

CHAPTER IV

RESULT OF THE RESEARCH

This research is classroom action research (CAR). It was implemented for observation, for teaching in 4 meetings in 2 cycles. It was conducted in 28 September to 24 November 2011.

A. General Description of The Research Setting

Classroom action research was conducted at SMPN 1 Murung Pudak Tanjung Tabalong, with the amount of space to learn as much as 10 Classes, the overall number of students is 206 People. The school is located at Gunung Sari RT 14 Murung Pudak Subdistrict, Tabalong Regency.

a. Head master & Teachers

SMPN 1 Murung Pudak has 1 headmaster and 26 teachers. There are 19 permanent teachers and 7 people is non permanent teachers. There are 3 English teachers in SMPN 1 Murung Pudak. For further data can be seen in the table 4.1 on the appendix.

b. Administration Staff

There are 4 administration staff at SMPN 1 Tanjung. 1 head of administration staff, and 3 administration staff. For further information it can be seen in the table 4.2 on the appendix.

c. Students

Beside description about the teachers and the administration staff, we also have to know about the students. For clearly information about the numbers of students at SMPN 1 Murung Pudak, it can be seen in the table 4.3 on the appendix.

The researcher conducted the classroom action research at VIII C in SMPN 1 Murung Pudak, with the number of students is 22 students. Names of the students can be seen in table 4.4 on the appendix.

d. School facilities

School facilities are very important thing in every school especially for SMPN 1 Murung Pudak. Overall the condition of school facilities in SMPN 1 Murung Pudak is good. The facilities and their condition can be seen in the table 4.5 on the appendix.

B. Preparation of The Action Research

This research must prepare:

- Make a lesson plan about the reading comprehension used cooperative learning.
- List the observation sheet of teacher's taught to know the ability of the teacher in teaching learning in the classroom.
- Arrange students 'learning activity observation sheet to find out students' learning activeness through the implementation of cooperative learning in the classroom.

- Prepare the discourse (reading materials) appropriate to students' reading comprehension skills.

C. Implementation of Cycle I

1. Preparation

Before implement the action research, the researcher informed to the students about the forms of learning activities that will be implemented. The teacher also notifies the existence of other teachers (observer) who will observe the learning activities in the classroom. So that students do not feel scared and tense, so that learning activities run well as expected.

2. Description of Implementation The Actions

a. Meeting 1

Activities began with the teacher entered the classroom VIII C, and then greeted the students, continued with conditioned the classroom, and checked students' attendance. Teacher described some hobbies then the students guessed what is that hobby. Teacher asked the students what is their hobby. Found the vocabulary that students did not know yet and difficult to spell.

Teachers did the while activities with divided student into small group, the numbers of students are three in each group. Teacher gave a short descriptive text about "Camping". Students read the text and identify the information from the text. Teacher gave an exercise and then students answered those questions together with their group.

Teacher gave text “Mr Warsidi’s garden”, whether students answered the question below. At the time asked the student if they had problem at learning process. Teacher asked one student to make the conclusion. The last, teacher closed the lesson.

b. Meeting 2

The teacher entered the classroom VIII C and greeted the students, continued with conditioned the classroom, and checked students' attendance. Teacher gave apperception to the students by asking question like: “where will they go if the holiday come?”.

While activities conducted by Teacher divided student into small group, each group had three students. Teacher gave the students a short descriptive text about ”walking”. Found and translated the difficult vocabulary in the text. Teacher gave an exercise then teacher and students answered those questions together with their group.

Teacher gave a text about “Disney world”, then students answered the question below. Teacher asked the students about their problem at learning process. Teacher closed the lesson.

3. Result of The Research in Cycle I

a. The observation result of Teacher’s Learning Activities in Cycle I

The observations are conducted by teacher in implementing the learning activities using cooperative learning at the meeting 1 and 2 can be seen in the table as follows:

Table 4.6 The Observation Result of Teacher's activities in Cycle I

No	Observing Aspect	Meeting 1					Meeting 2				
		Score					Score				
		1	2	3	4	5	1	2	3	4	5
I	GENERAL										
	Material mastery					√					√
	Confidence				√						√
	Appearance				√				√		
	Pronunciation				√				√		
	Basic grammar accuracy				√						√
	Speaking fluency					√					√
II	SET INDUCTION SKILLS										
	Introduction of Teaching Material				√				√		
III	STIMULUS-VARIATION SKILLS										
	Teacher Movement and Gesture				√				√		
	Teacher Voice				√				√		
	Teacher Silence				√				√		
	Teacher Interaction Style					√					√
	Eye Contact and Movement			√					√		
	Focusing				√						√
	Switching Sensory Channel			√							√
IV	REINFORCEMENT OF STUDENT'S PARTICIPATION										
	Verbal Reinforcement			√					√		
	Verbal Probing Reinforcement			√				√			
	Non-verbal Reinforcement				√				√		
	Connecting Student Answer			√				√			
V	QUESTION SKILLS										
	Clarity of Questions				√				√		
	Connection of Question and Teaching Content				√				√		
	Utilization of Teacher's Pause/ silence					√					√
	Tempo of Questioning					√					√
	Distributing Questions				√						√
	Probing and Guding				√				√		
	Variation of Questioning Technique				√				√		

VI	SET CLOSURE SKILLS									
	Closing the lesson			√					√	
	Total		5	16	5			2	14	10
	Total score	104			112					

Score Category:

5 = "Very Good"

4 = "Good"

3 = "Fair"

2 = "Poor"

1 = "Very Poor"

Score category:

"Very Good" if the acquisition of the final value between 81-100

"Good" if the acquisition of the final value between 61-80

"Fair" if the acquisition value end of the 41-60

"Not good" if the acquisition of the final value between 21-40

"Poor" if the final grades among 10-20

Scoring :

$$\text{Final Score} = \frac{\text{Total Score}}{\text{maximum score (130)}} \times 100 =$$

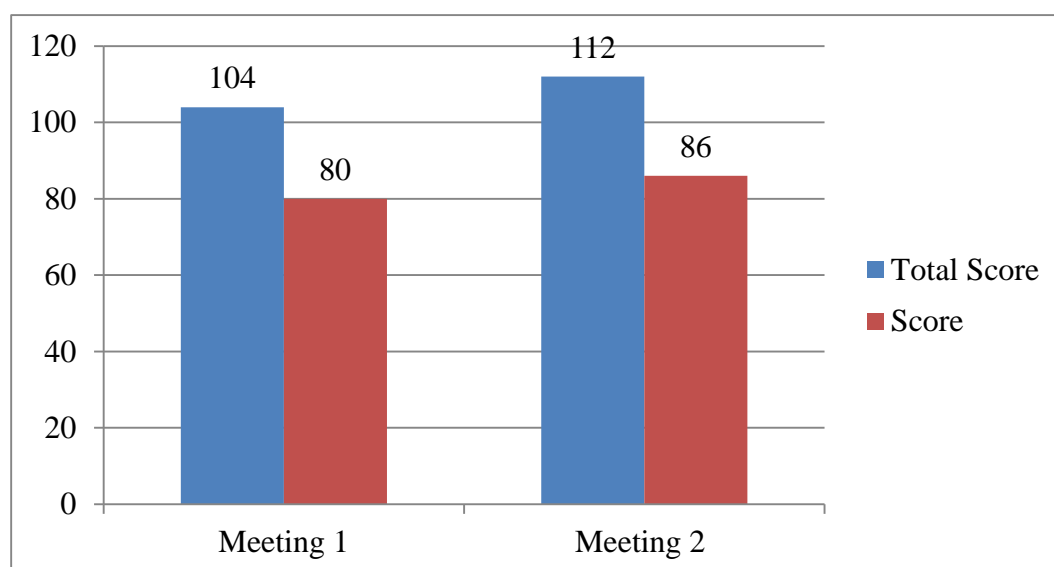
From the observations results of the learning activities that teachers do on cycle I can be explained as follows:

1. First meeting, total score was 104. If calculated using a formula that has been determined, then it got score 80 with the category "Good".
2. Second meeting obtained a total score is 112. If calculated using a formula that had been determined, the obtained score is 86.2 rounded to 86 with the score category is very good.

From the calculation the score of teacher's learning activities on the cycle

I can be a graph as follows:

Graphic 4.1 The Observation Result of Teacher's Learning Activities in Cycle I



b. Observation of student learning activities in Cycle I

In the process of learning, student activities can be seen as follows:

Table 4.7 The observation of Students' Activity in Cycle I

No	OBSERVED ASPECT	meeting 1					Meeting 2				
		Score					Score				
		1	2	3	4	5	1	2	3	4	5
I	<i>Visual Activities</i>										
	1. Reading many learning resources				√					√	
II	<i>Oral Activities</i>										
	2. Able to express opinions			√					√		
	3. Asked of the material that is not clear			√						√	
III	<i>Listening Activities</i>										
	4. Listen to the explanation of the teacher					√					√
	5. Willing to form a group of					√					√

	determined teachers										
IV	Reading Activities										
	6. All students in each group read the passage			√						√	
	7. Reading with concentrating					√					√
V	Drawing Activities										
	8. Creating concept maps / notes important reading and so on	√						√			
VI	Motorist Activities										
	9. Find information from various learning resources				√					√	
	10. Active in group activities					√					√
VII	Mental Activities										
	11. Answering the questions asked of teachers					√					√
	12. Focus on the activity learning				√						√
VIII	Emotional Activities										
	13. Demonstrate enthusiasm for the exercise or task assigned				√					√	
	14. Seemed calm and joy in learning activities				√					√	
	Total	1		3	5	5	1		1	6	6
	Total Score	55					58				

Score Criteria:

5 = All students perform well

4 = Only the most students do well

3 = Only a minority of students do well

2 = Only 1-5 people are doing well

1 = No one student is doing well

Score Category:

"Very Active" if the values obtained of 81-100

"Active" if the values obtained of 61-80

"Quiet Active" if the values obtained of 41-60

"Less Active" if the values obtained of 21-40

"Very Less Active" if the values obtained of 10-20

Scoring:

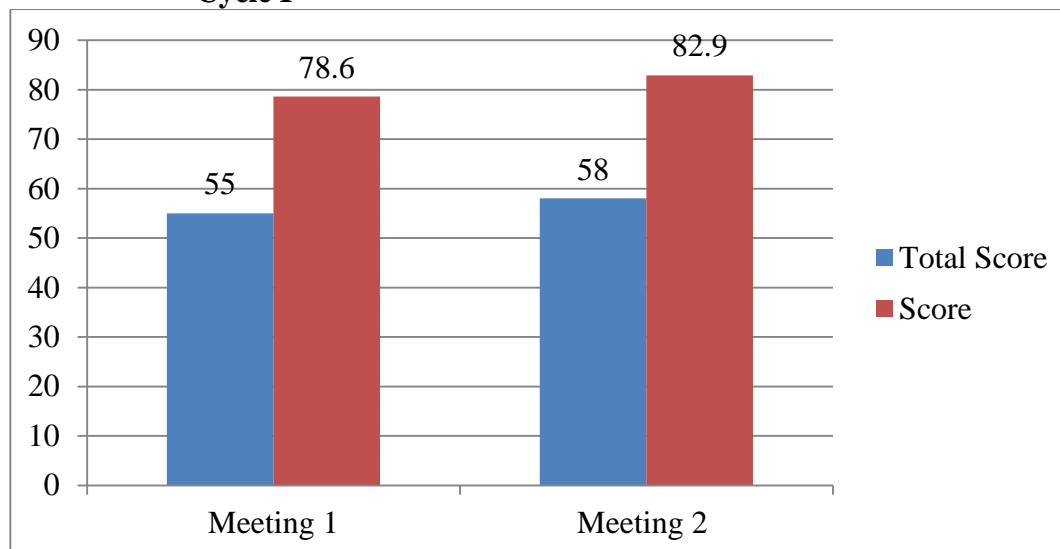
$$\text{Final score} = \frac{\text{Total Score}}{\text{Maximum score (70)}} \times 100 = \frac{\dots}{70} = \dots\dots\dots$$

From the observation of the learning activities of students during the learning process in the cycle I can be explained as follows:

1. The first meeting obtained total score 55. If calculated using a formula that has been determined, the obtained value of 78,6, with category is active.
2. Meeting 2 obtained a total score of 58. If calculated using a formula that has been determined, the obtained value of 82,9 with category is very active .

From the calculation of students learning activity in cycle I can be included in the graphic as follows:

Graphic 4.2 The Observation Result of Students' Learning Activities in Cycle I



c. Evaluation

The learning results can be seen on the results of the first cycle of evaluation contained in the table below:

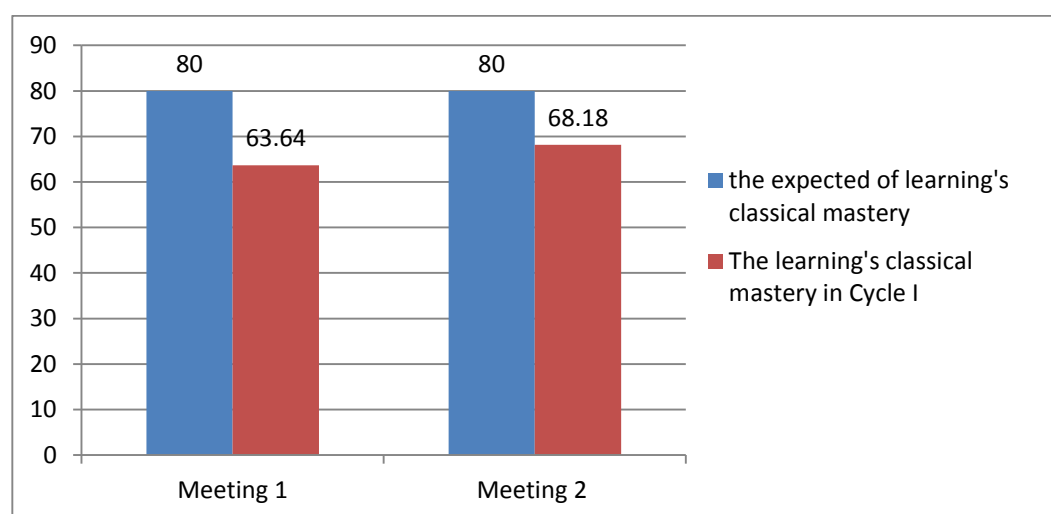
Table 4.8 Evaluated result of learning in cycle I

No	Score	Meeting 1		Meeting 2	
		Frequency (f)	%	frequency (f)	%
1	100			1	4,5
2	90				
3	80	4	18,2	3	13,6
4	70				
5	60	10	45,5	11	50
6	50				
7	40	6	27,3	6	27,3
8	30				
9	20	2	9,1	1	4,5
10	10				
11	0				
Total		22	100	22	100
Average		54,55		57,27	
Learning's classical mastery		63,64%		68,18%	

From the table 4.8, the student learning outcomes the cycle I can be seen, that: meeting 1 there are 4 students who scored 80 (18.2%), 10 students who scored 60 (45.53%), 6 students who scored 40 (27.3%), and 2 students get 20 (9.1%) with the average 54.55 and the learning's classical mastery is 63.64%.

At the second meeting there is a student who obtained a score of 100 (4.5%), 3 students who scored 80 (13.6%), 11 students who scored 60 (50%), 6 students scored 40 (27, 3%), and 1 person gets a score of 20 (4.5%), with the average 57.27 and the learning's classical mastery is 68.18%. The following graphic the learning's classical mastery in the cycle I is:

Graphic 4.3 The Learning's classical mastery in Cycle I



a. Reflection

1. Base on the results of research above, can be reflected as follows:
Teacher activities in English learning of reading comprehension using cooperative learning are very good, it is evidenced by score of the teacher's learning activities observation at the meeting 1 cycle I, the

obtained score 80 with category "good", and the second meeting 2 with the score 86 and the category is "very good" .

2. Students learning activities during the implementation of learning in the classroom are good categorized. Evidenced by the score of observation students activity at meeting 1 cycle I, the score is 78.6 with the category "active", and second meeting the score is 82.9 with category is very active.
3. The results of students learning in finished the evaluation of the cycle I: in the meeting 1 the average score 54.55 with 14 people from 22 students who achieved > 60 (KKM) and the learning's classical mastery only 63.64% mentioned that pass the test. The second meeting the average score is 57.27 with 15 people from 22 students who achieved > 60 (KKM) and the learning's classical mastery 68.18% clarified that pass the test.
4. The results of student learning both individually and group work did not reach the indicators of success, so the research continued to cycle II.

D. Implementation of Actions in Cycle II

1. Preparation

Based on the results of reflection conducted in cycle I, the second cycle carried out by the previous preparation as follows:

- a. Prepare the lesson plans and the materials cycle II.
- b. Prepare observation sheets and learning activities' the teacher's observation sheet student learning activities. In this case the the

teacher's focuses on the observation criteria are still not maximal in cycle I.

- c. Make evaluation task

2. Description of The implementation of the Actions

a. Meeting 1

Activities began with the teacher's entered the classroom and greeted the students, continued with conditioned the classroom, check students' attendance. Teacher gave apperception to the students. Teacher wrote the topic on the black board. Teacher gave some question related to the topic. Teacher divided the student into pair work. Teacher gave a short descriptive text about "Tiger". Translated the difficult words from the text together. Students read the text and identify the information from the text. Each group of students retell the text about using tiger with their own words. Teacher gave an exercise teacher and students then answered questions together with Their group. Teacher gave text "Jaguar", then students answered the question below the text. Asked to the students what was their problems at learning process. The last, teacher closed the the lesson

b. Meeting 2

Teacher entered the classroom and greet the students, continued with conditioned the classroom, checked students' attendance. Teacher gave apperception to the students.

Teacher divided the students into two peoples (pair work). Teacher gave a text about "what is the Thunder and Lightning", each of the group read the text. Found the meaning of the difficult words in the text. The group works told the story with their own word. Then Students answered the question of the text. Teacher gave text "The new SARS Ghost". Students read the text and identify the information from the text. Teacher Gave an exercise teacher and the students answered those questions together. Sum up and reviewed the the lesson to reinforce what the students had learnt. Teacher asked one student to the make the conclusion. The last, teacher closed the the lesson.

3. Result of The Research in Cycle II

a. Observation Result of Teacher's Learning Activities in Cycle II

The results of observations made in implementing the teacher's learning activities using cooperative learning at the meeting of 1 and 2 can be seen in the table as follows:

Table 4.9 The Result of Teacher's Activities Observation in Cycle II

No	Observed aspect	Meeting 1					Meeting 2					
		Score					Score					
		1	2	3	4	5	1	2	3	4	5	
I	GENERAL											
	Material mastery					√						√
	Compidence					√						√
	Appearance				√							√
	Pronunciation				√					√		
	Basic grammar accuracy					√						√

	Speaking fluency					√					√
II	SET INDUCTION SKILLS										
	Introduction of Teaching Material					√					√
III	STIMULUS-VARIATION SKILLS										
	Teacher Movement and Gesture				√						√
	Teacher Voice				√					√	
	Teacher Silence				√					√	
	Teacher Interaction Style					√					√
	Eye Contact and Movement					√					√
	Focusing					√					√
	Switching Sensory Channel					√					√
IV	REINFORCEMENT OF STUDENT'S PARTICIPATION										
	Verbal Reinforcement					√				√	
	Verbal Probing Reinforcement					√					√
	Non-verbal Reinforcement					√				√	
	Connecting Student Answer					√					√
V	QUESTION SKILLS										
	Clarity of Questions					√				√	
	Connection of Question and Teaching Content					√				√	
	Utilization of Teacher's Pause/ silence						√				√
	Tempo of Questioning						√				√
	Distributing Questions						√				√
	Probing and Guding						√				√
	Variation of Questioning Technique					√					√
VI	SET CLOSURE SKILLS										
	Closing the lesson					√					√
	Total				13	13				7	19
	Total score				117					123	

Score Category:

5 = "Very Good"

4 = "Good"

3 = "Fair"

2 = "Poor"

1 = "Very Poor"

score category:

"Very Good" if the acquisition of the final value between 81-100

"Good" if the acquisition of the final value between 61-80

"Fair" if the acquisition value end of the 41-60

"Not good" if the acquisition of the final value between 21-40

"Poor" if the final grades among 10-20

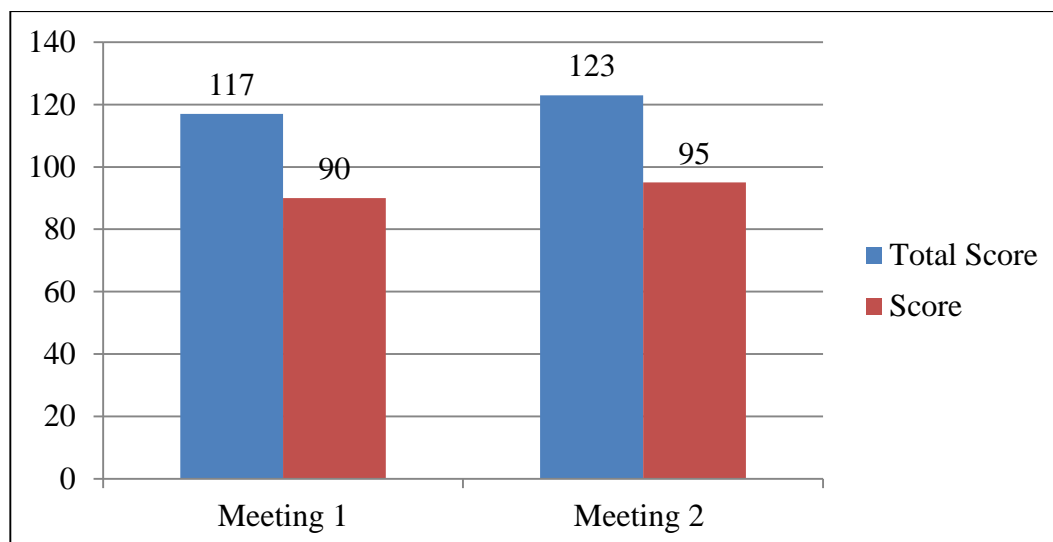
Scoring :

$$\text{Final Score} = \frac{\text{Total Score}}{\text{maximum score (130)}} \times 100 =$$

From learning activities' the results of observations that teachers do in the cycle II can be explained as follows:

1. meeting 1, the total score is 117. If calculated using a formula that has been determined, the obtained score 90 with a category score "Very Good".
2. meeting 2 obtained a total score of 123. If calculated using a formula that has been determined, the obtained score 94.6 is rounded to 95 with a category score "Very Good".

From the the score calculation in the cycle II the teacher's learning activities can be graphed as follows:

Graphic 4.4 The observation Result of The teacher's Activities

b. Observation Activity Students in the Learning Cycle II

In the learning process implemented, activities, students can be seen as follows:

Table 4.10 The observation Result of Students' Learning Activities in Cycle II

No	Observed aspect	Meeting 1					Meeting 2				
		Score					Score				
		1	2	3	4	5	1	2	3	4	5
I	<i>Visual Activities</i>										
	1. Reading many learning resources				√						√
II	<i>Oral Activities</i>										
	2. Able to express opinions				√						√
	3. Asked of the material not clear				√				√		
III	<i>Listening Activities</i>										
	4. Listen to the explanation of the teacher					√					√
	5. Willing to form a group of determined teachers					√					√

IV	Reading Activities										
	6. All students in each group read the passage				√					√	
	7. Membaca dengan konsentrasi					√					√
V	Drawing Activities										
	8. Creating concept maps / notes important reading and so on	√					√				
VI	Motorist Activities										
	9. Find information from various learning resources				√					√	
	10. Active in group activities					√					√
VII	Mental Activities										
	10. Answering the questions asked of teachers					√					√
	11. Focus on the activity learning					√					√
VIII	Emotional Activities										
	12. Demonstrate enthusiasm for the exercise or task assigned					√					√
	13. Seemed calm and joy in learning activities				√					√	
	Total	1			6	7	1			4	9
	Total Score	60					62				

Score Criteria:

5 = All students perform well

4 = Only the most students do well

3 = Only a minority of students do well

2 = Only 1-5 people are doing well

1 = No one student is doing well

Score Category:

"Very Active" if the values obtained of 81-100

"Active" if the values obtained of 61-80

"Quiet Active" if the values obtained of 41-60

"Less Active" if the values obtained of 21-40

"Very Less Active" if the values obtained of 10-20

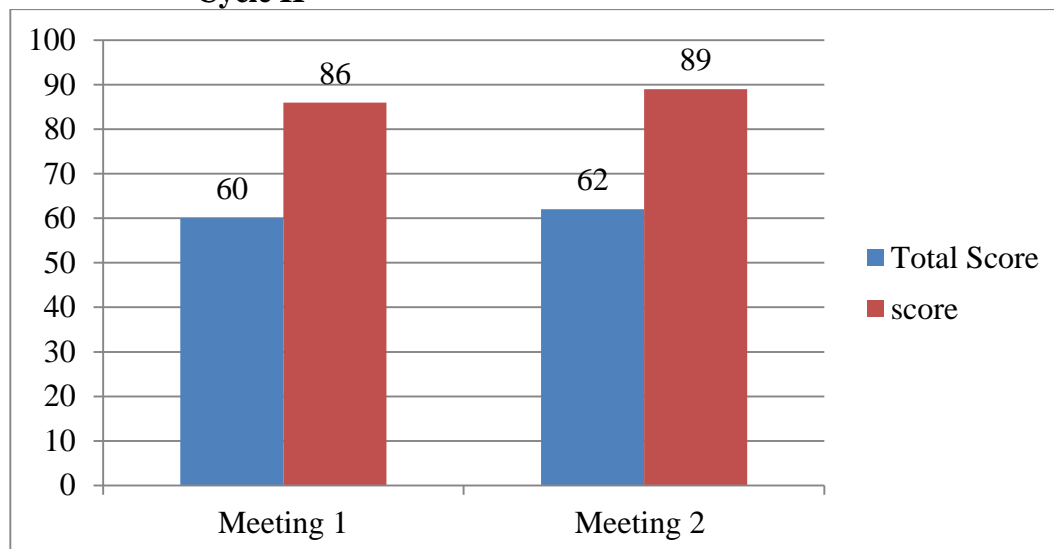
$$\text{Final score} = \frac{\text{Total Score}}{\text{Maximum score (70)}} \times 100 = \frac{\dots}{70} = \dots \dots \dots$$

From the results of observations the learning activities of students during learning activities take place on the second cycle can be explained as follows:

1. Meeting 1 gained total score of 60. If calculated using a formula that has been determined, the obtained the score 85.7 is rounded to 86 with the score is very active category.
2. Meeting 2 obtained a total score of 62. If calculated using a formula that has been determined, the obtained the score 88.6 is rounded to 89 with the score is very active category.

From the calculation of the student learning activity score in cycle II can be included in the graphic as follows:

Graphic 4.5 The observation Result of Students' Learning Activities in Cycle II



c. Evaluation

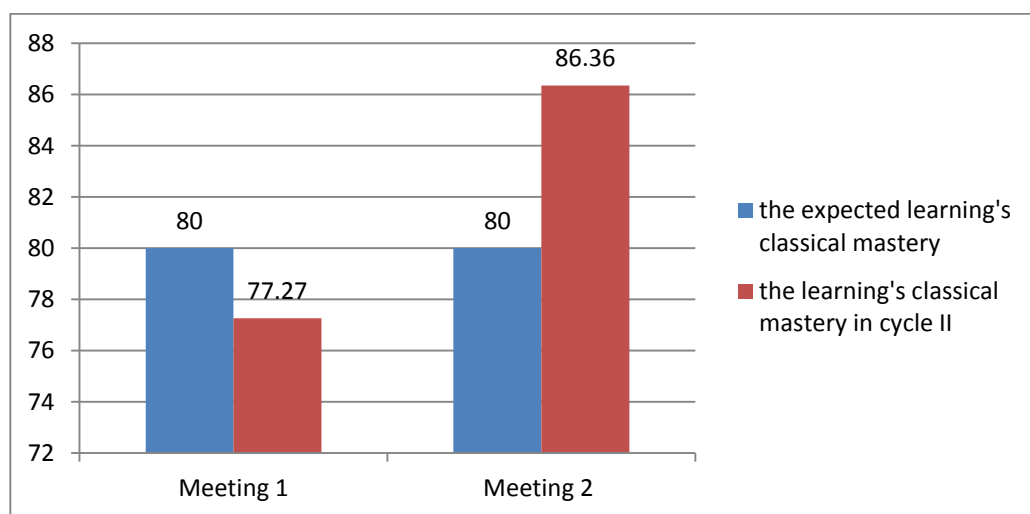
The learning results can be seen in the acquisition cycle of evaluation results contained in Table below:

Table 4.11 The evaluation of Learning Result in Cycle II

No	Score	Meeting 1		Meeting 2	
		Frequency (f)	%	Frequency (f)	%
1	100	1	4,5	2	9,1
2	90				
3	80	4	18,2	6	27,3
4	70				
5	60	12	54,5	11	50
6	50				
7	40	5	22,7	3	13,6
8	30				
9	20				
10	10				
11	0				
Total		22	100	22	100
Average		60,91		66,36	
learning's classical mastery		77,27%		86,36	

From table 4.11 can be seen the results of students' learning in cycle II that: there were a student who obtained score 100 (4.5%), 4 students who get the score 80 (18.2%), 12 were students who get the score 60 (54.5%), and 5 of the students get the score 40 (22.7%) in the meeting 1, with the average 60.91 and the learning's classical mastery is 79.2%. in the meeting 2 there were 2 students who obtained score 100 (9.1%), 6 students who get the score 80 (27.3%), 11 students who get the score 60 (50%), and 3 students get the score 40 (13.6%), with the average 66.36 and the learning's classical mastery is 86,36%. The following graphic the learning's classical mastery cycle II:

Graphic 4.6 The Learning's classical mastery In Cycle II



d. Reflection

Based on the findings of research on the cycle II, it can be reflected in any of the following:

1. Teacher is very good in implementing the model of inductive learning. Evidenced by the score of the learning activities of the teacher observation

in cycle II, that is: meeting I the score is 90 with category is very good, and the second meeting the score is 95 with category is very good.

2. Learning activities of students during the implementation of learning in the classroom by the observation categorized is very active. It is evidenced by the acquisition value of the observation of student activities at the meeting 1 in cycle II, the score is 86 with the category of very active, and the second meeting obtained 89 with category is very active.
3. Student learning results in finished the evaluation at meeting 1 in the cycle II, the average is 60.91 with 17 people from 22 students who achieved > 60 (KKM) and the learning's classical mastery 77.7% mention that the studied is complete. Being the second meeting of the average value of 66.36 with 19 people from 22 students who achieved > 60 (KKM) and the learning's classical mastery 86.36% mention that the learning is complete.

E. Discussion of The Research

The results based on quantitative data and qualitative data learning outcomes during the learning activity was shown to answer the research objectives as formulated in the introduction. English learning in the reading comprehension in Grade VIII SMPN 1 Murung Pudak, Tabalong District through cooperative learning implemented in two cycles of four meetings. Learning activities of teacher, student activities and learning outcomes in the cycles II increased compared with cycle I. For more details, it can be discussed in detail the research results as follows:

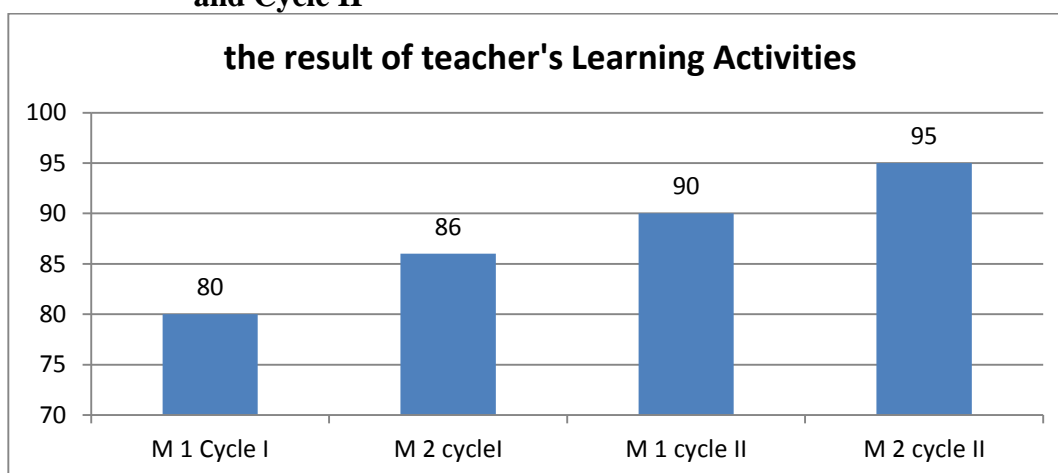
1. Teachers Learning Activities

Activities of teachers in implementing cooperative learning is stated that the increase of cycle I and cycle II, as shown in the table and graphic below:

Table 4.12 The Comparison of Scoring the Teacher's Activities in Cycle I and Cycle II

Cycle	Meeting	Result of scoring teacher's activity	Theme
I	1	80	What is your hobby?
	2	86	It's time for holiday
II	1	90	Wild animals
	2	95	News

Graphic 4.7 The Comparison of Scoring the Teacher's Activities in Cycle I and Cycle II



Based on the assessment of teacher activities. Parameters which have increased activities of teachers, among others, aspects Confidence, Appearance, Pronunciation, and Gesture Movement Teacher, Teacher Voice, Eye Contact and Movement, Switching Sensory Channel, Verbal Reinforcement, Verbal Probing Reinforcement, Connecting Student Answer, Clarity of Questions, Connection of

Question and Teaching Content, Variation of Questioning Technique, Closing the lesson. But during the implementation of the research in cycle I, meeting 1, a teacher still get the problems in implementation due to students did not use to learning in groups, looking for information and find out by themselves. However, at the next meeting, the problem can corrected, the teacher asked each group to perform the division of tasks to group members, in addition, the teacher asks each group to seek as much information through other learning resources.

From the observation of the observer to the teacher's activities during the learning process can be concluded that teachers in the learning activity seen from the observed parameters with the results of the assessment is less than the acquisition score of 4 or 5. In the cooperative learning activities, teacher is as a facilitator and should be able to direct the learning activities of the student to work together to solve a problem.

In the new paradigm of education that emphasizes the students to do and solve the problems that have been determined by the students themselves, and the teachers facilitate, motivate and provide a good guidance to students in the learning activities. Teachers as facilitators of learning should be calmer, can create an effective learning atmosphere, flexible, can master and manage the class, using a model of learning, and strategies appropriately.

Beside that, teachers seem more enthusiastic, creative, more passionate about teaching, bringing class into a fresh atmosphere. Guidance and supervision of the teacher also needed, but the intervention of the students in problem-solving activities should be reduced. Then the role of teacher in the learning is to lead and

guide the learning experience without interfering too much on the interests and students' needed, students serve as a complex organism that has ability to grow optimally.

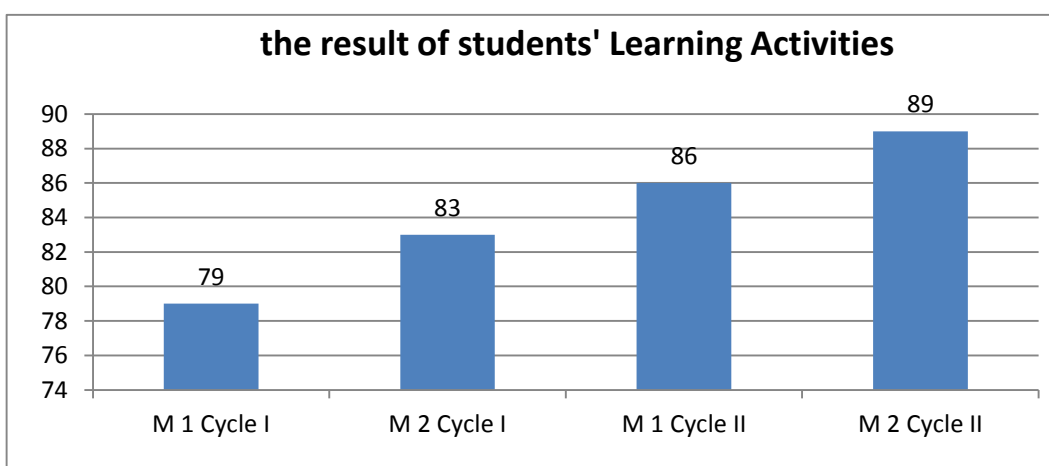
2. Student Learning Activities

The following comparison of the acquisition value of the learning activities of students through of the use of an inductive model in cycle I and cycle II can be seen in the table and the graphic below:

Table 4.13 The Comparison of The Students' Learning Activities in Cycle I and Cycle II

Cycle	Meeting	the result of students learning activities	Theme
I	1	79	What is your hobby?
	2	83	It's time for holiday
II	1	86	Wild animals
	2	89	News

Graphic 4.8 The Comparison of The Students' Learning Activities in Cycle I and Cycle II



Observations on the cycle I gained a picture of students' attitudes and behavior and about the seriousness of students. The attention began to focus on student learning, although not optimally. The spirit of the students in the course began to increase. Students are more enthusiastic when compared the conditions of the students in the beginning before cooperative learning applied.

Students progress is also evident in students when express opinions. Students begin to dare to express their opinion, it seen from students' activeness asked about the material that did not understand. Students also do not embarrassed to answer the questions, each student is always trying to answer the questions correctly without embarrassment again. The courage also seen increase when students have to perform in front of the class, they dared to present the results of group work in the classroom. Other behaviors that showed the improvement was accuracy. The task given to students can be satisfactorily resolved, although not all be completed on time. Students have not been able to complete the task earlier than the time specified because students are not familiar completing tasks quickly and the cooperative learning is used by the teacher for the first time in the learning process. But there is an increased ability to answer questions. Students can answer questions quickly and accurately.

The observation in the cycle II showed a significant increase. The seriousness of the students to following the lessons was more increase. Students' attention fully focused on the subject matter. The spirit of students was more increased, all the students followed the lesson with passion, there is nothing lazy or less enthusiastic in following lessons.

The courage of the students to express their opinions is also quite increased. Students dared to express their opinions, comment on something or even express their ideas. The courage that also increases was in answer the questions. They compete to answer questions asked of teachers. Improvement was also seen on the student's ability to perform in the classroom.

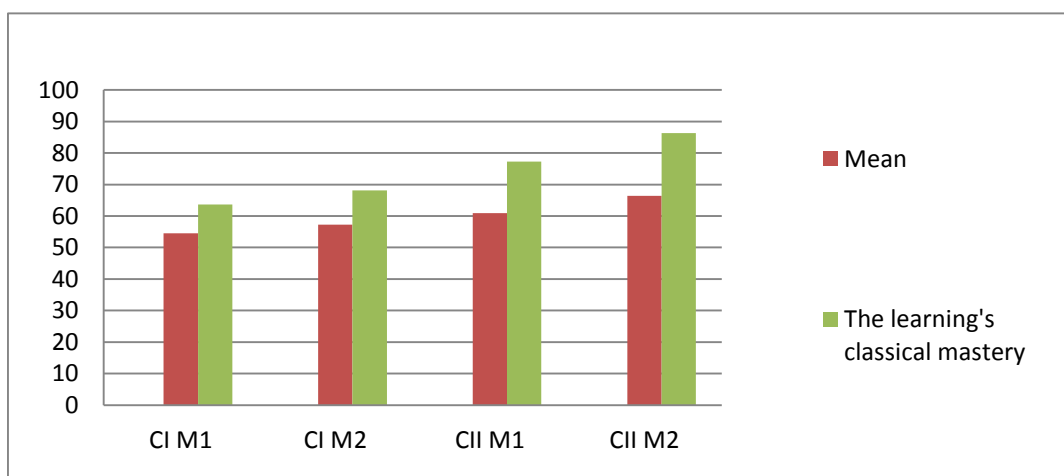
3. Learning Result

The results of evaluation of learning in this study stated that an increase in student learning outcomes cycle II increased compared with the results of students' learning cycle I, as shown in the table and graph below:

Table 4.14 The Comparison of The Students' Learning Activities in Cycle I and Cycle II

Cycle	Meeting	Result of learning		Theme
		Average	Classical	
I	1	54,55	63,64	What is your hobby?
	2	57,27	68,18	It's time for holiday
II	1	60,91	77,27	Wild animals
	2	66,36	86,36	News

Graphic 4.9 The Comparison of The Students' Learning Activities in Cycle I and Cycle II



Information:

CI M1 = Cycle I Meeting 1

CI M2 = Cycle I Meeting 2

CII M1 = Cycle II Meeting 1

CII M2 = Cycle II Meeting 2

Based on the results of this Classroom Action Research (CAR) the success and learning objectives have been achieved. The increase occurred because the teacher directly provided presentation of information with provided illustrations of the topics that will be studied by the students, thus students have a parameter in the achievement of learning objectives. When the students have had an overview of the subject matter, teacher guide the students to discover certain patterns of illustrations are given, so the students understanding increase because there are the questions between students and students and students with teachers. Cooperative learning be more effective to build the students involvement in the learning process because the questions.

The success of this research is also influenced by knowledge and skills that got by the students was not expected from the result to remember the facts, but because of understand the material. Based on student-centered activities in which these activities provide a direct experience. Besides the cognitive aspects of students, the application of the model is also able to improve aspects of the affective and psychomotor. Affective aspect that looks the earnestness, courage, while the psychomotor aspect can be seen from the speed and accuracy of students complete a series of tasks given by the teacher.

The success of the research can be seen from the performance of students and teachers during the learning process on the positive changes in cycle I to cycle II.