

**THE EFFECT OF PAIR CHECKS METHOD ON THE
STUDENTS' ACHIEVEMENT IN READING
COMPREHENSION**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
For the degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

By

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MEDAN
2017**

ABSTRACTS

Hariadi Sufendi. "The Effect of Applying Pair Checks Method on The Students' Reading Comprehension". English Education Program. The Faculty of Teachers Training. University Muhammadiyah of Sumatera Utara. Medan 2017

This research was carried out to investigate the effect of applying pair checks method on the students' reading comprehension. The method of the reserach was the experimental research method. The population of the study was the eight grade (VIII) students of SMPN 2 Suro on JalanRimo Subullusalam Aceh Singkil in academic year 2016/2017, which consist of two classes. They were VIII-1 and VIII-2 class. The number of population were 60 students; the classes were divided into two groups, namely experimental group and control group. All the population was taken as the sample. The experimental group was taught by applying pair checks method and the control group was taught by using reading method. The instrument of research was multiple choice test. The multiple choice test consistes of 20 items. The finding indicated that $t_c > t_t$ or $3.232 > 2.000$ the finding of the research showed that there was a significant effect of applying pair checks method on the students' reading comprehension because t_c was higher that t_t ($3,232 > 2.000$). It meant that alternative hypothesis (H_a) was accepted. The percentage of the effect of applying pair checks method on the students' reading comprehension was 98.01% and 1.99% from other factors.

Keywords: Effect, Applying, Pair Check Method Reading Comprehension

ACKNOWLEDGMENTS



In the name of Allah S. W. T, the most gracious and the most merciful. First of all the writer would like to thank to the Almighty, Allah S. W. T for the bless health and happines given to her, blessing and peace be upon the prophet Muhammad SAW who brought his community from the darkness era to the darkness era.

In writing this study entitled “The effect of Applying Pair Checks Method on The Students’ Reading Comprehension”, there were so many troubles faced by her. Without much help from the following persons, it was impossible for her to complete this study. Therefore, the researcher would like to address her deep thankfulness to all peoplemention below:

1. Her beloved parents:Anhar Bancin and Rosita, for their sincere prayers, love and support in moral and material during her academic year in completingher study at UMSU.
2. Dr. Agussani, M.AP., Rector of University of Muhammadiyah Sumatera Utara.
3. Dr. Elfrianto Nasution, S.Pd., M.Pd., the dekan of FKIP UMSU who has given her the recommendation to carry out this research.
4. Mandra Saragih S.Pd., M.Hum. the head of English Department and the secretary Pirman Ginting, S.Pd, M.Hum for their help and suggestion related to the approved of her study and other administration support.

5. Pirman Ginting, S.Pd, M.Hum, as her advisor for her super attention in giving supports, suggestions, ideas, comments and guidens from the beginning of writing this study until its present form.
6. All lectures especially those of English Department for giving valuable thought in teaching her during academic years in UMSU.
7. Helmiaty, SE, S.Pdi, the headmaster of SMP N 2 Suro for allowing her to conduct the research there.
8. Sarjani Sahara, S.Pd the English teacher of SMP Negeri 2 Suro for allowing her to conduct the researchin his class.
9. All of my friends in class C Afternoon year 2012, especially for Agus Gunawan for the sweet memories and cheerful day.
10. All the students in Class VIII SMP N 2 Suro who had helped her in researching process.
11. Her beloved brothers and sisters: Hariani Sasmita, M. Haris Suganda, for their supports and the prayer.
12. Any one who can not be mentioned here for giving support and time in completing this study.

Finally, I hopes constructives criticism and advice for the improvement of this study because she realizes that this study was still far from being perfect although she has tried to do the best.

Medan, April 2017
The Researcher

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CHAPTER I

INTRODUCTION

A. Background of The Study

Reading is a good thing in life because it is a factor of great importance in the individual development and the most important activity in school. It is needed in every level of field of study. Particularly in cases when students have to read English materials for their own special subject. Being able to read in English is very important as it is know that success in reading is the most necessary because it is the basic tool of education.

Reading comprehension is one of language skill, which needs to be mastered by students. Reading comprehension is viewed by most linguists as composed of a mutiple number of skill and abilities that are interrelated and interdependent. In comprehending reading text, readers have to find the main ideas to obtain the message (Otto 2010). Therefore, reading comprehension need some skill to make students effectiveness as readers. It means in reading comprehension, the reader is expected to understand fully in the reading material.

Sometimes, in teaching usually the teacher orients to students' English book. She teaches them by asking the students only to read the text and answer the question. These activities do not give any oppurtinities to increase students' knowledge. It cannot give distribution to the students reading comprehension. Therefore, students cannot comprehend their reading text and be passive in the teaching learning process. In this case, most of the students in SMP Negeri 2 Suro

Kecamatan Suro Kabupaten Aceh Singkil still find difficult to comprehend a reading text especially in procedure text, this situation must be overcome by the teacher through the use of teaching method for the students.

Most of the students in SMP Negeri 2 Suro Kecamatan Suro Kabupaten Aceh Singkil are unable to comprehend the reading text well. And, based on an interview with an English teacher of SMP Negeri 2 Suro Kecamatan Suro Kabupaten Aceh Singkil especially eight grade and the English teacher says that one of the weakness in learning English is about Reading. The students in that school are not attracted to study English because they do not know what their teacher say and they become confuse. They are not motivated and less interest when learning English especially reading in procedure text. That's why the young learners become lazy to join the class, even they do not do the tasks that are given by the teacher.

Many students have problem in comprehending the reading text especially in procedure text. Students also faced many difficulties to comprehend the text. The students can read the words but do not understand what they are reading. This condition made the students became bored and not interested in comprehending the reading text. They read the text from beginning until the end, and when they found some difficult words they stopped and looked for the meaning of the words in the dictionary. Sometimes, some students felt that reading is very difficult work, because they do not understand correctly how to get the main ideas, interesting information, difficult words in reading material and in understanding the meaning of some vocabularies.

This paper will investigate the use of reading comprehend strategies, namely pair checks method on the students' reading comprehension. Pairs check is group work that involves the students work in pair to solve the problems learning (Eggen and Kauchak, 2012). Therefore, Pairs check is a technique that is used to solve problem learning. Actually it is kind of complex technique because need a lot of time. However, by using this technique the ability of students will develop indeed (Gagne in Sagala, 2013). Generally, pair work (pair check) gives good result in teaching. support by Harmer (2007) states in pair work, students can practice language together, study text, research language or take part in information-gap activities.

Pair checks method can be made as the way of teaching to get some information from reading text. Before students read, the teacher asks the students to find prior knowledge, make predictions, and wonder about big ideas that are not answered in the text. Pair checks method can be focusing and refining device for expanding vocabulary and for developing all level of comprehension, including critical and creative reading. Therefore, using this method will help the students to enlarge their thinking. In other word, pair checks method makes students to be good reader who can comprehend reading text easily.

Students are social creature, so in this case the teacher must be able to use the right strategy and technique to make them comfortable in accepting the material. Reading of the one of language skills and it is very important for people and especially students. Reading is necessary to study. By reading the students can increase their ability the beginning. The teacher should stimulate the students'

interest in English reading book. The students can choose their own favorite book. This will increase their confidence and help them to become more comfortable with the process of teaching learning reading. Reading with direct ability and fluency is the important skill, which must be taught in progressive stage and practice regulary. Therefore the teacher must choose the interesting materials to their students. So the students can enjoy in teaching learning process and the teachers are able to know the ability of their students. Reading is not easy, the student should choose the technique in learning the subject. Students have different choices of learning techniques to improve their reading ability to understand reading passage in the classroom. Based on what the reseacher read about pair checks method, itcan help the students to read large semantic units rather than focusing on graphic. And it is the researcher interested to take “**The Effect of Applying Pair Checks Method on the Sudents’ Reading Comprehension.**”

G. The Identification of the Problem

The problem of the study are stated clearly as the following:

1. The students find difficult to comprehend a reading text especially in procedure text.
2. Teaching method used by teachers are still conversational. So, students are not interested in learning, particularly reading.

H. Scope and Limitation

The scope of the study is focused reading comprehension and limited at procedure text.

I. Formulation of the Problem

The problem of this study have been formulated as the following: “Is there any significant effect of applying pair checks method on the students’ reading comprehension”.

J. The Objective of the Study

The objectives of this study were formulated as the following: “To find out the significant effect of applying pair checks method on the students’ reading comprehension”.

K. The Significance of the Study

1. Theoretical

The findings of this study are important in: Theoretically, the study will give valuable information to develop the reading comprehension by applying easier and interesting of pair checks method.

2. Practical

- a. For students, to increase their ability in comprehending a reading text.
- b. Fort eachers, to use various method in teaching reading comprehension like of applying pair checks method.
- c. For other researchers, who is interested in conducting the same field of research.

CHAPTER II

REVIEW OF LITERATURE

D. Theoretical Framework

16. Reading

According to Arthur in *Principles and Practises of Teaching Reading* “Reading is an interacting with language that has been coded into print”. Frank in Arthur (2005) defined reading as an active and ongoing process that is affected directly by an individual’s interaction with his environment. Vaughan and Estes in Jacobs (2004) proposed that reading is thinking cued by texts.

Based on the explanation above there are several definition of reading. It can be conclude that reading is ongoing process of interacting with language between her herself and environment by using texts.

17. Purpose for Reading

When starting reading, the reader actually has a number of initial decisions to make, and usually make the decision very quickly. Acording Grabe and Stoller, (2002: 13-15) reading purpose can be classified as follows:

2.1 Reading to search for simple information.

Reading to search for simple information in common reading ability, and it is a relatively cognitive process. It is used often in reading tasks and it is probably best seen as a type of reading ability. In reading to search, people typically scan the text for a specific piece of information or a specific word. Similarly, reading to skim is a common part of many tasks and a useful skill in its

own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text.

2.2 Reading to learn from text

Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information from a text. It requires abilities to: 1) Remember main ideas as well a number of details that elaborate the main and supporting ideas in text, 2) Recognize and built rhetorical frames that organize the information in the text, 3) Link the text to the reader's knowledge base.

2.3 Reading to integrate information, write and critique texts.

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information to accommodate information from multiple sources. In this respect, both reading to write and reading to critique texts may be task variants of reading to integrate information. Both require abilities to compose, select and critique information from a text.

2.4 Reading for general comprehension

Reading for general information is the most basic purpose for reading, underlying and supporting most other-purpose for reading. General reading comprehension is actually more complex than commonly assumed. Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming

a general meaning representation of mind ideas, and efficient coordination of man, process under very limited time constant.

Nunan (2009: 251) suggested that there are seven main purposes for reading, they are: 1) To obtain information for some purpose or because we are curious about some topics, 2) To obtain instruction on how to perform some task for our work or daily life, 3) To act in a play, play a game, do a puzzle, 4) To keep in touch with friends by correspondence or to understand business letter, 5) To know when or where something will take place or what is available, 6) To know what is happening or has happened (as reported in newspaper, magazine, reports), 7) To get an enjoyment or excitement.

18. The Basic Skills of Reading

Tierney, (2004: 496) defined the basic skills of reading as follows:

a. Pronunciation

Pronunciation is the utterance of any sound symbol of word. It is important in recognizing a word because the correct pronunciation of a word would have the reader to recall the meaning of it. Stress and intonation are under this part.

b. Structural system

Structural system is the part of a word that form unit of meaning or sound. The unit may be parts of an inflectional ending, a compound word, prefix, and syllable.

c. Vocabulary

Vocabulary is a list of words in which a reader can find word to express the meaning. In other word recognition vocabulary is much larger than production vocabulary.

d. Comprehension

Comprehension is the combination of the knowledge in struture and vocabulary in which situation the language is used.

19. Comprehension

Boardman (2007: 21) Comprehension is an active process that involves the child integration of prior knowledge with information of the text in order to comprehend that text. Among the major goals of reading instruction today is the development of learners who understand. Students need these abilities to understand concept presented in print, to think about material read and to use which is read for relevant purpose. Successful comprehension involves the readers, the meaning is needed to achieve the particular piece of information, to solve a problem through reading, to work to understand an idea or to follow a set of direction.

Comprehension actually comes from the Latin term, *comprehensionem*, which means "a seizing." When you have comprehension of a subject, you have seized information and incorporated it into your own knowledge. Any kind of mental grasping of an idea or a subject is a kind of comprehension. You might attempt comprehension of a curious situation, like the fact that your goofy

roommate always manages to date models. Sometimes, such mysteries are beyond comprehension.

20. Reading Comprehension

Since reading comprehension is the end product of the reading process, you will expect to find reader engaged in reading comprehension instruction during a larger portion of classroom reading time.

According to Grabe and Stoller, (2008: 148), reading comprehension is an extraordinary feat of balancing and coordinating many abilities in very complex and rapid set or routines that makes comprehension a seemingly effortless and enjoyable activity for fluent readers.

Alexander, et al (2011: 159) indicated that reading comprehension involves taking meaning to a text in order to obtain meaning from the text. An individual may be said to comprehend the text fully when he can: 1) Recognize the words and sentences of the text and know what these words and sentences mean (obtain literal meaning), 2) Associate meaning, both denotative and connotative; from personal experiences with the printed text (obtain inferential meaning), 3) Recognize how all these meaning and/or his perceptions of them fit together contextually, 4) Make value judgement about, and based on, the reading experiences (read critically).

Heilman, et al (2008: 242) stated that reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. To understand reading comprehension one should begin by

analyzing what comprehension involves and how it relates to the whole reading process. Comprehension is an unobservable mental process. Successful comprehension involves the reader's discovering the meaning needed to achieve the particular purposes.

21. Level of Reading Comprehension

Otto, (2010: 152) suggested that reading comprehension divided into four categories: literal comprehension, interpretive, critical reading, and creative reading.

- a. Literal comprehension is generally accepted as the most simple or basic, comprehension skill and one that requires little thinking or reasoning.
- b. Interpretive which definitely involves thinking skills and requires readers to identify ideas and meanings that are not explicitly stated in the written text. Within the interpretive level, readers may take generalization, determine cause and effect, identify motives, find relationship, predict, endings and make comprehensions.
- c. Critical reading, the third level includes both literal comprehension and interpretive, but also goes beyond these two levels of comprehensions.
- d. Creative reading which is going beyond what the author has written, analyzing, synthesizing and applying ideas from the text to new situations and recombining the author's ideas with other ideas to form new concepts or to expand old ones. Through creative reading the reader create something new-an

idea, the solution to problem, a new way of looking at something-form the ideas gleaned from the text.

22. Text

Chaer (2008: 5) Text is language that is functional, means languages that is doing job in some context. There are spoken and written texts. Spoken text refers to language interaction; including a conversation orally between two persons or more which their texts has a purpose. For instance, a consultation between a teacher with student, buying and selling goods, directing someone to the harbor etc. Written text refers to language interaction; including how to read and write something. They are closely linked between 'genre' and 'grammar'.

Genre refers to the kinds of text which describes the general of the text. A genre can be defined as a culturally specific text-type which result from using language (written or spoken) to help accomplish something. The kinds of text are narrative, descriptive, recount, procedure, news item, spoof, exposition, report, etc. here they are:

Richard (2007: 174) The text is the smallest unit of language, in the form of oral or written, which reveals the mind intact. In oral form, the text pronounced by the sound up and down and hard soft, interrupted by pauses, and ends with the final intonation followed by a silence that prevents fusion or assimilation of sound or other phonological processes. In the form of Latin-lettered writing, the text begins with a capital letter and ends with a period (.), The question mark (?) Or an exclamation mark (!). Meanwhile, it also included a variety of punctuation such as

a comma (,), colon (:), dash (-), and spaces. Signs point, question marks and exclamation marks commensurate with the intonation of the end, while the other punctuation commensurate with pauses. The space that follows a period, question mark and exclamation mark symbolizes the silence.

From the expert opinion of the above, that text is the smallest unit of language, in the form of oral or written, which reveals the mind intact. According to the opinion of the author Alwi et al. very complete and clear. That's because Alwi et al. provide limits in terms of spoken and written and reveals how to write a text.

23. Procedure Text

According to Pardiyono (2007: 125) procedure text is describes the steps for things in sequent steps by using imperative sentence, and it is important in our life because it enables us to do or to make something based on the given instruction.

Procedure text is kind of text which teaches on how to do or make something completely. For this reason, procedure text generally begins with the goal of the task, which is usually stated as heading. Procedure text is dominantly structured with imperative sentence since it actually an construction. Procedure text usually explain the ingredient or material which is need, thought sometime it is omitted, after that procedure text will explain step by step how to make the thing. Procedure text is a text that is designed to describe how something is

achieved through sequence of action or steps. It explains how people perform different processes in a sequence of steps.

24. The Generic Structure of Procedure Text

- a. Goal : it is content the purpose of the text. (e.g : How to make spaghetti)
- b. Material or ingredient : It is a containt of the materials that used in the process. (e.g : The material to cook omelette are egg, onion, vegetable oil, etc)
- c. Step : It is containt of the steps to make something in the goal. (e.g : First, wash the tomatoes, onion,, second cut the onions becomes slice.

25. Purpose of a Procedure Text

An anticipated outcome that is intended or that guides your planned actions. A partical course of action intended to achieve a result. Or to help us a task or make something. They can be a setof instructions or directions.

Example of Procedure Text

How to make a sandwich (goal)

Ingredients (materials) :

- a. 2 slices of bread
- b. Peanut butter
- c. A banana
- d. Honey

Directions (steps) :

- a. Take two slices of bread

- b. Spread peanut butter
- c. Cut up a banana onto small
- d. Slices and put them on one of the slices
- e. Pour some honey over the bananas

Put the other slices of bread on top

26. Learning Method

Method is a single set of procedures which teachers are the follow in the classroom. Method is also usually based on a set of beliefs about the nature of language and learning. Methods can be interpreted as the means used to implement the plan that has been prepared in the form of real and practical activities to achieve learning objectives. There are several learning methods that can be used to implement learning strategies, including: (1) lectures; (2) demonstration; (3) discussion; (4) simulation; (5) laboratory; (6) field experience; (7) brainstorming; (8) debate, (9) symposia, and so forth. Based on Brown (2010 : 5) stated that a method is a magic formula that would work for at all times. Methods contrast with approaches, which are more general, philosophical orientations such communicative language teaching.

According to Nana Sudjana (2013: 76) is a method of learning, "learning method is one way to put the teacher in making contact with the students during the course of teaching". While M. Sobri Sutikno (2009: 88) states, "Teaching methods are ways of presenting the subject matter made by educators for a process of learning on students in an effort to achieve the goal".

27. Pair Checks Method

Pair checks method (pair work) seems to be a good idea because it immediately increases the amount of student practice. But, if we refer to an imaginary class of forty students. We can immediately see that at any one time (in oral pair checks exercise) twenty students are talking at once instead of one. Pair checks allows the students to use language and also encourages student cooperation which is itself important for the motivation it gives to learning with others. During the guided class observation, certain problems usually occur; teachers are often worried about the use of the students' native language in monolingual groups.

Usually students will use English if they are motivated to do so and the teacher explains what the reason for the activity is. Incorrectness is another worry, but as it is repeatedly said accuracy is not the only standard to judge learning: communicative efficiency is also vitally important and pair work encourages such efficiency. Pair checks is useful but we should take the class size into consideration. If students are left in pairs for a long time, they become bored and, restless and badly behaved.

Pair checks is group work that involves the students work in pair to solve the problems learning. (Eggen and Kauchak, 2012). Therefore, Pairs check is a technique that is used to solve problem learning. Actually it is kind of complex technique because need a lot of time. However, by using this technique the ability of students will develop indeed (Gagne in Sagala, 2013). Generally, pair work (pair check) gives good result in teaching. support by Harmer (2007) states in pair

work, students can practice language together, study text, research language or take part in information-gap activities. They can write dialogues, predict the content of reading text or compare notes on what they have listened to or seen in increasing students' reading skill.

Pair checks method can be applied to find out what the students know, what they are thinking, stimulate them to think, and change their thinking. The students can guess the information of reading text to find out some interesting information. Students work in pairs within groups of four. Within pairs students alternate. As one solves a problem, the other coaches. After every two problems, the pair checks to see if they have the same answers as the other pair.

Pair checks method was developed by Spencer Kagan in 1993. In this method, students trained work together to do this exercise or solve a problem in pairs, then they check employment or problem solving each of the pairs.

28. Advantages and Disadvantages of pair checks method

13.1 Advantages of pair checks method

- a. Instruct the students to be patient, namely by giving some time for his partner to think and not directly provide an answer about who is not his duty.
- b. Instruct the students give and receive the motivation of his partner precisely and effectively.
- c. Instruct the students to be open to criticism or suggestions building of its partner, or from other couples in its group.

- d. And that is when they are mutually check hard work other pairs in his group.
- e. Give oppurtunity to students guide another person (his partner).

13.2 Disadvantages of pair checks method

Based on the Spencer Kagan, the writer finds some of the disadvantages of teaching reading comprehension through Spencer Kagan:

- a. It needs more time.
- b. The students need to be his mentor and yet it is not a partner for every student studying the better.

29. Steps of Applying Pair Checks Method in Teaching Reading

- a. Divide all students into groups consist of 2 persons.
- b. Give every pair of this a LKS book consist of several about our problem.
- c. Give the oppurtunity to a partner .
- d. The role of the next exchange partner and give the motivation.

30. The procedure of pair checks method in teaching procedure text

- a. Teacher explain the material
- b. Divide students into 2 groups.
- c. Teacher give the exercise to the students .
- d. His friends answer the question and the other friends check the question.
- e. Teacher guide and provide direction for the answer of the question and the answer's student checking.

E. Relevant Studies

A model of type pair check is the paired group learning popularized by Spencer Kagan in 1993. This model implementing cooperative learning demanding in dependence and the ability of students in solving problems. This model also train students' social responsibility, cooperation, and the ability to give an assessment (Huda, 2013: 211).

One model that involves students' active learning is cooperative learning model Pair Checks. In cooperative learning model Pair Checks the students are divide into some groups and each group consists of two people. To each group students have a problem. They must try to resolve the problem, then the results of their group discussion was checked by a couple of other groups. Because it consists of only two people, the couple will learn to be more active in solving problems and can give new knowledge. Cooperative learning model Pair Checks is one way to help students who are passive in group activities, they do the same work in pairs and pairs gets checking arrangement (Dana, 2008: 18).

Based on the the relevants studies of the Muhammad Muklas (2014) of the result studies any significant difference between students who are taught through Pair Check Model and who are taught through Conventional Model. Al Fuqron (2013) the findings of the study showed that there were significant differences in reading comprehension achievement between before and after the students were taught by using Think-Pair-Share model. In addition, a significant difference in reading comprehension achievement between the students who were taught by using Think-Pair-Share model and those who were taught by using

Teacher-Centred method was also found. However, the interaction effect was not found between teaching reading by using Think-Pair-Share model and levels of students' motivation (high, average, low) on students' reading comprehension achievement. Sukran Tok (2015) The results of the study showed that cooperative learning method of pairs check technique increased students' reading comprehension in the Turkish course.

F. Conceptual Framework

As in the theoretical framework, reading is a process of getting meaning by combining information from a text and background knowledge. So, meaning of the text was the important thing in order to get the comprehension of the text. Moreover, comprehension is the goal of reading.

In other to solve the students' difficulties in comprehend the reading text especially in procedure text, so the pair checks method should be applied to them to examine whether this method has significant effect on the students' comprehend. In the to get the meaning of the text, we must combine background knowledge and information from the text. The students have same information form a text. But, what about their background of knowledge, a student who has good background knowledge must be helpful to comprehend a text. The problem is what about th student who has less background knowledge. Teacher must try to help them and make a student who has good background knowledge more valuable.

G. Hypothesis

Ha : There is a significant effect of pair checks method to the students' in reading comprehension.

Ho : There is no a significant effect of pair checks method to the students' in reading comprehension.

CHAPTER III
METHOD OF RESEARCH

G. Location

This research was conducted at SMP Negeri 2 Suro Kecamatan Suro Kabupaten Aceh Singkil on Jl. Rimo Subulusalam. The research was conducted during the academic year 2016/2017.

H. Population and Sample

The population of this study was from the students of eight grade of SMP Negeri 2 Suro Kecamatan Suro Kabupaten Aceh Singkil in academic year 2016/2017 which eight grade consisted of two parallel classes. They are VIII-1 and VIII-2 class. They are 30 students in VIII-1 class 30 students in VIII-2 class as population, it means that the total number of population is 60 students.

This research is the total sampling . They are two classes, both of VIII-1 and VIII-2 class, taken as the sample of this research. It was caused by the total population was relative little, less than 100 students. The VIII-2 class in the control group to know the difference of students reading comprehension by using reading method.

Table 3.1
Population and Sample

No	Class	Number of Population	Sample
1.	VIII 1	30	30
2.	VIII 2	30	30
Total Number		60	60

Based on the data of the table 3.1 previously it is concluded that the total number of the sample was same as the population.

I. Research Design

The experimental research was carried out in this research. Quantitative design will be used in this research. In this research two group samples are needed. The first group was the experimental group which consists of 30 students. They are taught by applying the pair checks method and the second group is the control group which consists of 30 students, they were taught by using the reading method.

Both of the groups were given a pre-test before doing the treatment. In the experimental group, the treatment was taught by applying the pair checks method. While in the control group, the treatment was taught by using the reading method, opening the dictionary on the students' reading comprehension. After the treatment, both groups were given the post-test. The design was applied in order to investigate the effect of applying the pair checks method on the students' reading comprehension.

Table 3.2
Research Design

Group	Pre test	Treatment	Post test
Experimental	√	Pair Checks Method	√
Control	√	Reading Method	√

VIII-1 in experimental group was taught by applying pair checks method in reading comprehension and VIII-2 in control group which was taught by using reading method.

J. Instrument of Collecting Data

In this research, multiple choice test which consist of 20 items were use as the instrument for collecting data. For one correct answer was 1 points and the incorrect answer was scored 0. So, the incorrect answer was not given score. So, the maximum point of the test was 100. The material of the test was taken from English In Focus.

The collection data used an important part in conducting a study. The data of this study was collected by using a test. In collecting the data, this study was used pre-test and post-test that will given to the experimental group and control group.

a. Pre test

Pre-test was administrated to the experimental group and control group. The pre-test was used to find out the homogeneity of the samples and the mean score of each group.

b. Treatment

The experimental and control group was taught by using the same topics but different treatment. The experimental group was taught by applying pair checks method, while in the control group was taught by using reading method. Both of the classes get the same reading material.

c. Post test

Post-test was given to each group. The items of the post-test were exactly the same as the ones in the pre-test, it was intended to discover the means score of the experimental group and control group.

K. Technique of Data Analysis

After collecting the data from the test, the data was calculated by using post-test. The following procedure was implemented to analyze the data :

1. Scoring the students' answer for the correct answer and wrong answer.

In scoring the test, the research use score ranging from 0-100 by counting the correct answer and applying this formula :

$$S = \frac{R}{N} \times 100$$

Note :

S = the score

R= the number of correct answer

N = the number of test items

2. Listing their score into two tables, first for the experimental group score and second for the control group score.
3. Calculating the total score pre test and post test in experimental group and control group.

- a. Standard deviation of sample 1 (experimental group)

$$S_1 = \sqrt{\frac{n(X_1^2) - (X_1)^2}{n_1(n_1 - 1)}}$$

b. Standard deviation of sample 2 (control group)

$$S_2 = \sqrt{\frac{n(X_2^2) - (X_2)^2}{n_2(2-1)}}$$

c. t-test for decide the data is Separated Variants (Heterogenic) or Polled Variants (Homogeny)

$$F_c = \frac{S_1^2}{S_2^2}, \text{ if } F_c < F_t, \text{ so the data is Polled Variants (Homogeny)}$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \quad (\text{Sugiono 2012: 273})$$

d. Correlation of product moment between X₁ and X₂

$$rx_1x_2 = \frac{n \sum x_1x_2 - \sum x_1 \sum x_2}{\sqrt{\left\{ n \sum x_1^2 - (\sum x_1)^2 \right\} \left\{ n \sum x_2^2 - (\sum x_2)^2 \right\}}} \quad (\text{Sugiono 2012: 255})$$

$$t_c = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{n1} + \frac{S_2^2}{n2} - 2r \left(\frac{s_1}{\sqrt{n_1}} \right) \left(\frac{s_2}{\sqrt{n_2}} \right)}}$$

e. Determining the percentage of effect by counting coefficient r²

Notes :

t = t test

t_c = t count

t_t = t table

\bar{x}_1 = average of variable 1 (experimental group)

\bar{x}_2 = average of variable 2 (control group)

S₁ = standard deviation of sample 1 (experimental group)

S_2 = standard deviation of sample 2 (control group)

n = total of sample

n_1 = number of cases for variable 1 (experimental group)

n_2 = number of cases for variable 2 (control group)

$F_c = F_{\text{count}}$

$F_t = F_{\text{table}}$

l = number of constant

r = correlation of product moment between X_1 and X_2

L. Statistical Hypothesis

In this research, statistical hypothesis will be used to describe whether the hypothesis will be accepted or rejected. The statistical hypothesis formula:

H_a : There is a significant effect of applying Pair check method on the students' reading comprehension (the hypothesis is accepted).

H_o : There is no significant effect of applying Pair check method on the students' reading comprehension (the hypothesis is rejected).

CHAPTER IV

THE DATA AND DATA ANALYSIS

A. Data Collection

The data were collected by giving the students a test consisting of twenty items. The correct answer was given 5 and the highest score was 100, and incorrect answer was given 0 score. In this research, the sample was divided into two groups, the experimental and control groups that consist of 30 students in experimental group (VIII-1) and 30 students in control group (VIII-2). Each group was given a pre-test and post-test. The data of this research, the initial of the students (sample) and the students' score in the pre-test and post-test of the two groups can be in the table 4.1 and 4.2 below

Table 4.1
The Pre-test Score of Experimental Group (X₁)

No.	Students' Initial	Score	
		Pre-test	Post-test
1.	AI	50	80
2.	AD	50	85
3.	A	50	80
4.	APM	30	85
5.	ASS	20	75
6.	AS	40	80
7.	DM	40	90
8.	E	30	60

9.	ESB	40	80
10.	FW	20	75
11.	FA	30	90
12.	IEU	40	80
13.	J	30	85
14.	JM	50	90
15.	KSA	20	75
16.	LM	50	80
17.	LB	50	70
18.	LM	30	85
19.	MB	20	75
20.	MA	20	90
21.	MB	30	95
22.	RB	40	95
23.	RB	30	85
24.	RKC	20	80
25.	PR	30	85
26.	PS	30	80
27.	S	30	90
28.	TS	50	90
29.	TR	40	80
30.	YS	50	90
Total		1060	2480
Mean		35,33	82,7

The data in the table 4.1 showed that the highest score of pre-test in the experimental group was 50 and the lowest was 20 while the highest score of post-test was 95 and the lowest was 60.

Table 4.2
The Result of the Pre-test and Post-test in the Control Group

No.	Students' Initial	Score	
		Pre-test	Post-test
1.	AP	40	65
2.	AA	20	60
3.	AAM	30	60
4.	AY	20	55
5.	CN	40	50
6.	DL	30	55
7.	EMS	20	55
8.	ES	20	50
9.	FP	40	65
10.	IHB	20	50
11.	IT	40	65
12.	IW	20	55
13.	JB	30	55
14.	MAC	30	50
15.	MFS	20	55
16.	N	40	50
17.	N	20	55

18.	RC	30	60
19.	RAHB	40	55
20.	RB	30	60
21.	RR	20	55
22.	RS	30	60
23.	S	20	60
24.	SA	20	50
25.	SRB	30	65
26.	SM	20	60
27.	TM	30	50
28.	WDC	30	55
29.	WS	40	60
30.	WC	40	50
Total		860	1675
Mean		28,7	55,8

The data in the table 4.2 showed the highest score of pre-test in the control group was 40 and the lowest was 20. While the highest score of post-test was 65 and the lowest score was 55.

B. Data Analysis

Based on the data from the pre-test and post-test, the score was changed into the table of calculation of standard deviation.

Table 4.3
The Calculation Table of Standard Deviation

No.	X_1	X_2	X_1^2	X_2^2	X_1X_2
1.	80	65	6400	4225	5200
2.	85	50	7225	2500	4250
3.	80	60	6400	3600	4800
4.	85	55	7225	3025	4675
5.	75	50	5625	2500	3750
6.	80	55	6400	3025	4400
7.	90	55	8100	3025	4950
8.	60	50	3600	2500	3000
9.	80	65	6400	4225	5200
10.	75	50	5625	2500	3750
11.	90	65	8100	4225	5850
12.	80	55	6400	3025	4400
13.	85	55	7225	3025	4675
14.	90	50	8100	2500	4500
15.	75	55	5625	3025	4125
16.	80	50	6400	2500	4000
17.	70	55	4900	3025	3850
18.	85	60	7225	3600	5100
19.	75	55	5625	3025	4125
20.	90	60	8100	3600	5400

21.	95	55	9025	3025	5225
22.	95	60	9025	3600	5700
23.	85	60	7225	3600	5100
24.	80	50	6400	2500	4000
25.	85	65	7225	4225	5525
26.	80	60	6400	3600	4800
27.	90	50	8100	2500	4500
28.	90	55	8100	3025	4950
29.	80	60	6400	3600	4800
30.	90	50	8100	2500	4500
	$\sum X_1 =$ 2480	$\sum X_2 =$ 1675	$\sum X_1^2 =$ 206700	$\sum X_2^2 =$ 94850	$\sum X_1 X_2 =$ 139100

Based on the data 4.3 previously, the calculation of standard deviation was as a below:

For Experimental group:

$$S_1 = \sqrt{\frac{n(X_1^2) - (X_1)^2}{n_1(n_1 - 1)}}$$

$$S_1 = \sqrt{\frac{30(206700) - (2480)^2}{30(30 - 1)}}$$

$$S_1 = \sqrt{\frac{6201.000 - 6150.400}{30(29)}}$$

$$S_1 = \sqrt{\frac{6201,000 - 6150,400}{870}}$$

$$S_1 = \frac{50,60}{870}$$

$$S_1 = \sqrt{58,16}$$

$$S_1 = 7,62$$

For control group:

$$S_2 = \sqrt{\frac{n(X_2^2) - (X_2)^2}{n_2 - (2 - 1)}}$$

$$S_2 = \sqrt{\frac{30(94850) - (1675)^2}{30(30 - 1)}}$$

$$S_2 = \sqrt{\frac{3181500 - 2975625}{30(29)}}$$

$$S_2 = \sqrt{\frac{205875}{870}}$$

$$S_2 = \sqrt{45,83}$$

$$S_2 = 6,77$$

The score of standard deviation for experimental and control group was calculated, then it was needed to decide the data was Separated Variants (Heterogenic) data or Polled variants (Homogeny).

$$F_c = \frac{S_1^2}{S_2^2}$$

$$F_c = \frac{58,16}{45,83}$$

$$F_c = 1,27$$

To find the homogeneity F_c , is compared with F_t . The value of F_t got by F distribution for probability $\alpha = 5\% = 0.05$. degree of freedom (df) for numerator $df = n_1 - 1 = 30 - 1 = 29$ and degree of freedom (df) for denominator $df = n_2 - 1 = 30 - 1 = 29$. From F table it was found that $F_t = \dots$ and $F_c = 1.27$. So it meant that $F_c < F_t = 1.27 < \dots$. It showed that the data was Polled Variants (Homogeny).

$$t = \frac{\overline{x_1 - x_2}}{\sqrt{(n_1 - 1)S_1^2 + (n_1 - 1)S_2^2 \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$t = \frac{82.7 - 55.8}{\sqrt{(30 - 1)7.62^2 + (30 - 1)6.77^2 \left(\frac{1}{30} + \frac{1}{30} \right)}}$$

$$t = \frac{26.9}{\sqrt{(29) + 58.06 + (29) + 45.83 \left(\frac{2}{30} \right)}}$$

$$t = \frac{26.9}{\sqrt{\frac{3012.13}{58} \frac{2}{30}}}$$

$$t = \frac{26.9}{\sqrt{103.86(0.6666)}}$$

$$t = \frac{26.9}{\sqrt{69.23076}}$$

$$t = \frac{26.9}{8.320641562}$$

$$t = 3.232923784$$

$$t = 3.232$$

t was compared with t table. The value of t table got by t distribution for probability $\alpha = 5\% = 0.05$. Degree of freedom $df = n_1+n_2-2 = 30+30-2= 58$. From t table it was found that t table = 2.000 So it meant that t test > t table = 3.232>2.000. It showed that the data was homogeny.

Correlation of product moment between X_1 and X_2

$$rx_1x_2 = \frac{60.139100 - 2480.1675}{\sqrt{\{60.206700 - (2480)^2\}\{60.94850 - (1675)^2\}}}$$

$$rx_1x_2 = \frac{8346000 - 4154000}{\sqrt{\{12402000 - 6150400\}\{5691000 - 2805625\}}}$$

$$rx_1x_2 = \frac{4192000}{\sqrt{\{6251600\}\{2885375\}}}$$

$$rx_1x_2 = \frac{4192000}{\sqrt{1.80382113}}$$

$$rx_1x_2 = \frac{4192000}{4247141.433}$$

$$rx_1x_2 = 0.99$$

Determining the percentage of the effect of x_1 towards x_2

$$\begin{aligned}
 D &= r^2 \\
 &= 0.99^2 \\
 &= 0.9801 \\
 &= 98.01\%
 \end{aligned}$$

It meant that the effect of x_1 towards x_2 or the effect applying Pair Checks Method on the students' reading comprehension was 98.01% and 2.00 was influenced by other factors.

T_c between x_1 and x_2

$$t_c = \frac{\overline{x_1 - x_2}}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r\left(\frac{s_1}{\sqrt{n_1}}\right)\left(\frac{s_2}{\sqrt{n_2}}\right)}}$$

$$t_c = \frac{82.7 - 55.8}{\sqrt{\frac{7.62^2}{30} + \frac{6.77^2}{30} - (0.99)\left(\frac{7.62}{30}\right)\left(\frac{6.77}{30}\right)}}$$

$$t_c = \frac{26.9}{\sqrt{\frac{58.06}{30} + \frac{45.83}{30} - 1.98\left(\frac{7.62}{5.48}\right)\left(\frac{6.77}{5.48}\right)}}$$

$$t_c = \frac{26.9}{\sqrt{1.93 + 1.52 - 1.98(1.39)(1.23)}}$$

$$t_c = \frac{26.9}{\sqrt{3.45 - 1.98(1.71)}}$$

$$t_c = \frac{26.9}{\sqrt{3.45 - 3.38}}$$

$$t_c = \frac{26.9}{\sqrt{0.07}}$$

$$t_c = \frac{26.9}{0.27}$$

$$t_c = 99.6$$

t_c is compared with t_t . The value of t_t got by t distribution critical value table with significant rate $\alpha = 0.05$ with $df = n_1+n_2-2 = 30+30-2 = 58$. So, t_t was 2.000. It showed that $t \text{ test} > t \text{ table} = 99.6 > 2.000$. It meant that H_a was accepted and H_o was rejected. So it can be conclude that there was a significant effect of applying Pair Checks Method on the students' reading comprehension.

C. Research Findings

Based on the calculation, it was found that the result of t_c was higher than t_t ($99.6 > 2.000$) at df 58 and $\alpha = 0.05\%$. it showed that the alternative hypothesis was accepted and it means that the applying of Pair Checks Method gave significant effect on the students' reading comprehension. It was proved from the data showed that the score of experimental group (students who were taught by applying pair checks method) was higher than control group (students who were taught by using reading method). It was proved from the post-test of both of groups. The highest score of experimental group was 95 and the lowest 60, while the highest score of control group was 65 and the lowest score was 20.

In Pair Checks Method, the effect of x_1 towards x_2 or the effect of applying Pair Checks Method on the students' reading comprehension was 98.01% and 1.99% was influenced by other factors. So, applying Pair Checks Method gave a significant effect on the students' reading comprehension and teaching reading by applying Pair Checks Method was more effective than using reading method.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Pair Checks Method as performed in the classes at SMP Negeri 2 Suro Kecamatan Suro Kabupaten Aceh Singkil with 60 students in each experimental and control group. Based on the research was done, the researcher concluded as below:

1. There was significant effect on the students' reading reading comprehension. The result of t_c (99.6) was higher than t_t (2.000) at df 58 and $\alpha = 0.05$. Thus it can be concluded that the applying of Pair Checks Method has a significant effect on the students' reading comprehension.
2. The percentage of the effect of applying Pair Checks Method on the students' reading comprehension is 98.01% and 1.99% was influenced by other factors.

B. Suggestion

The suggestion below are referred to:

1. The teacher can apply pair checks method in teaching reading comprehension especially in procedure text in the classroom as a method which helps the students add their reading.
2. The students can improve their procedure text in reading comprehension while increase their vocabulary.

3. It is suggested to other researcher who are interested and want to do research that to use these findings as source of information for further related studies.
4. It is also suggested to school management to encourage that teachers to improve their teaching skill to become better, more creative and more interesting not only by aplying guided reading procedure text in pair checks method but also other method which are believed to give easier and better understanding for students in their effort to get information from reading comprehension.

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**LESSON PLAN
(EXPERIMENTAL GROUP)**

Name of School : SMP N2 Suro

Subject : English

Class/semester : VIII/I

Sub Topic : Procedure Text

Time : 2x40 minutes

A. Standard Competence : To comprehend the meaning in short essay in the form of recount, narrative, and procedure in the context of daily life.

B. Basic Competence : 1. To express the elements of procedure texts.

2. to read a procedure texts.

C. Indicator :

1. To identify process how to make the product for procedure text
2. To write the process how to make the product for procedure text
3. To present the result of procedural texts in front of the class

D. Learning Objectives :

After learning this lesson, the students are able to :

- a. Students are able to identify process how to make the product for procedure text
- b. Students are able to present the result of the procedure text in front of the class.

E. Learning Materials : 1. Procedure text

Procedure text is a text that is designed to describe how something is achieved through sequence of action or steps. It explains how people perform different processes in a sequence of steps.

The Generic Structure of Procedure Text

- 1) Goal : it is content the purpose of the text.
- 2) Material or ingredient.
- 3) Step.

Purpose of a Procedure Text

An anticipated outcome that is intended or that guides your planned actions. A particular course of action intended to achieve a result. Or to help us a task or make something. They can be a set of instructions or directions.

Example :

Pineapple Stew

Ingredients :

- 1 pineapple cut into dices
- 3 glasses of water
- 1 glass of granulated sugar

Directions :

- Boil water until boiled.
- Then add sugar, cinnamon, and cloves.
- Bring it to boil and add the pineapples.

- Wait until you can smell the pineapple.
- Remove from heat and serve cold.

F. Learning Method : Pair Checks Method

G. Learning Strategies : ‘How To Make It’

1. Opening Activity

Teacher	Students	Time
Greet the students	Answer the teacher’s greeting	5 minutes
Teacher checks the attendance list	Student’s answer the teacher’s call	
Motivated the students by explaining that reading is an important key to study English	Listen the teacher’s explanation	
Explain about reading procedure text without pair checks method which relate to the material	Listen the teacher’s explanation	

2. Main activity

Teacher	Students	Time
---------	----------	------

<ul style="list-style-type: none"> - Distribute a text and answer sheet to students, and ask them to write their names, class - Ask each students to read fluently, and then ask to find information and meaning in the text, and teacher asked the students answer the questions. 	<p>Do the teacher's instruction</p> <p>The students read a text and find the meaning and information from the text and answer the questions.</p>	<p>10 minutes</p>
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3. Post Activity

Teacher	Students	Time
<p>-After the students finish to answers the question, collect their answer sheets, then check the answer together.</p> <p>-closing the learning process with enthusiastic.</p>	<p>-Look at the true answers from the teacher and check it together.</p> <p>-students make conclusion</p>	<p>5 minutes</p>

H. Learning Source

:English In Focus

I. Evaluations

:Multiple Choice

To Know :
English Teacher

Medan,
Researcher

2017

Sarjani Sahara, S.Pd

Hariadi Sufendi B

Headmaster
SMP N 2 Suro

Helmiyati

LESSON PLAN

(CONTROL GROUP)

Name of School : SMP NEGERI 2 SURO

Subject : English

Class/semester : VIII/I

Sub Topic : Procedure Text

Time : 2x40 minutes

A. Standard Competence : To comprehend the meaning in short essay in the form of recount, narrative, and procedure in the context of daily life.

B. Basic Competence : 1. To express the elements of procedure texts.
2. To read a procedure texts.

C. Indicator :

1. To identify process how to make the product for procedure text
2. To write the process how to make the product for procedure text
3. To present the result of procedural texts in front of the class

D. Learning Objectives :

After learning this lesson, the students are able to :

- a. Students are able to identify process how to make the product for procedure text by using lecturing method
- b. Students are able to present the result of the procedure text in front of the class.

E. Learning Materials : 1. Procedure text

Procedure text is a text that is designed to describe how something is achieved through sequence of action or steps. It explains how people perform different processes in a sequence of steps.

The Generic Structure of Procedure Text

1. Goal : it is content the purpose of the text.
2. Material or ingredient.

3. Step.

Purpose of a Procedure Text

An anticipated outcome that is intended or that guides your planned actions. A particular course of action intended to achieve a result. Or to help us a task or make something. They can be a set of instructions or directions.

Example :

Pineapple Stew

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- 1 pineapple cut into dices
- 3 glasses of water
- 1 glass of granulated sugar

Directions :

- Boil water until boiled.
- Then add sugar, cinnamon, and cloves.
- Bring it to boil and add the pineapples.
- Wait until you can smell the pineapple.
- Remove from heat and serve cold.

F. Learning Method : Reading Method

G. Learning Strategies : 'How To Make It'

1. Opening Activity

Teacher	Students	Time
Greet the students	Answer the teacher's	

	greeting	5 minutes
Teacher checks the attendance list	Student's answer the teacher's call	
Motivated the students by explaining that reading is an important key to study English	Listen the teacher's explanation	
Explain about reading procedure text without pair checks method which relate to the material	Listen the teacher's explanation	

2. Main activity

Teacher	Students	Time
<ul style="list-style-type: none"> - Distribute a text and answer sheet to students, and ask them to write their names, class - Ask each students to read fluently, and then ask to find information and meaning in the text, and teacher asked the students answer the questions. 	<p>Do the teacher's instruction</p> <p>The students read a text and find the meaning and information from the text and answer the questions.</p>	10 minutes

3. Post Activity

Teacher	Students	Time
-After the students finish to answers the question, collect their answer sheets, then check the answer together. -closing the learning process with enthusiastic.	-Look at the true answers from the teacher and check it together. -students make conclusion	5 minutes

4. **Learning Sources** : English In Focus

5. **Evaluations** : Multiple choice

To Know :
English Teacher

Medan,
Researcher

2017

Sarjani Sahara, S.Pd

Hariadi Sufendi B

Headmaster
SMP N 2 Suro

Helmiyati