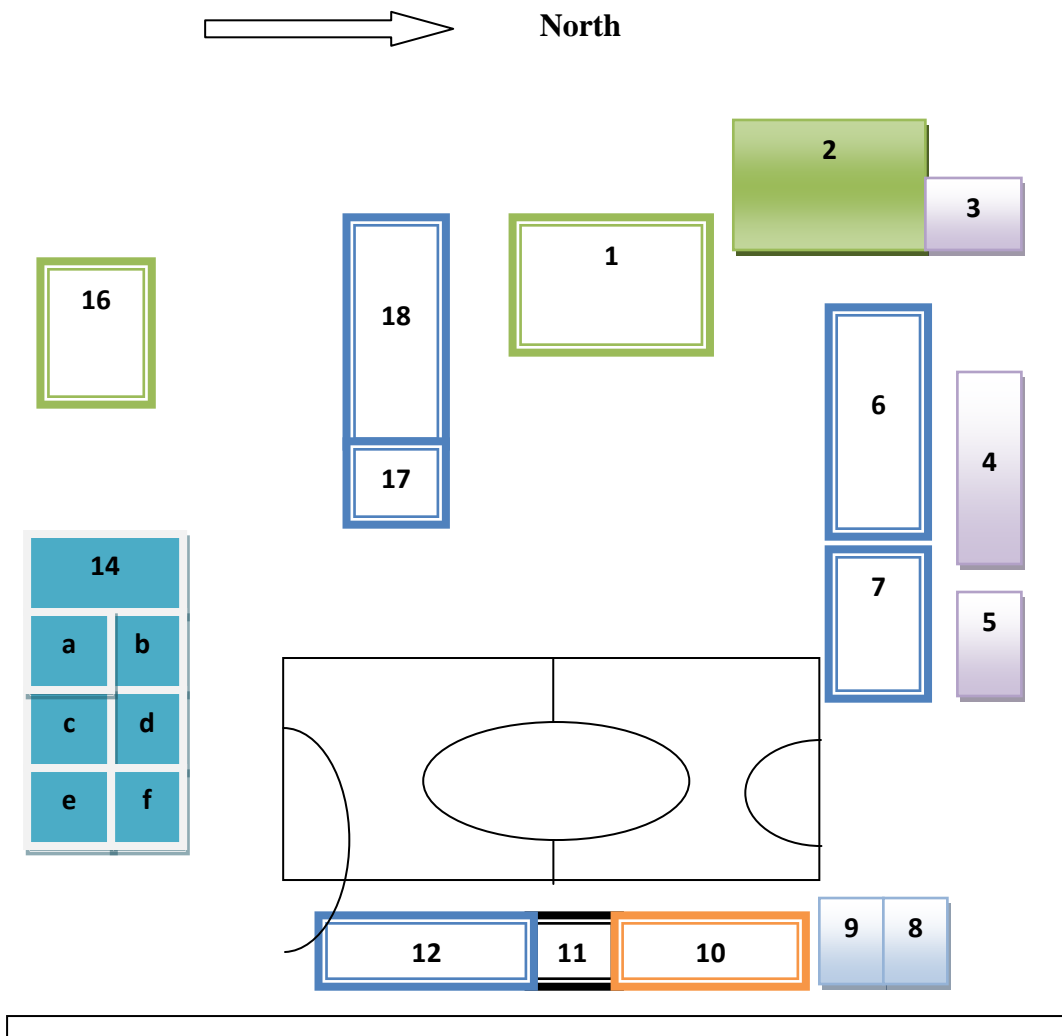
Table7
List of Infrastructure of SMP Muhammadiyah 4 Metro

No	Name of Bulding	Total	Explanation
1	Classroom	17	Available/Good
2	Headmaster Office	1	Available/Good
3	Teacher Office	1	Available/Good
4	Administration	1	Available/Good
5	Science Laboratory	1	Available/Good
6	Computer Laboratory	1	Available/Good
7	Library	1	Available/Good
8	Counseling	1	Available/Good
9	Healthy Room	1	Available/Good
10	Cooperation	1	Available/Good
11	Security	1	Available/Good
12	Warehouse	1	Available/Good
13	Mosque	1	Available/Good
14	Canteen	3	Available/Less
15	Security Pos	1	Available/Good
16	Teacher Toilet	1	Available/Good
17	Students Toilet	8	Available/Good
18	Security Toilet	2	Available/Good
19	Basketball Field	1	Available/Less
20	Volleyball Field	1	Available/Good
21	Tennis Field	2	Available/Good
22	Computer	40	Available/Good
23	Television	2	Available/Good

25	Bench Study	580	Available/Good
26	Printer Machine	2	Available/Good
27	Lcd Proyektor	4	Available/Good
28	Screenview	3	Available/Good
28	Mattress	2	Available/Good
29	Fan	6	Available/Good

Source: Documentation of SMP Muhammadiyah 4 Metro.

e. Located Sketch of SMP Muhammadiyah 4 Metro



Note :

- 1. 16 Pesantren Office**
- 2. Mosque**
- 3. 4, 5 Toilet**
- 6. 7, 12, 17, 18 Dormitory Santris'11 Rip**
- 8. Canteen**
- 9. Art Room**
- 10. 14 Learning Room**
 - a. VII**
 - b. IX**
 - c. VIII**
 - d. Office**
 - e. Lab**
 - f. Library**

B. The Description of Research

This research used classroom action research. It was conducted in two cycles. The action in cycle I and cycle II were conducted about three meetings in each cycle and each meeting in these cycles took 2x45 minutes. As it was mentioned before each cycle comprised of planning, action, observation and reflection. In relation to the problem in the class and the analysis, the researcher made lesson plan. The material of classroom action research was utilizing lexical method to increase the students' reading comprehension ability.

1. Action and Learning at Pre-Test

- a. Pre-test activity

The learning was conducted on Friday, February 19th, 2021 at 07.30 until 08.50. All the students had already prepared when the teaching time came. The researcher greeted the students. The

researcher told the students that the researcher would conduct the research in their class in order to know their ability of reading comprehension before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of the test was oral test.

b. The students' pre-test result.

Table 8
The Students Pre-Test Result

No	Name	Score	Note
1	AS	55	Incomplete
2	AS	55	Incomplete
3	AM	60	Incomplete
4	AH	75	Complete
5	AP	60	Incomplete
6	AS	55	Incomplete
7	AA	70	Complete
8	AP	60	Incomplete
9	AU	55	Incomplete

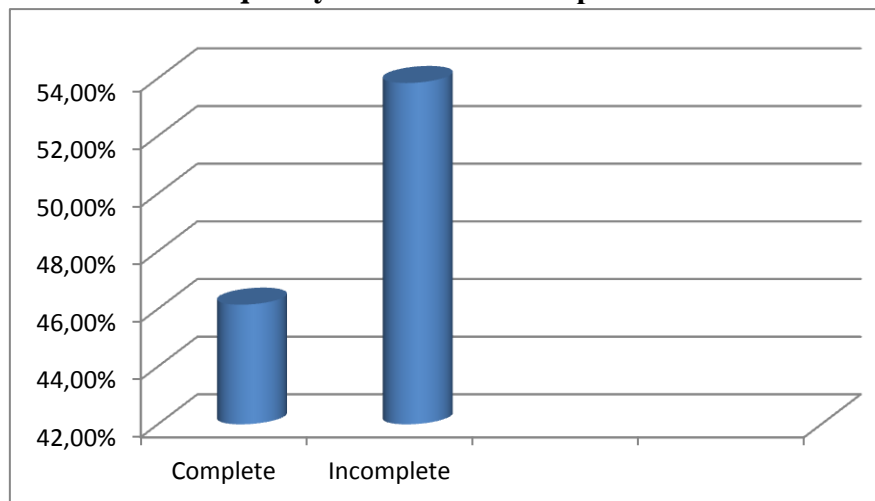
10	AI	70	Complete
11	AS	60	Incomplete
12	AG	75	Complete
13	AP	70	Complete
14	AH	60	Incomplete
15	AD	75	Complete
16	AK	60	Incomplete
17	AO	75	Complete
18	AN	55	Incomplete
19	BY	65	Incomplete
20	BP	55	Incomplete
21	BR	70	Complete
22	BJ	70	Complete
23	BS	60	Incomplete
24	DN	70	Complete
25	DA	70	Complete
26	DF	70	Complete
	Total	1615	
	Average	62,11	
	High Score	70	
	Low Score	55	

Based on the table above , can be seen that 12 from 26 students were success beside that 16 students were not success. The average from the data was 62,11. To know about percantages from the score of pre-test can be seen on the table as follows :

Table 9
Frequency of Students' Score at Pre-test

No	Score	Frequency	Percentage	Category
	≥ 70	12	46,15%	Complete
	≤ 70	14	53,84%	Incomplete
	Total	26	100%	

Graph 1
Frequency of Students' Complete at Pre-test



Referring the data above, the Minimum Mastery Criteria (MMC) for English lesson at SMP Muhammadiyah 4 Metro at least 65. It can be seen that only 12 students (46,15%) got score up to the

standard, then 16 students (53,84%) got score less than the standard.

That is the reason, the researcher used lexical method to increase the reading comprehension ability at SMP Muhammadiyah 4 Metro.

2. Cycle 1

a. Planning

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

b. Acting

1) The First Meeting

The first meeting was done on Monday, February 22nd, 2021. The teacher opened the lesson by greeting, checking the attendance list and motivating the students. After that the teacher explained what they are were going to learn and what to be reached. Researcher gave the students single topic. And then the researcher gave instruction for the students make a group. One group consisted four members.

After that, the researcher gave the example dialogues and read slowly, the students followed. The researcher asked the students to practice in front of class with their partner.

After give example the researcher asked the students what the problems were. The said that reading is difficult because most of them were nervous and not confident when they read up in front of the class.

2) The Second Meeting

In the second meeting was conducted on Friday, February 26th , 2021. In this meeting, the researcher was being the teacher and the collaborator was being the observer. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition.

The material at this day is talking about greeting . At this meeting to measure the students' Reading Comprehension Ability after using lexical method the researcher tasted the students by oral test. The students should make a dialogue in pairs with their group. One by one group are called to go to in front of the class. Not all of the group , but only some who are choosen because of their lack vocabulary and pronunciation area. In this session, the researcher

got the result of the students' post test 1 in cycle 1. The result can be seen as follow :

Table 10
The Students' Post- Test 1 Result of Cycle 1

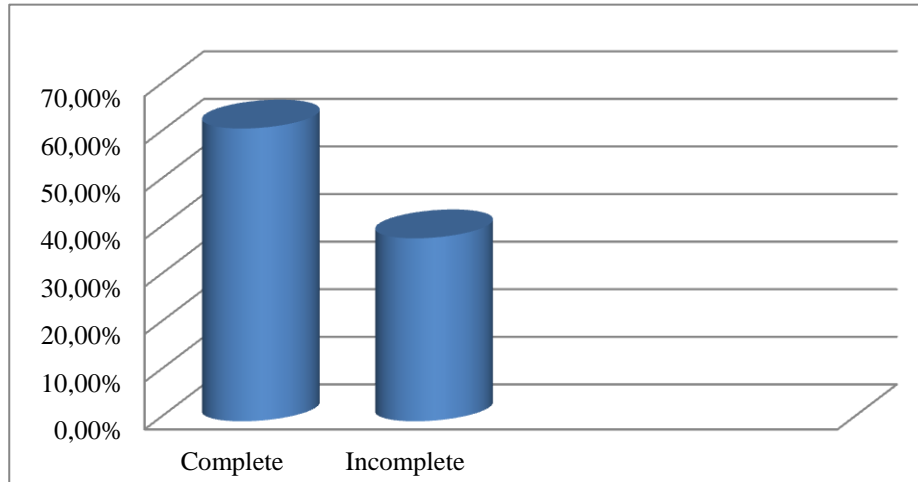
No	Name	Score	Note
1	AS	60	Incomplete
2	AS	60	Incomplete
3	AM	75	Complete
4	AH	70	Complete
5	AP	70	Complete
6	AS	60	Incomplete
7	AA	85	Complete
8	AP	60	Incomplete
9	AU	60	Incomplete
10	AI	75	Complete
11	AS	75	Complete
12	AG	75	Complete
13	AP	75	Complete
14	AH	70	Complete
15	AD	70	Complete
16	AK	60	Incomplete
17	AO	75	Complete
18	AN	60	Incomplete

19	BY	70	Complete
20	BP	60	Incomplete
21	BR	75	Complete
22	BJ	70	Complete
23	BS	75	Complete
24	DN	60	Incomplete
25	DA	75	Complete
26	DF	75	Complete
	Total	1687	
	Average	64,88	
	High Score	73	
	Low Score	60	

Table 11
Frequency of Students' Score at Post-test 1 of Cycle 1

No	Score	Frequency	Percentage	Category
1	≤ 70	16	61,53%	Complete
2	≥ 70	10	38,46%	Incomplete
	Total	26	100%	

Graph 2
Frequency of Students' Complete at Post Test 1 Cycle 1



Based on the data above can be seen that 10 students (38,46%) got score less than standard and 16 students (61,53%) got score up to the standard. It was higher than the result of pre-test. The criterion of students who was successful in mastering the material was the students who got minimum score of 65. Learning process is said succes when 70% students got score 65. The fact showed that the result was unsatisfying.

c. Observing

The result of learning process to increase the students' reading comprehension ability by using lexical method in cycle 1 was rising than before. It can be seen from the score at pre-test and post-test.

The using of lexical method in the learning process is something new at this class, because the students are supposed to be active, not only in a pair at every students, each one of them , also be expected to be active in this case, the first meeting many of them still hard to read up.

In the test 1 there were 16 (61,53%) out students got good score. Although, only 16 the students who got good score. But, the result of the students' test was better than students' yet before giving treatment.

Table 12
The Result of Students' Activities In Cycle 1

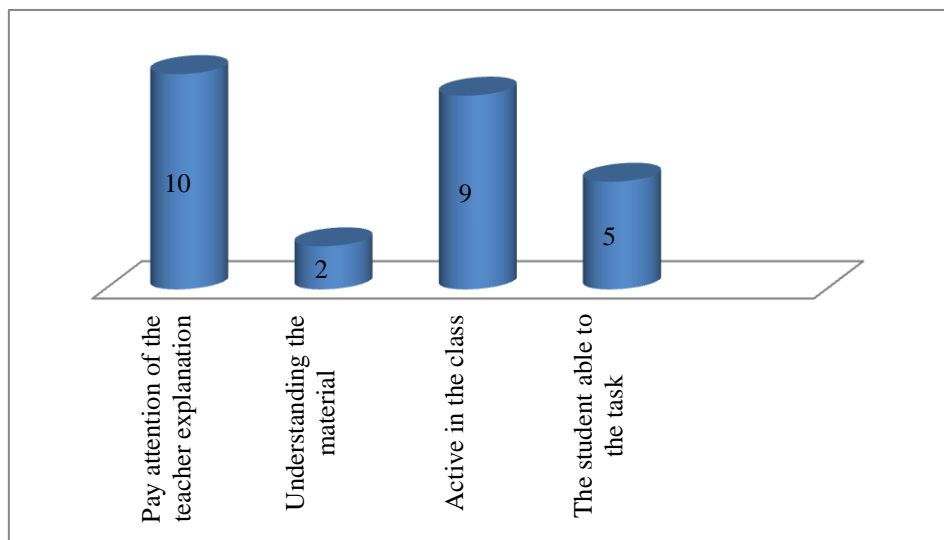
No	Name	Indicator			
		Pay attention of the teacher explanantion	Understa nding the material	Active in the class	The students able to the task
1	AS	√			
2	AS	√			
3	AM	√			√
4	AH			√	
5	AP		√		
6	AS	√			√
7	AA				√
8	AP	√			
9	AU			√	
10	AI				√
11	AS			√	

12	AG	√			
13	AP			√	
14	AH			√	
15	AD			√	
16	AK				√
17	AO				√
18	AN	√			
19	BY	√			
20	BP			√	
21	BR				√
22	BJ	√			
23	BS		√		
24	DN			√	
25	DA			√	
26	DF	√			
Total		10	2	9	5

Table 13
Frequency of students' activities result in cycle 1

No	Indicator	Frequency	Percentage
1	Pay attention of the teacher explanantion	10	38%
2	Understanding the material	2	8%
3	Active in the class	9	35%
4	The students able to the task	5	19%
	Total	26	100%

Graph 3
Frequency Of Students' Activities in Cycle 1



According to the result above, it can be concluded that the learning process is sufficient. Although there are some of students making noisy, it can be inferred that the learning process has done well.

d. Reflecting

From the result of cycle 1, it showed that there was an increasing of the result at pre-test and post-test 1. The students were interested enough in learning process although the condition of learning process

still uncontrolled. Some students still did not focus on the material and made the condition be noise.

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

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

3. Cycle II

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

a. Planning

The researcher prepares the lesson plan, the material and identifes the problem and finding the cause of the problem and plan to give the test and evaluation. The researcher made lesson plan better active than before. It mean that the learning process could do effective.

b. Acting

Based on the activities in the cycle 1, the process at cycle 2 was focused on the problem of cycle 1. There are still many weakness on cycle 1 such as the students do not confidence in the learning process, especially in reading comprehension ability, and lack of spelling, then the researcher planned to combined in the learning process for students in reading comprehension ability by using lexical method.

The lesson plan and all of the material that is needed for meeting in cycle 2 has been prepared. The meeting in cycle are:

a) The first meeting

The first meeting was done on Monday, 22nd , 2021, after greeting and briefing. The the learning continous to the material that was prepared. At this meeting the teacher told about asking and giving help.

b) The Second Meeting

The second meeting conducted on Friday, 26th ,2020. The material at this day is talking asking and giving help. At this meeting to measure the students' Reading Comprehension Ability after using lexical method the researcher tasted the students by oral test. The students should make a dialogue in pairs with their group. One by one group are called to go to in

front of the class. The teacher gave gifts for the group that practiced in front of class.

After give example, the researcher asked the students what the problems were. And than, the researcher gave conclusion. The reseacher closed the lesson with reflection of the lesson that day. The teacher gave promised would give gift for the perfect one group that do in the post test 2.

Table 14
The Students' Post- Test 2 Result of Cycle 2

No	Name	Score	Note
1	AS	85	Complete
2	AS	60	Incomplete
3	AM	70	Complete
4	AH	70	Complete
5	AP	60	Incomplete
6	AS	60	Incomplete
7	AA	75	Complete
8	AP	60	Incomplete
9	AU	85	Incomplete
10	AI	75	Complete
11	AS	85	Complete
12	AG	85	Complete
13	AP	75	Complete

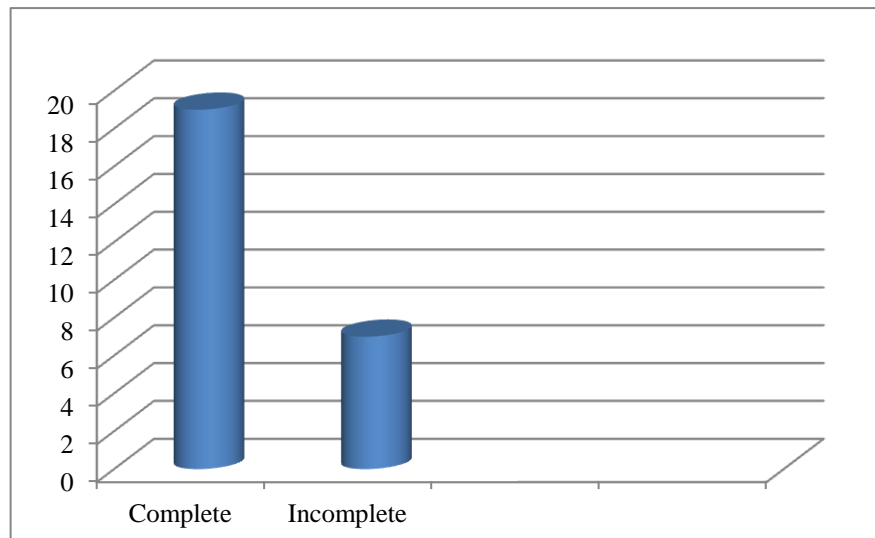
14	AH	85	Complete
15	AD	75	Complete
16	AK	60	Incomplete
17	AO	75	Complete
18	AN	60	Incomplete
19	BY	70	Complete
20	BP	60	Incomplete
21	BR	75	Complete
22	BJ	70	Complete
23	BS	75	Complete
24	DN	60	Incomplete
25	DA	75	Complete
26	DF	75	Complete
	Total	1721	
	Average	66,19	
	High Score	75	
	Low Score	60	

Table 15
Frequency of Students' Score at Post-test 2 of Cycle 2

No	Score	Frequency	Percentage	Category
1	≥ 70	19	73,07%	Complete
2	≤ 70	7	26,92%	Incomplete

	Total	26	100%	
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Graph 4
Frequency of Students' Complete at Post Test 2 Cycle 2



Based on the table above, it can be seen that there was an increasing from the score of post-test 1 and post-test 2. The highest score was 75 and the lowest score was 60. According to standard score, 70% students had passed the test. Most of students could develop their reading comprehension ability. It means that cycle 2 was succesful.

c. Observing

The observing was done by the researcher that presented about two meeting in cycle 2. In this stage the students more active and enthusiastic in following the teaching learning process. It can be seen as follow:

Table 16
The Result of Students' Activities in Cycle 2

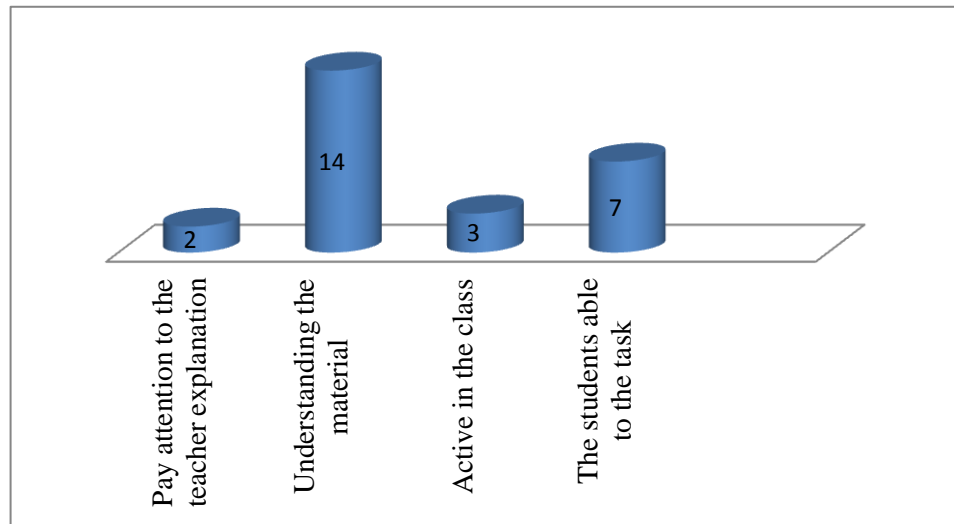
No	Name	Indicator			
		Pay attention of the teacher explanantion	Understanding the material	Active in the class	The students able to the task
1	AS		√		
2	AS		√		
3	AM		√		
4	AH		√		
5	AP		√		
6	AS		√		
7	AA		√		
8	AP		√		
9	AU		√		
10	AI				√
11	AS				√

12	AG			√	
13	AP				√
14	AH	√			
15	AD	√			
16	AK				√
17	AO				√
18	AN			√	
19	BY		√		
20	BP				√
21	BR				√
22	BJ		√		
23	BS			√	
24	DN				√
25	DA				√
26	DF		√		
Total		2	14	3	7

Table 17
Frequency of students' activities result in cycle 2

No	Indicator	Frequency	Percentage
1	Pay attention of the teacher explanantion	2	8%
2	Understanding the material	14	54%
3	Active in the class	3	11%
4	The students able to the task	7	27%
	Total	26	100%

Graph 5
Frequency Of Students' Activities in Cycle II



According to the result of the observation sheet above, it can be seen be concluded that the learning process was successful. It can be inferred that the learning process has done well and the students were active in the cycle 2.

d. Reflecting

The result of cycle 2 was be better than cycle 1. There was significant increase in this cycle. The condition of the class was getting better than before. It can be seen that the most of the students have not difficulty in reading comprehension ability. It happened because the teacher used lexical method. The students have serious in doing the assignment. In this meeting, most of students got good

score. It happened caused the teacher and the researcher has revised and increased the teaching and learning process in cycle 1.

In the second cycle, the students were also active to do assignment than before. They also enjoyed in group to ability. It means that the lexical method is effective to increase the students reading comprehension ability. The students who got score more than 65 were 19 (73,07%) out of 26 students. The research did not continue to the next cycle because the students' average 76,66.

C. Interpretation

1. Action and Learning Result in Cycle I and Cycle II

There was an increasing score of the students' pre-test, post test 1 and post test 2 in cycle I and cycle II. This is the result score as follow:

Table 18
The Result Score of Students' Pre test,
Post-test 1 and Post test 2

No	Name	Cycle I		Increasin g %	Cycle II	Increasin g %	Criteria
		Pre- test	Post- test I		Post test II		
1	AS	55	60	9.09	85	8.33	Increase
2	AS	55	60	9.09	60	0	Increase
3	AM	60	75	8.33	70	7.69	Increase
4	AH	75	65	0	70	7.69	Increase
5	AP	60	65	0	60	0	Constant

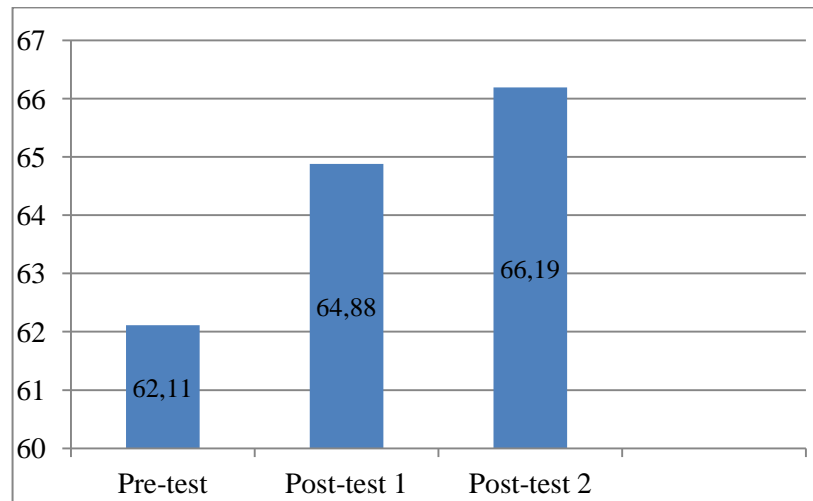
6	AS	55	60	9.09	60	0	Increase
7	AA	70	85	0	75	0	Increase
8	AP	60	60	0	60	0	Constant
9	AU	55	60	9.09	85	8.33	Increase
10	AI	70	75	4.28	75	0	Increase
11	AS	60	75	8.33	85	0	Increase
12	AG	75	75	0	85	0	Constant
13	AP	70	75	4.28	75	0	Increase
14	AH	60	65	8.33	85	0	Increase
15	AD	75	70	7.69	75	7.14	Increase
16	AK	60	60	0	60	8.33	Increase
17	AO	75	75	0	75	0	Constant
18	AN	55	60	9.09	60	0	Increase
19	BY	65	70	7.69	70	0	Increase
20	BP	55	60	9.09	60	0	Increase
21	BR	70	75	0	75	0	Constant
22	BJ	70	70	0	70	0	Constant
23	BS	60	75	8.33	75	0	Increase
24	DN	60	60	0	60	0	Constant
25	DA	70	75	4.28	75	0	Increase
26	DF	70	75	0	75	0	Constant
	Total	1615	1678		1721		

	Average	62.11	64.88		66.19		
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From the increasing each cycle, it can be seen know that the use of lexical method can increase the students' reading comprehension ability , because the students able to read in front of the class, they could increase their reading comprehension ability. It can be seen from the average 64,88% from the data become 66,19% in the cycle II. It means that the students could achieve the target, the target is 70% students gained score 65.

Furthermore the increasing score in each cycle can be seen in the graph below:

Graph 6
The Average of the Students' Score on Pre test,
Post test 1, and Post test 2



There was an increasing of the students who got score up to the standard from the pre-test to the post-test 1, and from post-test 1 to the post-test 2. From 12 students (46,15 %) in pre-test to 16 students (61,53%) in post-test 1 and become 19 students(73,07%) in post-test 2.

Based on the explanation above, the researcher concluded that the research was succesful because the result score of the students had achieved the indicator of succes that was 70% with the minimum mastery criteria was 65.

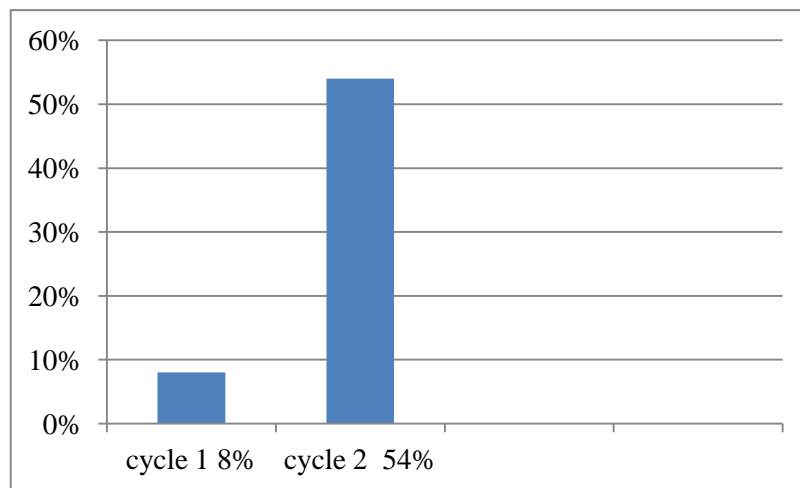
2. The Result of the Students' Activity

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in Cycle 1 and Cycle 2 can be seen as follow:

Table 19
The result of students' activities in cycle 1 and cycle 2

No	Indicator	Cycle 1		Cycle 2	
		Frequency	Percentage	Frequency	Percentage
1	Pay attention of the teacher explanantion	10	38%	2	8%
2	Understanding the material	2	8%	14	54%
3	Active in the class	9	35%	3	11%
4	The students able to the task	5	19%	7	27%
	Total	26	100%	26	100%

Grapich 7
The comparison of presentage students' activity in cycle 1 & 2



Based on the table above, it could be concluded that there is

an increasing of students' activities during the learning process of cycle 1 and 2 though using lexical method. It means that the lexical method has positive effect in improving the teaching learning process. And then, the students more active and easy to get the point from the material. Therefore, this research was stated finish and could be stopped in cycle 2 because the result of the students' activities had achieved the indicator of success that was 70% and the students get the Minimum Mastery Criteria (MMC) score is 65.

D. DISCUSSION

Based on the explanation of cycle I and cycle II, it could be inferred that the use of lexical method could increase the students' reading comprehension ability. There was a progress average score from pre-test was 62,11 there were 14 students (53,84%) who got score ≤ 65 , the average score post-test 1 in cycle I is 66,19 there were 16 students (61,53%) who got score ≤ 65 . The cycle II from the post-test 2 the average score is 68,94 there were 19 students (73,07%) who got score ≤ 65 . We could be seen that there was an improvement on the average score and total of the students who passed the test from pre-test, post-test I and post-test II.

In this case, students of SMP Muhammadiyah 4 Metro have low skill in the reading. So, the researcher have to be more creative to make students more active in learning process especially in reading. It was the reason why the researcher choose lexical method as a technique to improve the students' reading comprehension ability because this game seems to be good way in learning process. Lexical method contained some steps that made the student more active to learning with other students so that the students' reading comprehension ability could improve after trained lexical method continuously.

Moreover, the researcher used a lexical method contained of some steps in order to improve the students' reading comprehension ability. The researcher made some groups consist of 4 students in each groups. The researcher explained the rule of the game to each groups and asked them to share what they got in each groups, the students read well and the students become confidence with their self. This activity was did until the end of the meeting. After did the the cycle I, and cycle II the students' reading comprehension ability was in increase because the researcher used lexical method.

CHAPTER V

CONCLUTION AND SUGGESTION

A. CONCLUTION

Based on the result of classroom action research, the researcher would like to conclude as follows:

SMP Muhammadiyah 4 Metro is located at Purwosari, North Metro Lampung. It was established on 1996. It was school that want to continue to improve its quality from academic field to the facilities and infrastructure that support the teaching and learning process.

The lexical method is teaching foreign languages described by M. Lewis in the 1990. The basic concept on which this approach rests is the idea that an important part of learning a language consists of being able to understand and produce lexical phrases as chunks.

Lexical method is a method that used in English subject was very affective to increase the students' reading comprehension ability of seventh graders of SMP Muhammadiyah 4 Metro. Even though in cycle 1 the students' reading comprehension ability got enough score but the cycle 2 most of the students achieve the target of success in this research. Based on the explanation of cycle 1 and cycle 2, it could be concluded that the use of lexical method could increase students' reading comprehension ability. There was progress based on their average score in the pre-test which was 62,11 increase

to 64,88 in post-test 1 and finally became 66,19 in post-test 2, it could be seen that there was an effective progress from pre-test, post-test 1, and post-test 2.

In increasing the students' reading comprehension ability, lexical method as a method to train the students' reading comprehension ability and made the students more interested in learning English Grammar.

Furthermore, it can be inferred from the discussion above that by lexical method, students had an increasement in reading comprehension ability. The students felt easier better than before... It is proven in their learning result, which was showed a significant increasement from pre-test until post-test 2.

B. SUGGESTION

Based on the result of the research conducted and the conclusion obtained, the researcher would like suggest as follow:

1. The students are suggested to be active in learning process in order to they can understand the material and increase their result especially in reading comprehension ability.
2. The English teacher was suggested to use lexical method because this method is very effective to increase the students' reading comprehension ability.
3. The principle is supposed to give more motivation to the students in order to the students can more excite in English.

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DOKUMENTASI



CURRICULUM VITAE



My name is Daeng Yodaniako. I was born in Banyuwangi on 6th Mei 1995, and live in Bangun Rejo, Lampung Tengah. I'm the children of Mr. Sukoyo and Mrs. Sri Suwarni. My father has a job as driver and my mother is a housewife.

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