

**AN UNDERGRADUATE THESIS**

**IMPROVING THE STUDENT'S READING COMPREHENSION  
THROUGH LEARNING - CENTERED METHOD  
AMONG THE ELEVENTH GRADE  
AT MA BUMI NABUNG ILIR CENTRAL LAMPUNG**

**By:  
Dian Mayleni Afsari  
Student Number: 14121197**



**TARBIYAH AND TEACHERS TRAINING FACULTY  
ENGLISH EDUCATION DEPARTMENT**

**STATE ISLAMIC INSTITUTE OF METRO  
2020 M / 1441 H**

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**THROUGH LEARNING - CENTERED METHOD**  
**AMONG THE ELEVENTH GRADE**  
**AT MA BUMI NABUNG ILIR CENTRAL LAMPUNG**

Presented as a Partial Fulfillment of the Requirements  
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In English Education Department

By:  
Dian Mayleni Afsari  
Student Number: 14121197

Tarbiyah and Teachers Training Faculty  
English Education Department

Sponsor : Dr. Widhiya Ninsiana, M.Hum  
Co-Sponsor : Trisna Dinillah Harya, M.Pd

**STATE ISLAMIC INSTITUTE OF METRO**  
**2020 M / 1441 H**



**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](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

**APPROVAL PAGE**

Title : IMPROVING THE STUDENT'S READING  
COMPREHENSION THROUGH LEARNING CENTERED  
METHOD AT ELEVENTH GRADE MA BUMI NABUNG ILIR  
CENTRAL LAMPUNG

Name : Dian Mayleni Afsari  
NPM : 14121197  
Department : English Education  
Faculty : Tarbiyah and Teacher Training

**APPROVED BY:**

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of  
Metro.

Sponsor

**Dr. Widhiya Ninsiana, M.Hum**  
NIP. 19720923 200003 2 002

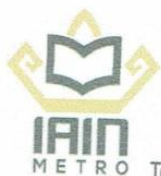
Metro, January 2020

Co-Sponsor

**Trisna Dinillah Harya, M.Pd**  
NIP. 19830511 200912 2 004

The Head of English Education Department

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



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**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](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iain@metrouniv.ac.id](mailto:tarbiyah.iain@metrouniv.ac.id)

**NOTA DINAS**

Nomor :  
Lampiran : -  
Perihal : Mohon Dimunaqosyahkan Skripsi  
Saudari Dian Mayleni Afsari

Kepada Yth.,  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri (IAIN) Metro  
di-

Tempat

*Assalamu 'alaikum Wr. Wb.*

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama : Dian Mayleni Afsari  
NPM : 14121197  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris (TBI)  
Judul Skripsi : IMPROVING THE STUDENT,S READING COMPREHENSION  
THROUGH LEARNING CENTERED METHOD AT ELEVENTH  
GRADE MA BUMI NABUNG ILIR CENTRAL LAMPUNG

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

*Wassalamu 'alaikum Wr. Wb.*

Pembimbing I

**Dr. Widhiya Ninsiana, M.Hum**  
NIP. 19720923 200003 2 002

Metro, January 2020  
Pembimbing II

**Trisna Dinillah Harya, M.Pd**  
NIP. 19830511 200912 2 004



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

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

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

**NOTIFICATION LETTER**

Number :  
Appendix :  
Matter : In order to hold the munaqosyah  
of Dian Mayleni Afsari

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

*Assalamu 'alaikum, Wr. Wb*

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

Name : Dian Mayleni Afsari  
Student Number : 14121197  
Department : English Education  
Faculty : Tarbiyah and Teaching Training  
Title : IMPROVING THE STUDENT,S READING  
COMPREHENSION THROUGH LEARNING CENTERED  
METHOD AT ELEVENTH GRADE MA BUMI NABUNG  
ILIR CENTRAL LAMPUNG

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

*Wassalamu 'alaikum Wr. Wb*

Sponsor

**Dr. Widhiya Ninsiana, M.Hum**  
NIP. 19720923 200003 2 002

Metro, January 2020

Co-Sponsor

**Trisna Dinillah Harva, M.Pd**  
NIP. 19830511 200912 2 004



**RATIFICATION PAGE**

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An Undergraduate thesis entitled: IMPROVING THE STUDNT'S READING COMPREHENSION THROUGH LEARNING CENTERED METHOD AMONG THE ELEVENTH GRADE AT MA. BUMI NABUNG ILIR CENTRAL LAMPUNG, written by Dian Mayleni Afsari, student number 14121197, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Wednesday, 15<sup>th</sup> January 2020 at 11:00 - 13:00

**BOARD OF EXAMINERS:**

Chairperson	: Dr. Widhiya Ninsiana, M. Hum	(.....)
Examiner I	: Dr. Umi Yawisah, M. Hum	(.....)
Examiner II	: Trisna Dinillah Harya, M.Pd	(.....)
Secretary	: Tika Mayang Sari, M.Pd	(.....)



The Dean of Tarbiyah and Teaching Training Faculty



**Dr. Akla, M.Pd**

NIP. 19691008 200003 2 005

**IMPROVING THE STUDENT'S READING COMPREHENSION  
THROUGH LEARNING - CENTERED METHOD  
AMONG THE ELEVENTH GRADE  
AT MA BUMI NABUNG ILIR CENTRAL LAMPUNG**

**ABSTRACT**

**By:**

**DIAN MAYLENI AFSARI**

The purposes of this research are to show that using Learning Centered Method can improving the students' reading comprehension and students' learning activities at the eleventh graders of MA Bumi Nabung Ilir East Lampung.

The researcher had outlined the problem in this research that focused on reading comprehension. It is related on the problem identification that the students have low motivation to learn English especially in reading, they get 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 is classroom action research that consisted of two cycles. The research was conducted at MA Bumi Nabung Ilir East Lampung on XI class which consisted of 30 students. The data collecting technique used test, documentation, observation and field note. Regarding to the research process, the researcher gave the pre-test for the students to know their reading comprehension score. Then, the researcher gave the treatment for the students. In addition, the change of the students' comprehension score could be known through post test that had been given in every cycle. The test consisted 20 items of multiple choice forms.

The result of the research illustrated the average of the students' score in pre-test was 62,17 and post test 1 was 72,83 and post test 2 in cycle II was gained the average score was 77. The condition of the class was getting better. The students were more active in English learning process. In summing up it may be stated that using Numbered Heads Together (NHT) strategy can improve the students' reading comprehension at the eleventh graders of MA Bumi Nabung Ilir Central Lampung.

**Keywords:** *Reading Comprehension, Learning Centered Method.*

**PENINGKATAN PEMAHAMAN MEMBACA SISWA METODE  
MELALUI *LEARNING CENTERED* PADA SISWA  
KELAS SEBELAS MA BUMI NABUNG ILIR  
LAMPUNG TENGAH**

**ABSTRAK**

**Oleh:**

**DIAN MAYLENI AFSARI**

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan Metode *Learning Centered* dapat meningkatkan kemampuan pemahaman membaca dan aktifitas pembelajaran pada siswa tingkat XI MA Bumi Nabung Ilir Lampung Timur.

Permasalahan yang diangkat oleh peneliti dalam penelitian ini berkaitan dengan kemampuan pemahaman membaca. Hal ini berdasarkan pada identifikasi masalah yang menjelaskan bahwa siswa mempunyai motivasi rendah untuk belajar bahasa Inggris khususnya materi membaca, mereka mengalami kesulitan dalam memahami topik utama dan informasi pada teks, dan mereka pula tidak tertarik terhadap metode yang digunakan di kelas. Mereka selalu bosan pada saat materi membaca bahasa Inggris.

Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) yang terdiri dari 2 siklus. Penelitian ini dilaksanakan di MA Bumi Nabung Ilir Lampung Timur pada kelas XI yang terdiri dari 30 siswa. Teknik pengumpulan data pada penelitian ini menggunakan teknik test, dokumentasi, observasi, dan catatan lapangan. Tahapan-tahapan dalam proses penelitian yaitu peneliti memberikan pre-test kepada siswa untuk mengetahui kemampuan pemahaman membaca siswa. Kemudian, peneliti memberikan tindakan kepada siswa dalam setiap siklusnya. Perubahan nilai dari siswa akan diketahui melalui hasil post test yang dilakukan dalam setiap siklus. Test ini terdiri dari 20 soal berbentuk pilihan ganda.

Selanjutnya, berdasarkan penelitian yang telah dilakukan, peneliti mendapatkan hasil penelitian dengan nilai rata-rata pre-test adalah 62,17 post test 1 adalah 72,83 dan post test 2 pada siklus II adalah 77. Kondisi kelas menjadi jauh lebih baik. Siswa-siswa menjadi lebih aktif untuk mengikuti proses pembelajaran bahasa Inggris. Kesimpulannya adalah penggunaan Metode *Learning Centered* dapat meningkatkan kemampuan pemahaman membaca dan aktifitas pembelajaran siswa pada tingkat XI MA Bumi Nabung Ilir Lampung Timur.

**Kata Kunci :** *Pemahaman Membaca, Metode Learning Centered.*



## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Dian Mayleni Afsari  
St. Number : 14121197  
Faculty : Tarbiyah And Teacher Training Faculty  
Department : English Education Department

States that this Undergraduate Thesis is original except certain part of it quoted from the bibliography mentioned.

Metro, January 2020

Researcher



**DIAN MAYLENI AFSARI**  
**NPM. 14121197**

## ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Dian Mayleni Afsari  
NPM : 14121197  
Jurusan : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

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

Metro, Januari 2020  
Penulis,



**DIAN MAYLENI AFSARI**  
**NPM. 14121197**

## MOTTO

خَلَقَ الَّذِي رَبِّكَ بِأَسْمِ أَقْرَأَ ﴿١﴾

“Read in the name of your Lord who created”

(Qs. Al-Alaq:1)

*“Enjoy Difficulties, Because of The Difficulties Behind it Must Be Easy”*

*-Salvador Dali-*

## **DEDICATION PAGE**

This undergraduate thesis is especially dedicated to:

My beloved family, especially my parents (Mr. Sulbani and Mrs. Sumini), my sister ( Gadis Ramadhani ),my future husband (Yan Pratama),my beloved friend's (Anis Oktaviani,Anggit Anggraeni,Diah Wiharti,Maya Hardianingrum and Selly yanawati) who always pray and support me by their endless love.

My Sponsor and Co-sponsor, thanks for guiding.

My beloved Almamater of State Institute for Islamic Studies (IAIN) of Metro.

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Glory be to Allah SWT, the most gracious merciful, who always gives all what we need. Allah has given His gift to the writer that she could finish her research proposal. This proposal of Mentopen 2 entitled **IMPROVING THE STUDENT'S READING COMPREHENSION THROUGH LEARNING CENTERED METHOD AT ELEVENTH GRADE MA BUMI NABUNG ILIR CENTRAL LAMPUNG.**

The writer would like to thank her parent for financial and spiritual support. Her deepest thanks to Dr. Widhiya Ninsiana, M.Hum and Trisna Dinillah Harya, M.Pd for their spending time to support and guide the writer to finish this proposal. The writer also would like to express her thanks to the honorable lecturers of English Education Study Program who help her, the students of English Education Study Program who become a good partner in studying English and also all her friends whenever they are who support and pray for her.

The writer apologizes for all mistakes of this proposal. Hopefully, this writing can be a meaningful benefit for the writers especially and for our campus and all readers generally.

Metro, January 2020  
The writer,



**Dian Mayleni Afsari**  
**St. Number 14121197**



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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

Language is a tool to interact and communicate to convey information from one person to another. Without language, it's difficult to provide the intend and information to be conveyed. Besides being used in the environment, people use language as a means of international communication among the nations all over the world. It is important for us to learn language especially English since it is used as a means of communication among nation in the world.

The English Language is an international language that used by most peoples in the world. English is also called as the target language that has to be taught teaches in Indonesian schools. In fact, English has four skills (listening, speaking, reading, and writing) that have to be mastered by students.

The Reading is about looking for information of the text. Reading is not easy to be learned because reading needs maximal reading skill. Many problem that faced by reader when they want to achieve a purpose of reading. Those problem are about reading habit, reading technique, eyes work, motivation, and reading interest. Maximal reading skill can not be achieved, if still any bad habit when they are reading. One of the readers' bad habit is interpret word by word of the text. Therefore, it is not effective because they need much time to interpret all the word of the text. Maximal reading

comprehension cannot be achieved if do not have mastery of readings' techniques. And then, without motivation and the high of reading interest,maximal reading skill cannot be achieved too.

The reading as make a several technique, strategy, and method. But, the researcher make a method is learning centered method. The learning methodas the implementation of a competency-based curriculum where methods of teaching and assessment focus on students.

In motivating students to read, teacher should find out some techniques that can attract the students' motivation and interest. The students need technique that can be motivate and increase their ability, especially in reading skill. If the students interested in what they do, they will enjoy their teaching learning process and more understand about material given.

In fact, there are some kinds of reading technique. However, they do not choose and use one of the effective strategy in reading. In fact some students with reading comprehension interpret word by word which inefficient in reading comprehension.

In MA Bumi Nabung Ilir, a pra survey have been on March 26th,2018.The students should learn reading effectively in order they can be find the information according a text. But, the students feel bored and lazy when they must read a text, even less answer the questions about the text. They have difficulties to answer the question according a text because they do not know how to get information of the text easily and they need much time

for understanding a text exactly. Moreover, the students have low motivation to read a English learning.

Therefore, based on the pre survey, the writer got the data of reading comprehension at the eleventh grade of MA BumiNabungIlir. The data can be seem as follow:

**Table 1**  
**The Data Students' of Score Reading Test at the Eleventh Grade of**  
**MA Bumi Nabung Ilir**

No	Name	Score	Explanation
1	AK	40	Uncomplete
2.	AS	40	Uncomplete
3	AA	50	Uncomplete
4	AZ	50	Uncomplete
5	AA	30	Uncomplete
6	AN	70	Complete
7	DT	80	Complete
8	DH	70	Complete
9	IW	30	Uncomplete
10	JL	20	Uncomplete
11	KU	50	Uncomplete
12	LS	60	Uncomplete
13	MM	20	Uncomplete
14	MA	60	Uncomplete
15	MF	60	Uncomplete
16	MZ	40	Uncomplete
17	NN	70	Complete
18	NE	20	Uncomplete
19	NH	50	Uncomplete
20	NL	70	Complete
21	NA	40	Uncomplete

22	RP	50	Uncomplete
23	RS	40	Uncomplete
24	SA	50	Uncomplete
25	SN	50	Uncomplete
26	SN	40	Uncomplete
27	SN	60	Uncomplete
28	TS	50	Uncomplete
29	UH	30	Uncomplete
30	UL	40	Uncomplete

Source: The Data of Pre Survey on March 26th, 2019

**Table 2**  
**The Percentage of the Students Reading Test among the Eleventh Grade at**  
**MA Bumi Nabung Ilir**

No	Grade	Explanation	Frequencies	Percentage
1	< 65	Uncomplete	25	80
2	≥ 65	Complete	5	20
		Total	30	100 %

Source: Taken on pre survey of study reading comprehension at the first semester of the eleventh grade of MA Bumi Nabung Ilir at the First Semester in the Academic Year of 2019/2020.

The table above represents that only 5 students from 30 students get good score (completed) in reading test. The minimum mastery criteria (KKM) for English in MA Bumi Nabung Ilir is  $\geq 65$ . It can be seen that 25 students belong to be uncompleted for the score  $< 65$  and only 5 students can do well in reading test. It can be explained that 25 students have low reading comprehension.

Related to the problems above, the researcher wants to give the information about one of the learning methods that can improve the students' reading comprehension. It is Learning Centered method. Learning Centered



method is conceptualised as an instructional approach that focuses on helping students to construct understanding of concepts and principles using their prior knowledge and experiences from their day-to-day life. Each student divided into small group and they should learn about the material that has been decided.

This method was one of the ways in teaching reading comprehension with group work. It hopefully can make the students to have high motivation to read, learn and comprehend the text in reading because they should be accountable about the number that they get. Therefore, the researcher hopes that Learning Centered method suitable to be applied in teaching reading comprehension.

It can be concerned that the researcher would like to conduct this research entitled Improving the Reading Comprehension by using Learning Centered method among the Eleventh Grade at MA Bumi Nabung Ilir.

## **B. Problem Identification**

Regarding to the background of the study, the writer identifies the problem as follows:

1. The students are not interested in the reading subject
2. The students have low vocabulary
3. The students can not identify the purpose of text
4. The students can not identify the main idea of the text.

### **C. Problem Limitation**

Based on the problem identification above, there were several student problems. In this research, the researchers focused on the students can not identify the main idea of the text. The research will be focused on the students of the eleventh grade of MA Bumi Nabung Ilir find the difficulties to improve their reading comprehension.

### **D. Problem Formulation**

Regarding to the problem limitation above, the researcher would like to identify the problem formulation as follows “ Can learning centered method improve the Students’ Reading Comprehension among the Eleventh Grade at MA Bumi Nabung Ilir”?

### **E. The Objective and Benefit of the study**

#### **1. The Object of the Research**

The objective of this research is to find out whether there was any positive and significant improving of using learning centered method on the students’ reading comprehension at the eleventh grade of MA Bumi Nabung Ilir.

#### **2. Benefits of the study**

##### **a. For the Students:**

- 1) To enable the students to improve reading comprehension in the most efficient way.

- 2) To show that using learning centered method can improve the students' learning activities at the eleventh grade of MA BumiNabungilir.

b. For the Teachers:

- 1) To enable were given English teachers some ideas of various ways of teachingreading to students in the classroom
- 2) To enable were the teachers to know the advantages of learning centered method to teach reading comprehension more effectively and interestingly.

## CHAPTER II

### REVIEW OF THE RELATED THEORIES

#### A. Theoretical Review

##### 1. Concepts of Reading Comprehension

###### a. Definition of Reading Comprehension

Reyko defined reading is an important skill for English language learners in today's world, it supports the development of overall proficiency and provides access to crucial information at work and in school.<sup>1</sup> It means that, reading has an important thing in education world, through reading people can understand what the meaning of the text and also can help the people to get some information that the people need, not only in education world but also in world job through reading.

According to Karen Tankersley reading is a complex process made up of several interlocking skills and processes.<sup>2</sup> It can be said that reading is one of basic skills that have a positive effect, because in reading the students not only get the information of the text but also increasing their vocabulary knowledge on their spelling and on their writing through reading.

Moreover, Praveen and Patel say that reading is most useful and important skill for people. This skill is more important than speaking and

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<sup>1</sup> Reyko Kamiyama, "*CAR a Means for Motivating Students to Read*" (United States: English Teaching Forum, 2009, Number 3, p. 32

<sup>2</sup> Karen Tankersley, *Treads of Reading*, (United State of America: Association for Supervision and Curriculum Development , 2003), p. 2

writing.<sup>3</sup> It means that, reading is a process of sequence between something that is written with the knowledge about speaking and writing.

Based on the quotation above, it can be inferred that reading is a complex activity process which is very important involving the language and though in order to get meaningful message, science of information that to sent by writer through such as graphic symbol, written verbal symbol.

According to Sharon and Sylvia, Comprehension is the active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas.<sup>4</sup> In these senses, comprehension is the understanding of the text which involves reader's interaction and prior knowledge to get information in the text.

According to Linda and Carla, Comprehension is a complex process regulated by cognitive, emotional, perceptual, and social experiences.<sup>5</sup> In other word, knowledge of the word gave a role play to expression and understanding the reading text.

Meanwhile, according to McNamara "...comprehension is not always effortless and fast, of course. When beginning readers struggle over individual words, reading is slowed to a near halt and deeper levels of

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<sup>3</sup> M.F. Patel and Praveen M. Jain, *English Language Teaching*, (Jaipur: Sunrise Publishers and Distributors, 2008), p. 113

<sup>4</sup> Sharon Vaughn and Sylvia Linan – Thompson, *Research-Based Methods of Reading Instruction*, (Virginia USA: ASCD, 2004), 3th Edition, p. 98

<sup>5</sup> Linda J. Dorn and Carla Soffos, *Teaching For Deep Comprehension*, (Australia: Stenhouse Publishers, 2005), p. 14

comprehension are seriously compromised”.<sup>6</sup> In this sense comprehension is not the ability how fast the reader can find the information in the text but how effective their comprehension to comprehend the text. Thus, comprehension needs deeper thinking to understand the text that the readers read.

Based on the quotation above, it can be concluded that comprehension is to understand that encompasses ability to construct meaning and knowledge related of the activities that include the purpose associated with reading.

Then, according to Snow reading comprehension is a process of simultaneously extracting and constructing the meaning through interaction with the text.<sup>7</sup> It means that, in comprehending the text that involves the interaction both reader and text which is interrelated each other across pre-reading, reading and post-reading.

Gordon Wainwright assumes that reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities.<sup>8</sup> The complex process of this defines is the students must be able to select the important point or the main idea of the text, and find the differences of fact or opinion, and they must able to conclude an overall text that they have read before.

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<sup>6</sup>Danielle S. McNamara, *Reading Comprehension Strategies: Theories, Interventions, and Technologies*, (New Jersey: Erlbaum Associates, inc., Publishers, 2007), p. 4

<sup>7</sup>Catherine Snow, *Reading for Understanding*, (Pittsburgh: RAND Education, 2002), p. 11

<sup>8</sup>Gordon Wainwright, *How to Read Faster and Recall More*, (United Kingdom: How To Content, a Division of How To Books Ltd, 2007) p. 35

Moreover, Judi Moreillon define reading comprehension is strategies tools that proficient readers use to solve the comprehension problems they encounter in texts.<sup>9</sup> It means that, reading comprehension is the comprehend to find and understand new thing the readers read by using their knowledge actively.

Based on the quotations above, it can be inferred that reading comprehension is the looking for meaning that involves much more that reader's responses to the text to understand each new thing we read.

#### **b. The Models of Reading**

There some models of reading :

##### **1) The Top-down Model**

In top-down is processing the readers or listeners gets a general view of the reading or listening passage by, in some way, absorbing the overall picture.

##### **2) The Bottom-up Model**

In Bottom-up is processing, on the other hand, the readers or listeners focuses on individual words and phrases, and achieves understanding by stringing these detailed elements together to build up a whole.<sup>10</sup> In other words, Bottom-up is processing of the readers understand the linguistics signals

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<sup>9</sup> Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (American Library Association: Chicago, 2007) p. 10

<sup>10</sup> Jeremy Hermer, *The Practice of English Language Teaching*, Longman : Longman, p.201

### **c. The Importance of Learning Reading Comprehension**

Reading comprehension skills increase the pleasure and effectiveness of reading. Strong reading comprehension help in all the other subjects and in the personal and professional lives. The high stake test that control advancement through elementary, middle, and high school and which determine entrance to college are in large parts, a measure of reading comprehension skills. In short, building reading comprehension skills require a long term strategy in which all the reading skills areas fluency, and vocabulary will contribute to success. Reading comprehension is important for the students in the class, because by understanding of reading much the information that has been taken from the text.

### **d. Level of Comprehension**

Accoding to Petter reading comprehension is considered to occur at four levels of complexity. These levels are often referred to as literal level, inferential level, critical level and creative level. There are four levels of comprehension :

#### **1) Literal Level**

literal level the basic facts are understood. For example, knowing that the lady's name is Miss Chow; she lives in an apartment on the 10th floor; her neighbours are noisy; she has complained to the landlord before. This information is contained explicitly within the text.



## 2) Inferential Level

At the inferential level the reader is able to go beyond what is written on the page and add meaning or draw conclusions. For example, Miss Chow believes that her landlord will tell the neighbours to be less noisy, that he will sort the matter out for her. It can also be inferred that things may not improve even if the landlord does complain.

## 3) Critical Level

critical level the reader assesses the good sense of what he or she is reading, its clarity, accuracy and any apparent exaggeration or bias. For example, when Miss Chow's landlord offers her a different apartment on the 18th floor and says it is the best apartment, with the best view of the harbour, the reader knows he could be exaggerating.

## 4) Creative Level

creative level the reader can take information or ideas from what has been read and develop new ideas from them. The creative level stimulates the reader to new and original thinking. For example, the reader comes to understand that landlords should write a clause in their leasing agreement to say that if the tenant

makes noise and the landlord receives complaints, the tenant will be asked to leave within one week.<sup>11</sup>

#### **e. Indicators of Reading Comprehension**

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

- 1) The purpose of the testing (screening, progress monitoring, assessing level of reading, research, or assessing students' competence in comparison to peers).
- 2) The specific information needed about the student's reading comprehension (types of questions missed, level).
- 3) The number of students being tested (i.e., an individual, a small group, or a whole class).
- 4) 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).
- 5) Whether the test is an individually or group-administered test.
- 6) 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

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<sup>11</sup> Weswood, Peter. *Reading and Learning Difficulties : Approaches assesment*, Australia : ACER Press, 2001, p.21

progress over time—students are given one version of the test as a pretest and another as a posttest).

- 7) For norm-referenced tests, the extent to which the norming sample is similar to the students to whom the test will be administered.
- 8) The examiner's qualifications (e.g., whether the tester has the skills to give highly specific tests).
- 9) The amount of training needed to administer a test, score it, and interpret results (e.g., norm-referenced tests typically require some training).<sup>12</sup>

#### **f. Measurement of Reading Comprehension**

To know how far the students' reading comprehension should be measured use the assessment of reading comprehension. There are many kind of questions of reading comprehension they are:

##### **1) Pronominal Question, Imperatives**

The questions require learners to make a written answer which can range in length from a single word to several paragraphs. Usually for comprehension, short answers are required and these forms of questions are called short answer question.

##### **2) True/False, Yes/No, Alternatives Question, Multiple-choice.**

In these questions the answer is contained within the questions or instructions. Multiple-choice question focus on detail and more

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<sup>12</sup> Janette K. Klinger, Sharon vaughn, Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, New York : London, 2007, p. 17

general aspect on the text. The correct answer is not always shorter or longer than the distractor.

### 3) Transfer Information

Incomplete information can be used to measure comprehension of the text. The learners read the text and fill in the diagram with short notes.<sup>13</sup>

### g. The Scoring of Reading Comprehension

To know the achievement of reading comprehension abilities should be measured by using the assessment of reading. There are the measurements of reading comprehension related to Grenall and Swan, as follows:<sup>14</sup>

Table 1

The Measurement of Reading Comprehension

No.	Criteria	Score
1.	Students can identify the meaning of the ideas in the text	0-25
2.	Students can identify the communicative purpose of the text	0-15
3.	Students can identify main idea of the text	0-25
4.	Students can identify information contained in the text	0-35
	<b>Total</b>	<b>100</b>

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<sup>13</sup> I.S.P. Nation, *TeachingESL/EFL Reading and Writing*, New York : Routledge, 2009, p.77-79

<sup>14</sup> Simon Grenall and Michael Swan, *Effective Reading: Reading Skill for Advanced students: Teacher's book*, (USA: Cambridge University Press, 1994), p.34.

## **2. Concept of Learning Centered Method**

### **a. Definition of Learning Centered Method**

According to Dupin-Bryant, learning centred method as a style of instruction that is responsive, collaborative, problem-centred and democratic in which both learners and the instructor decide how, what and when learning occurs.<sup>15</sup> Therefore, in learner centred learning, learners are considered first that is contrast to teacher centred approach.

McCombs and Whisler stated, Learning Centered Method perspective that couples a focus on individual learners with a focus on learning.<sup>16</sup> It means that, Focusing on individual learners implies looking at their heredity, experiences, perspectives, backgrounds, talents, interest, capacity and needs.

Moreover Tanzania, P, policy documents and curriculum vision, defines Learning Centered methods, as the implementation of a competency-based curriculum where methods of teaching and assessment focus on students' learning. Learning Centered methods emphasize knowledge and skills that are constructed by students, rather than directed by instructors.<sup>17</sup> Nunan assumes that, Learner-Centered Method, "learners are closely involved in the decision-making

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<sup>15</sup> Dupin-Bryant, P. A., *Teaching Styles of Interactive Television Instructors*, A descriptive study, The American journal of distance education, 18(1), (2004), p.39-50.

<sup>16</sup> McCombs, B. L., *What do we know About Learners and Learning? The Learner-Centered Framework: Bringing the System into Balance*. (Educational Horizons, 2000). P.69

<sup>17</sup> The United Republic of Tanzania, (1993). *The Tanzania Education System for the 21st Century: Report of the Task Force*. Dar es Salaam: Division of University of Leeds Media Services.

process regarding the content of the curriculum and how it is taught” It means that, A learner may participate by simply signing up for a course and being physically present. What is aimed for, however, is the highest level of participation, in which learners have considerable control and responsibility for classroom activities.

In summary, Learning Centered Method could be conceptualised as an instructional approach that focuses on helping students to construct understanding of concepts and principles using their prior knowledge and experiences from their day-to-day life. Teaching strategies are tailored to students’ lives and teachers encourage students to analyse, interpret, and predict information. Effective dialogue and students’ active participation in the classroom processes becomes the defining feature of Learning Centerd Method. This means that effective Learning Centerd Method should result in the students’ knowledge construction. Students should be involved in activities that stimulate creativity, critical thinking, and problem solving skills.

#### **b. Type of Learning Centered Method**

The type using Learning Centered Method can be stated in the following :

- 1) drama is a kind of LCMs that one can perform as a play. Under such play, learners act out of a play or story knowing that would be the results.

- 2) Pair or is a kind of group work that used for doing oral or written exercises. Under such method, the pair asks each other question in turn.
- 3) Role-play is the act of behaving in a way typical to someone else or of imaginary person, either unconscious or for the purpose of learning process.
- 4) Debate is a forum for exchanging ideas and opinions especially between two groups/people that take on opposite views.<sup>18</sup>

These methods help the students to draw attention and interest in learning and encourage active interaction among teachers and students.

### **c. Advantages and Disadvantages of Learning Centered Method**

#### **1) Advantages of Learning Centered Method**

- a) Students develop learning and other skills and gain meaningful knowledge that will help them throughout life.
- b) It can help to build social skills and self-esteem.
- c) And also students gain more emotional and cognitive support from their peers.
- d) The relationship between rights and responsibilities is learned.
- e) Students discover that learning is interesting and fun.
- f) Teachers have less traditional work to do.

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<sup>18</sup> Dupin-Bryant, P. A., *Teaching Styles*, The American journal of distance education, 18(1), (2004), p. 89

- g) Students are more attentive and willing to participate in the class.
- h) Complaints about irrelevance and unfairness decrease.
- i) Reports and papers generated by students increase a teacher's collection of useful information.
- j) The pupil has more of an active role to play in their learning.
- k) Students can adapt the way they learn, to make their studies more effective.
- l) The ideal situation for this type group work is that weaker students should be placed with more able students to act as scaffolding.
- m) Students work on projects or problems in teams with both personal and team accountability for conceptual understanding.
- n) Students work together in achieving goals by upholding the norms of the group.
- o) Students are actively helping and motivating spirit to succeed together.
- p) Active role as peer tutors to further enhance the group's success.
- q) Interaction between students with increasing their ability to argue.



In addition to these advantages of cooperative learning also have shortcomings, according to Dees including the following:

## **2) Disadvantages of Learning Centered Method**

- a) It requires a longer time for students so it is difficult to achieve curriculum targets.
- b) Take a long time for teachers so that teachers in general do not want to use cooperative learning.
- c) It requires special skills of teachers so that not all teachers can do or use of cooperative learning.
- d) Specific nature of student demands, such as the nature likes to work together.<sup>19</sup>

Based on the above, the reasearcher assumes that clearly the Learning Centered Method has one of its positive is that it to teach the language and not about the language. Although the Learning Centered Method has positive and negative impact, the teacher and the students are more like partners in the teaching and learning process, the teacher is as the facilitator of the language and the students is the active learners who are active in learning and exploring the target language.

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<sup>19</sup> *Ibid.*,

#### **d. Using Learning Centered Method to Teach Reading Comprehension**

Learning Centered Method is members of learning teams, usually composed of four or five individuals, count off: 1, 2, 3, or 4. The instructor poses a question, usually factual in nature, but requiring some higher order thinking skills. Students discuss the question, making certain that every group member knows the agreed upon answer. The instructor make a small group and the team members originally designated that number during the count off respond as group spokespersons, because no one knows which a small group the teacher will call, all team members have a vested interest in understanding the appropriate response. Again, students benefit from the verbalization, and the peer coaching helps both the high and the low achievers. Class time is usually better spent because less time is wasted on inappropriate responses and because all students become actively involved with the material.

This strategy can be used in learning process of reading course. It can improved the students' motivation in reading text. They will have big eager to read a text because they are in group discussion. Then, the students should be responsible for their own self. They must know about the answer of questions. For example, when reading a story, students can be given the task of analyzing one of the characters. They can be asked questions such as, "Which character

traits are stated directly, and which are implied by the author?” and “What information do you get from the character’s speech and actions?” etc.

## **B. Action Hypothesis**

Based on the theoretical and assumption above, the researcher formulates the action hypothesis as follow:

1. By using Learning Centered Method it can improve the reading comprehension among the eleventh graders at MA Bumi Nabung Ilir East Lampung.
2. By using Learning Centered Method it can improve the students’ learning activity among the eleventh graders at MA Bumi Nabung Ilir Lampung.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Variable and Definition Operational Variables**

Definition of operational variable explains about variables that used in this research. This research consists of two variables. Those are dependent variable and independent variable.

##### **1. Dependent Variable**

Dependent variable is the variable which is observed. Dependent variable of this research is reading comprehension. The improving of students' reading comprehension can be seen after using Learning Centered Method

The way of measuring in dependent variable is through written test, and measuring instrument is items by range score 0-100. The indicator of success in reading comprehension are.

- a. The students can identify the main idea of the text.
- b. The students can identify the purpose of the text.
- c. The students can identify the meaning of the sentence.
- d. The students can identify the generic structure of recount text.

##### **2. Independent Variable**

Independent variable is the variable that is the major variable which is hoped to investigate. It is the variable which selected, manipulated, and measured by the writer. Independent variable of this

research was the Learning Centered Method which can be defined as the method that can make students' easier to study reading comprehension in the class. Learning Centered Method can make students remember the contents of the text easier. By Learning Centered Method the students will be:

- a. Students work on projects or problems in reading comprehension
- b. Students work together in achieving goals.
- c. Students are actively helping and motivating spirit to succeed together
- d. The students discover that learning is interesting and fun
- e. The students have more of an active role play in their learning

## **B. Research Setting**

The researcher used Classroom Action Research (CAR) in this research. Action research could be done by the researcher or teacher as manager of teaching program. Classroom action research means that the teacher can know what the problem in the class and find the solution to dissolve the problem.

The researcher was research at MA Bumi Nabung Ilir. The researcher focused to improve the students' reading comprehension at MA Bumi Nabung Ilir. In this research, the researcher collaborated with Mr. Samsul Arifin, S.Pd, an English teacher at MA Bumi Nabung Ilir Central Lampung.

### C. Research Subject

The subject of this research is students of eleventh grade of MA Bumi Nabung Ilir. The students consist of 30 students.

**Table 4**  
**The Number of Student at XI IPA Class of MA Bumi Nabung Ilir**

Class	Sex		Total
	Male	Female	
XIIPA	13	17	30

Source: Teacher's archive, number of students at XI IPAClass of Senior High SchoolMA Bumi Nabung Ilir.

Based on the interview with the teacher, the result of English teaching-learning in this class is low than the other class, especially in learning reading process. The students difficult to understand the essence of a passage, especially in recount text.

### D. Research Procedures

The kind of research used was Classroom Action Research (CAR). According to Tomal, action research is a systematic process of solving educational problems and making improvements.<sup>20</sup> Anne Burns's states that classroom action research is kind of research which is done by the teacher as a researcher in order to bring improvement on the result of teaching learning process.<sup>21</sup> Therefore, the main purposes in classroom action research are to solve the problems in teaching learning process and to improve the students' learning result. In addition, Kemmis and

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<sup>20</sup> Daniel RTomal , *Action Research For Educator*, (United States of America: Scarecrow Press, Inc, 2003), p.5

<sup>21</sup> Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p. 2

McTaggart in Anne Burns explain that CAR typically involves four steps in a cycle of classroom action research. They are planning, acting, observing, and reflecting.<sup>22</sup> The first cycle may be continued to the next cycle until the research achieve increasing outcome. Accordingly, the cycle of this research was spiral process. The cyclical classroom action research is presented as follow:

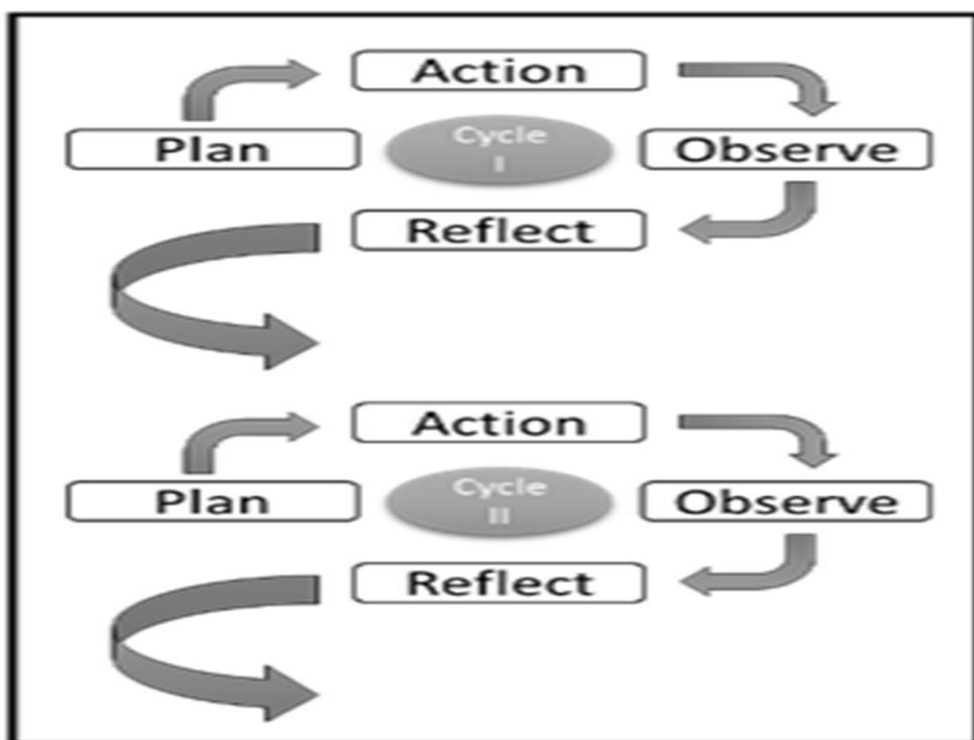


Figure 1: Cyclical Classroom Action Research by Kemmis and McTaggart

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<sup>22</sup>Ibid, p. 8-9

From the design above, here are the explanations about procedures that will be conducted by the researcher in classroom action research.

### **1. Cycle I**

There are four activities in each meeting of cycle 1 such as planning, acting, observing, and reflecting.

#### **a. Planning**

Planning was the first steps in each activity. Without planning, the activity that the researcher doesnot focus. Here are the steps that the researcher wasdo in planning:

- 1) Preparing the material, source, and media of learning.
- 2) Preparing the type of the learning.
- 3) Preparing the instrument of observation.

#### **b. Acting**

The second step in the action research is acting. It is the implementing of the planning. Without action, planning is that imagination that never is real. The general steps that wasdone by the researcher are pointed as follows:

##### **1) Pre Teaching Activities**

- a) Praying and greeting the students.
- b) Checking the attendant list.
- c) Choosing the appropriate graphic organizers with the material going to be taught.



## 2) While Teaching Process

- a) Applying the lesson plan that was done in learning process.
- b) The researcher explained about generic structure in recount reading.
- c) The researcher gives an example about reading recount text.
- d) The researcher recited the procedure of learning centered method to students.
- e) The researcher among the students to control their activities.

## 3) Post Teaching Activities

- a) The researcher asking the students to answer some question.
- b) The researcher gives the conclusion of the material.
- c) The researcher gives score for students.

## 4) Observing

The observing is the activity of write and action. The reseacher willaskedthe English teacher about student's learning proccess in the class become observed. In observing the researcher must be able to analyze the learning process, the students' activities, the material and the result of acting. The important things in teaching learning process are noted by observe.

## 5) Reflecting

Reflecting is the last step in this process. The researcher will analyze the observation result during the teaching process. The researcher uses data from the evaluation to make improvement for the second cycle. The researcher decides that the next cycle focuses to solve the problems and weakness in previous cycle.

## 2. Cycle II

### a. Planning

Planning is the first steps in each activity. In cycle II, the researcher was focus on repairing the weakness in the cycle 1. Here are the steps that the researcher will do in planning:

- 1) The researcher prepares the lesson plan based on the reflection of cycle I.
- 2) The researcher prepares the material, source, and type of learning.
- 3) The researcher prepares the instrument of observation.
- 4) The researcher determines the evaluation instrument of the test (pre-test and post-test).

### b. Acting

The second step in the classroom action research is acting. It is the implementation of the planning. The general steps was done by the researcher as follows:

1) Pre Teaching Activities

- a) Praying and greeting the students.
- b) Checking the attendant list.
- c) Choosing the appropriate with the material going to be taught.

2) While teaching process

- a) Applying the lesson plan that will be done in learning process.
- b) The researcher explain about generic structure in recount reading.
- c) The researcher gives an example about reading recount text.
- d) The researcher recite the procedure of learning centered method to students.
- e) The researcher among the students to control their activities.

3) Post teaching activities

- a) The researcher ask the students to answer some question.
- b) The researcher gives the conclusion of the material.
- c) The researcher gives score for students.

c. Observing

In this step, the researcher will observe the process of teaching learning by using instrument of observation. The researcher conducting the activities in this step, such as: the student's activities, student's comprehension of the text, vocabulary, and their summary result.

d. Reflecting

The researcher will correct and analyze the result of the action. By reflecting, the researcher will know the weakness and strength of the action. In the step the researcher will compare the score distribution of pre-test and post-test. The researcher will be stopped. While, if in the second cycle is unsatisfied, the researcher will be continued.. So, the researcher could stop this research until cycle II.

**E. Data Collection Technique**

The researcher used many techniques to collect the data in this research. They are observation, test, and documentation. Every method is explained below:

**1. Observation**

The objects of observation in this research are the teacher as used learning centered method, and students' reading comprehension. These students and the teacher's activities are observed and noticed by the observer. This technique used to collect the data about using learning centered method, and students' reading comprehension.

In the third, the observer observed the student's activity, their participations, class situation during teaching and learning process, and teacher (researcher) performance by using structure observation form and make note the overall activities. Furthermore, the researcher also collected the data from the post test and the result of the student's activity.

## **2. Test**

Brown states that a test is a method of measuring a person's ability, knowledge, or performance in a given domain.<sup>23</sup> Test is a set question used to measure the achievement or capability of individual class

The researcher used this technique to collect the data from the students. The researcher will use pre-test and post-test form to see their ability before and after given treatment.

### **a. Pre-test**

Pre-test will given in the first meeting before implementing the technique, in order to know the level and ability of students' reading before doing the action research.

### **b. Post-test**

Post-test will given in the last meeting after implementing the strategy, in order to know whether the method gives good contribution to the students' descriptivereading comprehensionat the eleventh grade of MA Bumi Nabung Ilir. The improvement could be known if the score of post-test is higher than pre-test and the score could achieve the passing grade.

## **3. Documentation**

Documentation is needed to get the information from written source or documents such as book, magazines, regulation, notes or

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<sup>23</sup> Douglas Brown, Language assessment Principles and Classroom Practices, (San Francisco: Longman, 2004), p. 3.

meeting and daily report. The researcher uses this technique to get data about students' reading score, history of the school, the sum of the teachers, official employed and students at MA Bumi Nabung Ilir. Here were the list of the documentation:

- a. Documentation about historical background of MA Bumi Nabung Ilir
- b. Documentation about structural organization of MA Bumi Nabung Ilir
- c. Documentation about facilities of MA Bumi Nabung Ilir
- d. Documentation about sketch of location MA Bumi Nabung Ilir
- e. Documentation about condition of the teachers and official employees of MA Bumi Nabung Ilir.
- f. Documentation about students of MA Bumi Nabung Ilir.

#### **4. Field Note**

Field note is observation instrument used in CAR to provide a record of what is going on during an observation which includes description of places, people, objects, acts, activities, events, purposes, time and feeling.<sup>24</sup> In this research, the researcher use field note to record the student's activity during the learning process in narration form.

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<sup>24</sup> Donald Ary, et.all, *Introduction to Research*, p. 526

## **F. Research Instrument**

Instrument is a mechanism for measuring, which was used to gather and record information for assessment, decision making, and ultimately understanding.<sup>25</sup> In this research, the research instrument was designed by the writer. There are 3 kinds of instrument they are observation, test, and documentation. Farther more, the three kinds of instrument can be explained as a follow:

1. Observation
  - a) The students learning activity.
  - b) The students participation in learning process.
  - c) The teacher performance in the classroom.
2. Test
  - a) The students reading comprehension in recount text.
  - b) The students summary of recount text.
3. Documentation
  - a) The condition of teachers and official employee
  - b) The condition of students
  - c) Learning facilities
  - d) Organization structure
  - e) Location sketch at MA Bumi Nabung Ilir

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<sup>25</sup>David Colton & Robert W. Covert, *Designing and Constructing Instrument for Social Research and Evaluation*. (San Francisco: Jossey, Bass, 2007), p. 5

## G. Data Analysis

Data will analyzed by taking the average score of the pre-test and post-test. Furthermore, the researcher will comparing the score of pre-test and post-test after giving implemented treatment. Then the result will be matched by the minimum standard in this semester that is 70. If from cycle I there are some students who are not successful, so the researcher would like to conduct the next cycle, cycle II. The minimum cycle in CAR (Classroom Action Research) is two cycles. If in cycle II all of the students are successful, the cycle is able to be stopped until cycle II.

The data analysis technique in classroom action research could be done by the qualitative and quantitative analysis. The analysis of learning result is taken from the average score of pre-test and post-test in cycle I and cycle II.

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

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

Notes:

$\bar{X}$  : Mean

$\sum$  : Sum of

$X$  : Raw score

$N$  : The total number of subject<sup>26</sup>

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<sup>26</sup>Ary Donald, et all, *Intoduction to Research in Education*, (Canada: WadsworthCengange Learning, 2010), p. 108-109



Furthermore, to know the result the researcher was compare the average score between pre-test and post-test for each cycle, and then to know the percentage of improving score in students learning activities, the writer was used the percentage formula as follow:

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

Notes:

P = Percentage

$\sum x$  = Total Score of the Students

N = Total of Students.

#### **H. Indicator of Success**

The indicator of success in needed to know the successful of the process and learning result. To know the gain the data was be conducted in each test by taking the average score of pre-test and post-test. After the result is suitable by the minimum standard of reading descriptive in this class at least 70. This research was success or finish if 70% of students got minimum score 70, and there is significant improvement in the students learning activity which occur until the last cycle.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

#### **A. Description of the Research Location**

The general description that assessed is as the complementary data. It is subjectively concerned in condition of school namely history of school, geographical of school, building condition of school, and structure of organizational school.

##### **1. The History of MA BumiNabungIlir**

MA BumiNabungIlir is located on East Lampung. This school was established on 1968 by a society figure of East Lampung. The name of MA BumiNabungIlir had been changed due to the division of districts in East Lampung. In 1999, East Lampung divided into three districts namely East Lampung, East Lampung. MA BumiNabungIlir was the oldest state Islamic senior high school that has the boarding school in East Lampung.

Since it was established the headmaster of the school is Ibrahim Ilyas, S.Pd (2014 – Now)

## 2. Total of the students at MA BumiNabungIlir

Total of the students divided some classes that can be identified as follows:

**Table 6**  
**The number of students at MA BumiNabungIlir in the Academic year 2019/2020**

No.	Class	Sex		Amount
		Male	Female	
1.	X IPA	10	20	30
2.	X IPS	20	15	35
4.	XI IPA	17	13	30
5.	XI IPS	18	12	30
7.	XII IPA	15	10	25
8.	XII IPS	20	10	30
<b>Total</b>				<b>180</b>

*Source:* Documentation of MA BumiNabungIlir in the academic year 2019/2020 .

## 3. Vision and Mission of MA BumiNabungIlir

### a. Vision

“Morality, Excellence in Achievement, Professional, and Religious.”

Indicated by:

- 1) Focusing on the modern potential of future.
- 2) Balancing on the rules and wish of society.
- 3) Achieving the superiority.
- 4) Improving the spirit and commit of all members.
- 5) Improving the better changes.
- 6) Directing the mission strategy steps.

### b. Mission

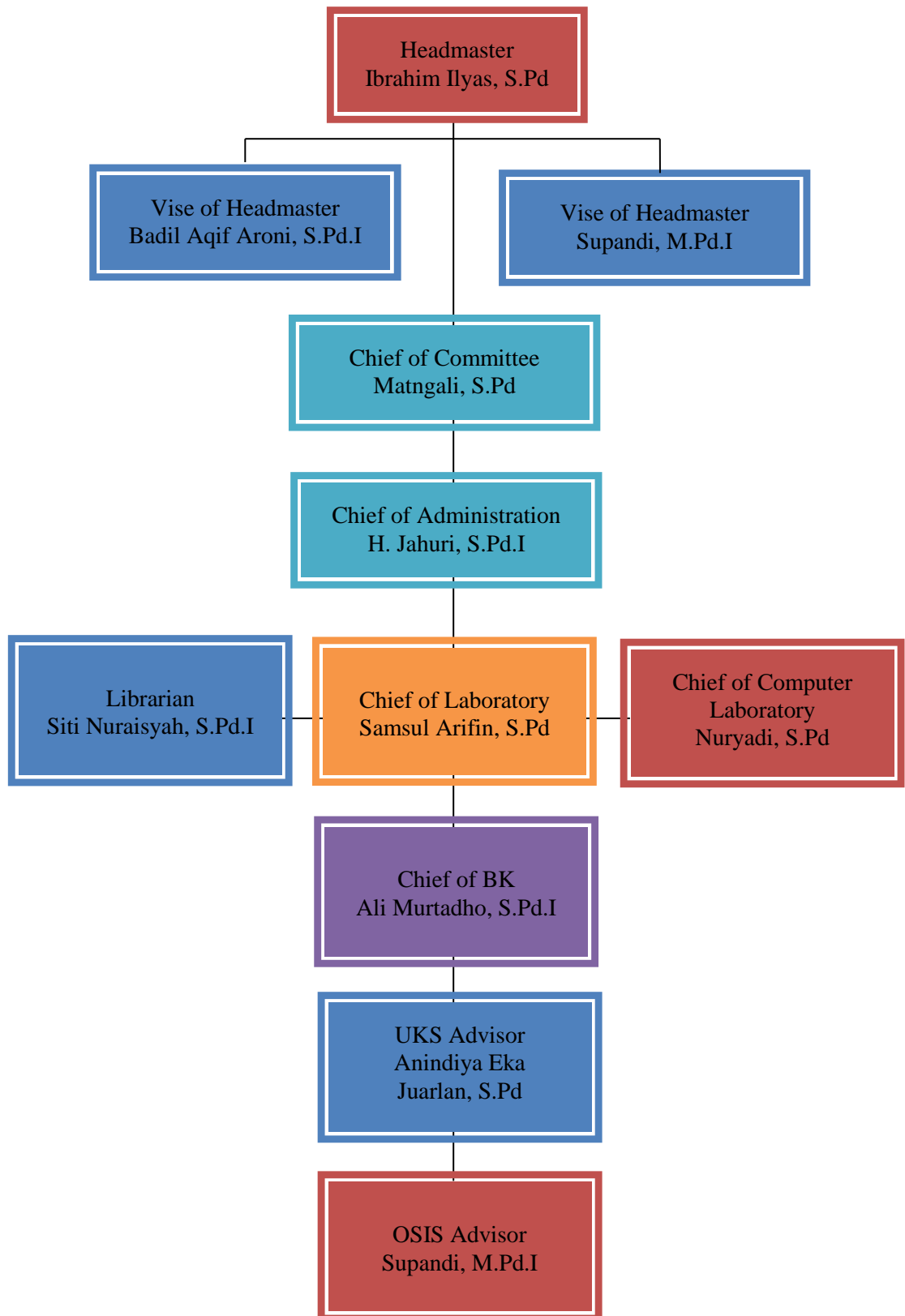
- 1) Implement the learning process and affective coaching.

- 2) Implement coaching Al-Islam regularly, integrated and programmed.
- 3) Implement and Improve the application of science, technology and art.
- 4) Improved the members of school development in religion, work hard, democratic, critics, creative, tolerance and professional.
- 5) Carry out the development of facilities and infrastructure.

**4. School Map of MA BumiNabungilir**

- a. School's name : MA BumiNabungilir
- b. School's address BumiNabungilir, East Lampung.

## 5. Organizational School



## **B. Description of the 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 Learning Centered Method to improving the students' reading comprehension.

### **1. Action and Learning at Pre-Test**

#### **a. Pre-test activity**

The learning was conducted on Thursday, November 7<sup>th</sup>, 2019 at 12.45 until 14.15. 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 multiple choices consisted of 20 items.

b. The students' pre-test result

**Table 7**  
**Students' Pre-test score**

No.	Students' Name	Score	Note
1.	AK	80	Completed
2.	AS	60	Uncompleted
3.	AA	45	Uncompleted
4.	AZ	55	Uncompleted
5.	AA	80	Completed
6.	AN	45	Uncompleted
7.	DT	75	Completed
8.	DH	70	Uncompleted
9.	IW	60	Uncompleted
10.	JL	80	Completed
11.	KU	50	Uncompleted
12.	LS	50	Uncompleted
13.	MM	50	Uncompleted
14.	MA	40	Uncompleted
15.	MF	60	Uncompleted
16.	MZ	75	Completed
17.	NN	60	Uncompleted
18.	NE	75	Uncompleted
19.	NH	75	Uncompleted
20.	NL	75	Completed
21.	NA	70	Uncompleted
22.	RP	75	Uncompleted
23.	RS	75	Uncompleted
24.	SA	70	Uncompleted
25.	SN	80	Uncompleted
26.	SN	75	Completed
27.	SN	70	Uncompleted
28.	TS	75	Completed
29.	UH	75	Completed
30.	UL	65	Uncompleted
<b>Total</b>		<b>1865</b>	
<b>Average</b>		<b>62.17</b>	

**Table 8**  
**Frequency of students' score in Pre-test**

No.	Grade	Category	Frequency	Percentage
1.	$\geq 65$	Completed	19	63,33%
2.	$< 65$	Uncompleted	11	36,67%
<b>Total</b>			<b>30</b>	<b>100%</b>

*Source:* The result score of reading pre-test at XI class of MA BumiNabungIlir on November 7<sup>th</sup> 2019.

Based on the data above, it could be inferred that 19 students (63,33%) were not successful and 11 other students (36,67%) were successful. The successful students were those who got the minimum mastery criteria at BumiNabungIlir at least 65. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 62, so the result was unsatisfactory. Therefore, the researcher used the Learning Centered Method to improving the students' reading comprehension.

## **2. Cycle I**

### **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 conducted on Monday, November 11<sup>th</sup> 2019 at 13.15 until 14.45 and followed by 30 students. The meeting was started by praying, greeting and checking the attendance list.

In this stage, the condition of the class was effective because the collaborator handed the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came.

The researcher explained that the used text in the teaching learning was organized in the descriptive text form. The generic structure included orientation-events-reorientation. The purpose of the text is to inform and to entertain the reader.

Then, a student asked "Ms, what is event?" The researcher answered "Event is something that happened or it can be said as the conflict of the story".

Next, the researcher announced the member of groups that consist of five students and gave the numbers. Each student in one group has different number. The researcher asked the members of group to read and discuss together about the given text. Then, the researcher asked the students to find difficult words and asked it to her. After that, when the discussion time was up, the researcher called the students. The students from each group who had were

student standing up. The researcher gave the same question for all students who had student and they answered it.

In this stage, the students were actively following the teaching learning process, because they worked it on the group, so they would discuss when found the difficulties. But, there were still trouble faced to the students. Such as, some of the students were not confidence to share the ideas in front of the others, they still felt shy, and because of their lack of desire in reading English text for some students, they lost the discussion time.

## 2) The second meeting

The second meeting was conducted on Thursday, November 14<sup>th</sup> 2019 at 12.45 until 14.15. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The researcher gave the ice breaking and reviewed the last material.

In this stage, the researcher continued the material in the last meeting. The researcher reminded that the used text in the teaching learning was organized in the descriptive form. The text structure included orientation-events-reorientation.

The second meeting had finished, the students looked more enjoy and actively than the first meeting.

The result of the students' test in post test 1 was better than test in pre-test before.

**Table 9**  
**Students' Post Test 1 score**

No.	Students' Name	Score	Note
1.	AK	80	Completed
2.	AS	75	Completed
3.	AA	55	Uncompleted
4.	AZ	55	Uncompleted
5.	AA	80	Completed
6.	AN	70	Uncompleted
7.	DT	75	Completed
8.	DH	75	Completed
9.	IW	65	Uncompleted
10.	JL	95	Completed
11.	KU	80	Completed
12.	LS	75	Completed
13.	MM	65	Uncompleted
14.	MA	75	Completed
15.	MF	70	Uncompleted
16.	MZ	75	Completed
17.	NN	75	Completed
18.	NE	60	Uncompleted
19.	NH	75	Completed
20.	NL	80	Completed
21.	NA	75	Completed
22.	RP	60	Uncompleted
23.	RS	65	Uncompleted
24.	SA	80	Completed
25.	SN	65	Uncompleted
26.	SN	80	Completed
27.	SN	75	Completed
28.	TS	75	Completed
29.	UH	75	Completed
30.	UL	80	Completed
<b>Total</b>		<b>2185</b>	
<b>Average</b>		<b>72.83</b>	

**Table 10**  
**Frequency of students' score in Post test 1**

No.	Grade	Category	Frequency	Percentage
1.	≥65	Completed	22	73.33%
2.	<65	Uncompleted	8	26,67%
<b>Total</b>			<b>30</b>	<b>100%</b>

*Source:* The result score of reading post test 1 at XI class of MA BumiNabungllir on November 14<sup>th</sup> 2019.

Based on the result above, it could be seen that 22 students (73,33%) got score up to the standard and 8 students (26,67%) got score less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 65. Learning process was said success when 80% students got score  $\geq 65$ . The fact showed that the result was unsatisfying.

### **c. Observing**

In observation, the researcher presented two meetings in cycle I of learning to find information of the text in reading lesson. The researcher explained the Learning Centered Method to the students. The students confused about what they should do and got the difficulty to find the information of the text.

In the second meeting, the researcher explained Learning Centered Method before giving assignments. In this meeting, the students began active. They also began to be interested in teaching and learning process. In the post test 1, there were 22 of 30 students got good score. Although only 22 students who passed the minimum score, but the result of the students' test was better than the students' pre-test before giving treatment.

**Table 11**  
**Students' activities result in Cycle I**

No.	Name	First Meeting		Second Meeting		Category
		Act	%	Act	%	
1.	AK	5	100	4	80	Decrease
2.	AS	2	40	4	80	Improve
3.	AA	2	40	3	60	Improve
4.	AZ	3	60	4	80	Improve
5.	AA	2	40	3	60	Improve
6.	AN	2	40	5	100	Improve
7.	DT	3	60	4	80	Improve
8.	DH	3	60	3	60	Constant
9.	IW	2	40	2	40	Constant
10.	JL	5	100	5	100	Constant
11.	KU	4	80	3	60	Decrease
12.	LS	2	40	2	40	Constant
13.	MM	2	40	3	60	Improve
14.	MA	2	40	2	40	Constant
15.	MF	4	80	3	60	Decrease
16.	MZ	4	80	5	100	Improve
17.	NN	3	60	4	80	Improve
18.	NE	2	40	2	40	Constant
19.	NH	3	60	3	60	Constant
20.	NL	3	60	5	100	Improve
21.	NA	2	40	1	20	Decrease
22.	RP	2	40	2	40	Constant
23.	RS	1	20	2	40	Improve
24.	SA	2	40	3	60	Improve
25.	SN	3	60	3	60	Constant
26.	SN	4	80	1	20	Decrease
27.	SN	2	40	5	100	Improve
28.	TS	2	40	5	100	Improve
29.	UH	3	60	2	40	Decrease
30.	UL	2	40	4	80	Improve

Indicators of the students' activities that observed are:

- 1) Students work on project or problems in reading comprehension
- 2) Students work together in achieving goals

- 3) Students are actively helping and motivating spirit to succeed together
- 4) Students discover that learning is interesting and fun
- 5) Students has more of an active role play in their learning

Scoring:

Mark 1, with percentage 20% = low

Mark 2, with percentage 40% = enough

Mark 3, with percentage 60% = good

Mark 4, with percentage 80% = very good

Mark 5, with percentage 100% = excellent

#### **d. Reflecting**

Generally, there was improving in the reading comprehension by using Learning Centered Method in this cycle. It indicated the score and the students' activities were Improved and good enough. Although it was good enough, there were some problems in learning process that must be corrected in the next cycle.

Based on the field note and observation sheet, there were some notes as the problem on learning reading comprehension, as follows:

- 1) Some students were not active in the learning process.
- 2) Some students were not confidence in sharing ideas.
- 3) Some students were not enjoyed with their groups.
- 4) Some of the students still had difficulties in identify the meaning of words and information of the text.

### **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**

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in reading comprehension abilities by descriptive text with the strategy of Learning Centered Method.

The researcher and collaborator prepared the lesson plan, observation sheet of the students' activities, identified the problem, and found the causes of problem at the first and the last 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 conducted on Monday, November 18<sup>th</sup> 2019 at 12.45 until 14.15 that followed by 30 students. The researcher greeted the students and checked the students' attendance list then the researcher asked question related to the topic orally.

For the beginning of the meeting, before the students had gathered with their group, the researcher told a text untitled “Founder of Whatsapp” in front of the class to give stimulus for the students in making interested and enjoy the lesson. Some students who knew the meaning would give their big smile and became more interested, but the others were only speechless and looked very confused.

Then, the researcher divided the students into some groups that each group consists of five students. The researcher said, “Well guys, now please find the difficulty words, and you can ask me!” A student asked, “Ms. what is the meaning of descent?” The researcher answered, “Descent is keturunan”. After that, the researcher asked the students to discuss it together.

Next, the researcher called the number, and gave the questions. The students could answer it. From this activity, the researcher still found out some problems in reading faced by students, but the students’ desire in reading recount text was improved.

## 2) The second meeting

The second meeting was conducted on Thursday, November 21<sup>st</sup> 2019 at 13.15 until 14.45 followed by 30 students. The researcher began the lesson greeting, praying, checking attendance list and asking the students’ condition. The researcher



continued the material in the last meeting, explained the generic structure and tenses in the text.

Next, the researcher gave the tasks that should be discussed by the group and all of the members should know the answer. In this stage, the students were very active in following the lesson. It might be caused they could adapt the condition of the class. The students looked getting more spirit and enthusiasm in following learning process. It looked from their activeness in the class. The good condition of the environment of the class was very helpful in teaching learning process.

Then, the researcher discussed and gave the explanation to all of the students about the problem of reading comprehension that often faced by the students through the effective method; Learning Centered Method.

The researcher gave post test to the students. In this meeting almost all of the students could answer well. It could be seen from the result of the post test 2. There were only 6 of 30 students got the score under the minimum mastery criteria in MA BumiNabungilir.

**Table 12**  
**Students' Post Test 2 score**

No.	Students' Name	Score	Note
1.	AK	85	Completed
2.	AS	75	Completed
3.	AA	70	Uncompleted
4.	AZ	65	Uncompleted
5.	AA	80	Completed
6.	AN	75	Completed
7.	DT	80	Completed
8.	DH	75	Completed
9.	IW	75	Completed
10.	JL	95	Completed
11.	KU	80	Completed
12.	LS	80	Completed
13.	MM	75	Completed
14.	MA	75	Completed
15.	MF	75	Completed
16.	MZ	80	Completed
17.	NN	80	Completed
18.	NE	75	Completed
19.	NH	75	Completed
20.	NL	80	Completed
21.	NA	75	Completed
22.	RP	65	Uncompleted
23.	RS	75	Completed
24.	SA	80	Completed
25.	SN	70	Uncompleted
26.	SN	85	Completed
27.	SN	80	Completed
28.	TS	75	Completed
29.	UH	80	Completed
30.	UL	75	Completed
<b>Total</b>		<b>2310</b>	
<b>Average</b>		<b>77</b>	

**Table 14.**  
**Frequency of students' score in Post test 2**

No.	Grade	Category	Frequency	Percentage
1.	≥65	Completed	28	93,33%
2.	<65	Uncompleted	2	6,67%
<b>Total</b>			<b>30</b>	<b>100%</b>

*Source:* The result score of reading post test 2 at XI class of MA BumiNabungIlir on November 25<sup>th</sup> 2019.

Based on the result above, it could be inferred that 28 students (93,33%) were successful and 2 other students (6,67%) were not successful. From the post test 2 results, the researcher got the average of 77. It was higher than post test 1 in cycle I.

### c. Observing

The observing was done by the researcher that represented about two meetings in cycle II. In this stage the students were more active and enthusiastic in following the teaching and learning process. It could be seen as follow:

**Table 13**  
**Students' activities result in Cycle II**

No.	Name	First Meeting		Second Meeting		Category
		Act	%	Act	%	
1.	AK	5	100	5	100	Constant
2.	AS	4	80	5	100	Improve
3.	AA	3	60	4	80	Improve
4.	AZ	2	40	4	80	Improve
5.	AA	4	80	4	80	Constant
6.	AN	5	100	5	100	Constant
7.	DT	4	80	5	100	Improve
8.	DH	5	100	5	100	Constant
9.	IW	3	60	3	60	Constant
10.	JL	5	100	5	100	Constant
11.	KU	3	60	4	80	Improve
12.	LS	4	80	4	80	Constant
13.	MM	2	40	4	80	Improve
14.	MA	3	60	5	100	Improve
15.	MF	3	60	5	100	Improve
16.	MZ	5	100	5	100	Constant
17.	NN	4	80	5	100	Improve
18.	NE	3	60	4	80	Improve
19.	NH	5	100	5	100	Constant
20.	NL	3	60	5	100	Improve
21.	NA	3	60	5	100	Improve

22.	RP	3	60	4	80	Improve
23.	RS	4	80	3	60	Decrease
24.	SA	4	80	3	60	Decrease
25.	SN	4	80	4	80	Constant
26.	SN	3	60	5	100	Improve
27.	SN	5	100	5	100	Constant
28.	TS	5	100	5	100	Constant
29.	UH	5	100	5	100	Constant
30.	UL	4	80	4	80	Constant

Indicators of the students' activities that observed are:

1. Students work on project or problems in reading comprehension
2. Students work together in achieving goals
3. Students are actively helping and motivating spirit to succeed together
4. Students discover that learning is interesting and fun
5. Students has more of an active role play in their learning

Scoring:

Mark 1, with percentage 20% = low

Mark 2, with percentage 40% = enough

Mark 3, with percentage 60% = good

Mark 4, with percentage 80% = very good

Mark 5, with percentage 100% = excellent

#### **d. Reflecting**

From the result of learning process in cycle II the researcher analyzed that generally by using Learning Centered Method, the reading comprehension would improve.

Most of the students enjoyed when they were studying by using Learning Centered Method and it also made the students had good interested in reading English, although at the beginning lesson before treatment they felt confused.

Based on the observation of learning process in cycle II, it could be inferred that the result of cycle II was success. The researcher felt satisfied about the result of the research. The researcher concluded that this research was successful and would be not continued in the next cycle.

### C. Interpretation

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

There was an improving 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 14**  
**Result score of students' Pre-test, Post Test 1, and Post Test 2**

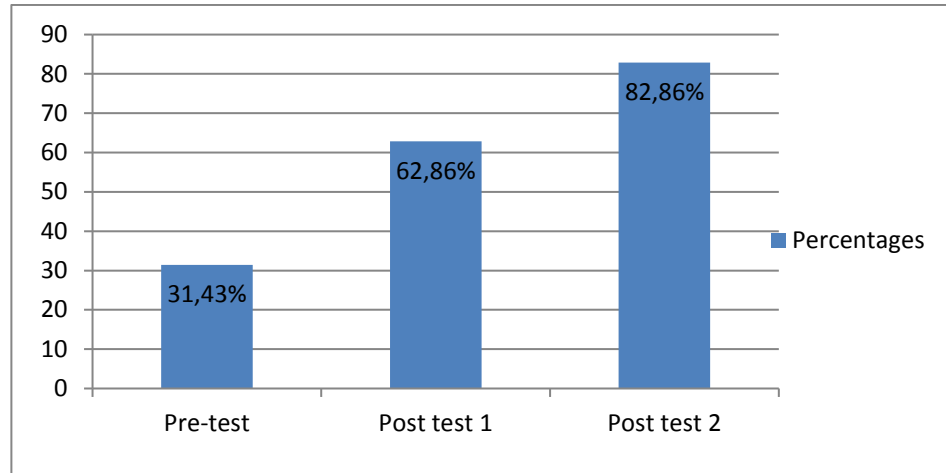
No	Name	Pre-test	Post-test 1	Improving %	Post-test 2	Improving %	Note
1.	AK	80	80	0%	85	6.25%	Improve
2.	AS	60	75	25%	75	0%	Improve
3.	AA	45	55	22,22%	70	27.27%	Improve
4.	AZ	55	55	0%	65	18.18%	Improve
5.	AA	80	80	0%	80	0%	Constant
6.	AN	45	70	55,56%	75	7.14%	Improve
7.	DT	75	75	0%	80	6.67%	Improve
8.	DH	70	75	7,14%	75	0%	Improve
9.	IW	60	65	8,33%	75	15.38%	Improve
10.	JL	80	95	18.75%	95	0%	Improve
11.	KU	50	80	60%	80	0%	Improve
12.	LS	50	75	50%	80	6.67%	Improve
13.	MM	50	65	30%	75	15.38%	Improve
14.	MA	40	75	87.50%	75	0%	Improve
15.	MF	60	70	16.67%	75	7.14%	Improve

16.	MZ	75	75	0.0%	80	6.67%	Improve
17.	NN	60	75	25%	80	6.67%	Improve
18.	NE	50	60	20%	75	25%	Improve
19.	NH	55	75	36.36%	75	0%	Improve
20.	NL	75	80	6.67%	80	0%	Improve
21.	NA	70	75	7.14%	75	0%	Improve
22.	RP	45	60	33.33%	65	8.33%	Improve
23.	RS	55	65	18.18%	75	15.38%	Improve
24.	SA	70	80	14.29%	80	0%	Improve
25.	SN	50	65	30%	70	7.69%	Improve
26.	SN	75	80	6.67%	85	6.25%	Improve
27.	SN	70	75	7.14%	80	6.67%	Improve
28.	TS	75	75	0%	75	0%	Constant
29.	UH	75	75	0%	80	6.67%	Improve
30.	UL	65	80	23.08%	75	-6.25%	Improve
<b>TotalScore</b>		<b>1865</b>	<b>2185</b>		<b>2310</b>		
<b>Highest Score</b>		<b>80</b>	<b>95</b>		<b>95</b>		
<b>Average</b>		<b>62</b>	<b>73</b>		<b>77</b>		
<b>Lowest Score</b>		<b>40</b>	<b>55</b>		<b>65</b>		

From the improving each cycle, it could be inferred that the use of Learning Centered Method could improve the students' reading comprehension, because the students had understood about the information of the text. It could be seen from the average 73, the data become 77 in the cycle II. It means that the students could achieve the target, the target is 80% students could gain score  $\geq 65$ .

Furthermore, the improving score in each cycle could be seen in the graph below:

**Graph 1**  
**Percentages of the students' score in Pre-test,**  
**Post test 1 and Post test 2**



There was an improve 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 11 students (31,43%) in pre-test, the students get low score.

In post test 22 students (62,86%) in post test 1 and became 28 students (82,86%) the students can improve the material and get the middle score.

The research was success if 80% of students able to achieving the minimum mastery criteria (MMC), at least 75, in this the success of research.

Based on the result pre-test and post test, it could be seen that Learning Centered Method was able to improve the students' reading comprehension significantly related to the students' average before and after given the treatment. The students' average in the pre-test was 62, in post test 1 was 73, and in post test 2 was 77.

Based on the explanation above, the researcher concluded that the research was successful because the result score of the students had achieved the indicator of success that was 80% with the MMC was 65

## 2. Result of the Students' Activities

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in cycle I and cycle II could be seen as follow:

**Table 15**  
**Result of the students' activities in Cycle I & Cycle II**

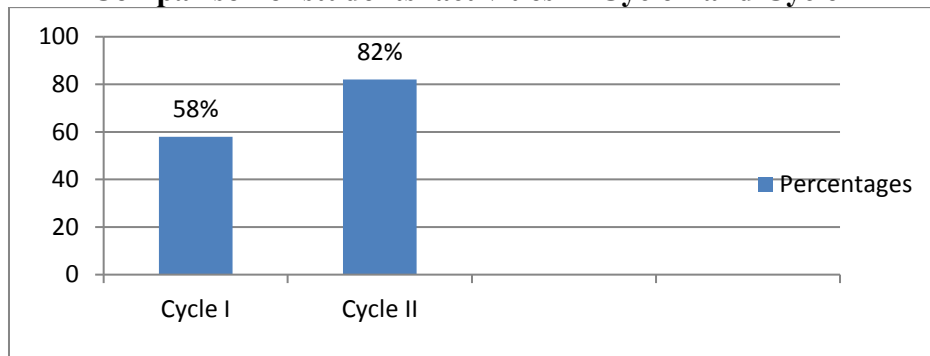
No	Students' Activity	Cycle I	Cycle II	Improving
1.	Accountable about their responses / numbers	48,57%	77,15%	28,58%
2.	Confidence in sharing ideas	37,15%	68,57%	31,42%
3.	Activity in group work	31,43%	77,14%	25,71%
4.	Making note from the material	58,57%	85,72%	27,15%
5.	Doing the assignment	94,29%	100%	5,71%
<b>Percentage</b>		<b>58%</b>	<b>81,72%</b>	<b>23,71%</b>

Based on the data above, it could be inferred that the students felt comfortable and active in following the teaching and learning process. Most of the students showed good improving in learning activities when Learning Centered Method was applied in teaching and learning process from cycle I to cycle II.

Then, the result of the students' activities could be seen in the graph below:



**Graph 2**  
**Comparison of students' activities in Cycle I and Cycle II**



Based on the graphic above, it could be concluded that there was an improving of the students learning activity during study time came by using Learning Centered Method in improving the students reading comprehension. It could look on the result of observation sheet when cycle I that was 58%. In addition, the result observation sheet in cycle II was 81,72%. Therefore, this research was stated finish and could be stopped in cycle II because the results of the students activities had achieved the indicator of success that was 80%.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Considering from all the data gathered in the classroom action research, the researcher concluded this research as follows:

1. The average of the students' reading score at the eleventh graders of MA Bumi Nabung Ilir in pre-test was 62,17 post test 1 was 72,83 and in post test 2 was 77. As a result, by implementation of Learning Centered Method, the students' reading comprehension at the eleventh graders of MA Bumi Nabung Ilir could be improved. The students who gained the score at least 75 in post test 2 were 30 students (82,86%). It means that more than 80% students were successful and the indicator of the research could be reached.
2. The percentage of the students' activities at the eleventh graders of MA Bumi Nabung Ilir in cycle I was 58% and there was an improving in cycle II, it was 81,72%. As a result, Learning Centered Method could increase the students' activities in teaching learning process at the eleventh graders of MA Bumi Nabung Ilir.

## **B. Suggestion**

Based on the result of the research, the researcher would like to constructively give suggestions as follows:

1. It is suggested to the teacher to use Learning Centered Method as the teaching learning method because it could increase the students' reading comprehension.
2. It is suggested to the English teacher to include Learning Centered Method in teaching process. The teachers should be creatively used Learning Centered Method in teaching, especially reading class, in order to engage the students to be active in learning process.
3. It is suggested to other researchers who want to develop this study to include another skill in learning English, such as speaking, listening, or writing as well as involve different subjects and also different text.

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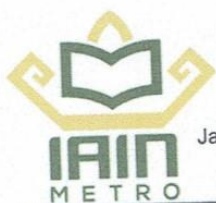
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296;  
Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

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

Nama : Dian Mayleni Afsari  
NPM : 14121197

Jurusan/Fakultas : TBI  
Semester/TA : XI

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1.	30/12/19	✓		sec to manager	

Mengetahui,  
Ketua Jurusan TBI

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

Dosen Pembimbing I

**Dr. Widhiya Ninsiana, M.Hum**  
NIP. 19720923 200003 2 002



**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-0967/In.28.1/J/TL.00/03/2018  
Lampiran : -  
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
KEPALA MA BUMI NABUNG ILIR  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*


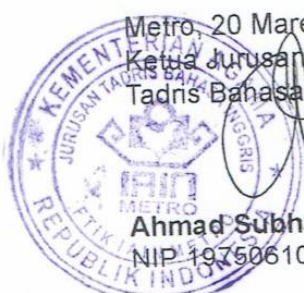
Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **DIAN MAYLENI AFSARI**  
NPM : 14121197  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : **IMPROVING THE STUDENT'S READING COMPREHENSION  
THROUGH LEARNING CENTERED METHODS AT ELEVEN  
GRADE MA BUMI NABUNG ILIR IN THE ACADEMIC YEAR  
2017/2018**

untuk melakukan *pra-survey* di MA BUMI NABUNG ILIR.

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 20 Maret 2018  
Ketua Jurusan  
Pendidikan Bahasa Inggris  
  
**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014  






BADAN PELAKSANA PENYELENGGARA PENDIDIKAN  
LEMBAGA PENDIDIKAN MA'ARIF NU LAMPUNG TENGAH

**MA MA'ARIF 14 BUMINABUNG**

STATUS : TERAKREDITASI B.  
NSM. 131218020029 NPSN. 10813409

Alamat : Jln. KH. Hasyim Asy'ari Ds. 10 Buminabung Ilir Kec. Buminabung Kab. Lampung Tengah HP. 0812 7284 047

**SURAT KETERANGAN**

Nomor : 0408/MA.14/XV/MBN/2018

Berdasarkan Surat Nomor : B-0967/In.28.1/J/TL.00/03/2018 perihal izin Pra-Survey, Kepala Madrasah Aliyah Ma'arif 14 Bumi Nabung Lampung Tengah menerangkan bahwa :

Nama : **DIAN MAYLENI AFSARI**  
NPM : 14121197  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : *"IMPROVING THE STUDENT'S READING  
COMPREHENSION THROUGH LEARNING CENTERED  
METHODS AT ELEVENTH GRADE MA BUMI NABUNG  
ILIR CENTRAL LAMPUNG"*.

Memberikan izin untuk mengadakan pra-survey di MA Ma'arif 14 Bumi Nabung Lampung Tengah guna memperoleh data yang diperlukan dalam penyusunan skripsi saudara/i di atas.

Demikian surat ini kami buat dengan sebenarnya, untuk dapat dipergunakan sebagaimana mestinya.

Bumi Nabung, 23 Maret 2018

Kepala Madrasah,

**IBRAHIM ILYAS, S.Pd**

**NIP. 19630416 198807 1 003**





**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](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

Nomor : B-4466/In.28/D.1/TL.00/12/2019  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA MA BUMI NABUNG ILIR  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-4465/In.28/D.1/TL.01/12/2019, tanggal 18 Desember 2019 atas nama saudara:

Nama : **DIAN MAYLENI AFSARI**  
NPM : 14121197  
Semester : 11 (Sebelas)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA BUMI NABUNG ILIR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENT'S READING COMPREHENSION THROUGH LEARNING CENTERED METHOD AT ELEVENTH GRADE MA BUMI NABUNG ILIR CENTRAL LAMPUNG".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 18 Desember 2019  
Wakil Dekan I,  
  
Dra. Isti Fatonah MA  
NIP. 19670531 199303 2 0031





BADAN PELAKSANA PENYELENGGARA PENDIDIKAN  
LEMBAGA PENDIDIKAN MA'ARIF NU LAMPUNG TENGAH

**MA MA'ARIF 14 BUMINABUNG**

STATUS : TERAKREDITASI B.

NSM. 131218020029 NPSN. 10813409

Alamat : Jln. KH. Hasyim Asy'ari Ds. 10 Buminabung Ilir Kec. Buminabung Kab. Lampung Tengah HP. 0812 7284 047

### SURAT KETERANGAN

Nomor : 0525/MA.14/XV/MBN/2019

Berdasarkan Surat Nomor : B-4465/In.28/D.1/TL.01/12/2019 perihal Izin Research, Kepala Madrasah Aliyah Ma'arif 14 Bumi Nabung Lampung Tengah menerangkan bahwa :

Nama : **DIAN MAYLENI AFSARI**  
NPM : 14121197  
Semester : XI (Sebelas)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan bahasa Inggris  
Judul Skripsi : *"IMPROVING THE STUDENT'S READING COMPREHENSION THROUGH LEARNING CENTERED METHOD AT ELEVENTH GRADE MA BUMI NABUNG ILIR CENTRAL LAMPUNG"*

Dengan ini kami Kepala MA Bumi Nabung Ilir menerangkan bahwa saudara di atas telah mengadakan research/survey MA Bumi Nabung Ilir dari tanggal 7 November s/d 25 November 2019.

Demikian surat ini kami buat dengan sebenarnya, untuk dapat dipergunakan sebagaimana mestinya.

Bumi Nabung, 20 Desember 2019

Kepala Madrasah,



**IBRAHIM ILYAS, S.Pd**

NIP. 19630416 198807 1 003



Nomor : B-3636 /In.28.1/J/PP.00.9/11/2019

Lamp : -

06 November 2019

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Dr. Widhiya Ninsiana, M.Hum (Pembimbing I)

2. Trisna Dinillah Harya, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Dian Mayleni Afseri  
NPM : 14121197  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : Improving The Student's Reading Comprehension Through Learning Centered Method At Eleventh Grade MA Bumi Nabung Ilir Central Lampung

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
  - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
  - a. Pendahuluan  $\pm$  1/6 bagian
  - b. Isi  $\pm$  2/3 bagian
  - c. Penutup  $\pm$  1/6 bagian

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

*Wassalamu'alaikum Wr. Wb.*



Ketua Jurusan TBI,

A. Subhan Roza, M.Pd

NIP. 19750610 2008011049

**SURAT KETERANGAN BEBAS PUSTAKA**  
**Nomor : P-54/In.28/S/U.1/OT.01/01/2020**

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

Nama : Dian Mayleni Afsari  
NPM : 14121197  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 14121197.

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 07 Januari 2020  
Kepala Perpustakaan  
  
Drs. Mokhtaridi Sudin, M.Pd.  
NIP. 195808311981031001

