USING COMPUTER-AIDED READING ACTIVITIES TO DEVELOP STUDENTS’ AUTONOMOUS LEARNING IN READING

THESIS

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul “Using Computer-aided Reading Activities to Develop Students’ Autonomous Learning in Reading” adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya.

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Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan,

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The Writer
ABSTRACT

For some students, English lesson has been taught since elementary school. However, it does not prove that, they learned all of the material that should be taught in the classroom especially in learning reading. It is caused by time and source limitation and lack of students’ willingness to learn English independently at home. They tend to spend their leisure on chatting with their friends or foreigner in social media. Therefore, the writer applied a new learning model in this study by using computer-aided reading activities to foster students’ autonomous learning in reading. The purpose of this study is to investigate the learning model for improving reading comprehension and to find out whether using computer-aided reading activities foster the third year of MTsN Jeureula students’ autonomous learning in learning reading or not. In this study, classroom action research within the framework of qualitative research approach was used. The data was obtained from observation checklist and questionnaire. The result showed that, the use of computer-aided reading activities foster students’ autonomous learning in reading. It can be proven from the students’ participation in the classroom. They tend to comment, post or share links, post images, ask question and answer their friends’ question during the learning process in the classroom.

Keyword: Computer-aided reading activities, autonomous learning, reading and social media.
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CHAPTER I
INTRODUCTION

A. Background of Study

In recent years, researchers have become increasingly interested in conducting study about problem faced by students in learning English, especially learning reading comprehension skill. Reading is one of language skills that should be learned by students in the classroom. Through reading skill, English language learner can comprehend the writer’s ideas and find out the information in the text and this is the purpose of learning reading.

Furthermore, according to Tickton (1970, p. 49), reading is “A process of constructing meaning from text”. It means reading is a comprehension process to search the meaning of text but without ignoring the letters or words, because both of them must be identified to search the meaning. Undeniable that, learning of reading subject is crucial because every English learner has to use English textbook reference materials and other sources either printed material or online for study purposes.

Even though English lesson has been taught since elementary school, but because time and sources limitation affects students’ score in learning especially in reading skill. As we know that, for junior high school students only learn English for four hours a week. English lesson has four skills. Four hours a week is not enough to learn all skills in the classroom. Furthermore, sources limitation also a problem for the students. The majority of English book does not provide more sources, thus it cannot meet the students’ need during the learning process.

Besides time and sources limitation during the instructional process in the classroom, the main problem faced by students is lack of motivation and willing to study at home. They prefer to spend their leisure on social media to chat with their friends or foreigner. Actually, the students’ duty is learning whether in school or at home.

Furthermore, the general features of using technology nowadays are well known. Therefore, the writer would like to promote autonomous learning by using computer-aided reading activities in learning reading comprehension skill in order to solve these problems. Both the teachers’ and students’ problem during the learning process can be settled.

As we know that, computer is one of the examples of technology development. Technology development offers English learner some advantages, such as stated by Tickton (1970, p. 224), “Technology can make education more productive, independent, and powerful”. Because the technology provides the learners more additional learning materials. Thus, they can be autonomous learner to search a productive reading passage independently.

Therefore, the use of technology can lead students to be autonomous learner, who have a big desire to learn independently whether in school or at home. According to Wang (2010, p. 222) “Autonomous learning is the learning model that able to adjust students’ aptitudes, interest and their language levels”. This is one of the benefits of using the technology. Teacher sometimes is unable to measure all students’ language ability and needs. Thus, autonomous learning can lead the students to decide their learning based on their needs.

Moreover, according to Benson (2006, 2011a, 2011b) and cited by Wach (2014, p. 370) “Recently there has been increased interest in autonomy promoted by out-of-class learning contexts, technology-mediated
communicative situations being part of them”. As this explanation, it was being a choice for many people to learn outside the classroom or it is well-known as distance learning and it needs a media that can interact between the teacher and the students. Thus, the teacher can choose the technology as a media during the instructional process.

One of the examples from the technology that can be used in distance learning classroom is the use of internet. The internet really helps the learner especially in English language learning such as learning of reading subject. By using these networks the English language learners may access and share the material where ever and whenever they want to do.

Furthermore, internet or electronic learning tools as the technology design that can be used in improving reading comprehension skill. Reading through technology mesmerized the learners because it provides more visual aids such as photograph, picture or diagram. Visual aids are really necessary to evolve the learners’ motivation in learning. As some English language learners are easier to understand the learning material by supporting with visual aids. According to Hamzah (1985, p. 27), “Image is the important visual aids which helps the students to catch the idea or information easily”.

To support this study, some researcher was conducted another study such as Wang (2010, p. 226) found that majority of students thought computer-aided learning was helpful to their classroom learning and they believed that their listening and reading competence were greatly improved during the process.

From explanation above, the writer really concern about learning model that is appropriate for the third year of MTsN Jeureula students to foster their autonomous learning in reading comprehension skill. As the writer’s observation, most of them are lack of motivation in learning reading comprehension skill autonomously. Thus, the writer has a big desire to apply a new learning model in MTsN Jeureula which is quite different from their real teacher learning model used in the classroom. The writer wants to apply a new learning model for them by using computer-aided reading activities. Computer-aided reading activities means in this study is learning reading comprehension skill by using facebook through computer, PC, tablet, ipad, etc.

According to the writer, this study is important because it can motivate students to learn English autonomously whenever or where ever. In addition, most of the third year of MTsN Jeureula students spend more their time on facebook for having fun with their friends and the writer thinks it might be wise if facebook as a social networking that can be used to improve students’ ability in English language.

Based on the explanation above, the writer is really interested in conducting a research about “Using Computer Aided Reading Activities to Develop Students’ Autonomous Learning in Reading.

B. Previous Study

In regard to conduct this study, the writer had initially searched and found previous study done by various researchers which had a similar genre as the one the writer indented to examine. The previous studies are as following.

According to Rizki (2012, p. 41), he pointed out that, the majority of UIN Ar Raniry students are interested in conducting English learning process through online class, they like the implementation of online class or
participate on online class as a media in college and conveyed that the implementation of online class at campus was good enough.

Another study was conducted by Wang (2010, p. 226) he figured out that, the majority of students became quite enjoy and interested in computer-aided autonomous learning style, furthermore in particular 48% of the students thought the autonomous learning model could be quite helpful to their creativity power and social communicative ability and they thought computer-aided learning was helpful to their classroom learning and they believed that their listening and reading competence were greatly improved during the process.

C. Research Question

This study tries to observe students’ autonomous learning in learning reading comprehension by using social networking as a tool to support the learning process. Thus, the research question of this study is: Does computer-aided reading activities foster students’ autonomous learning in reading comprehension skill?

D. Research Aims

In conducting this study, there is one specific purpose, that is; to find out the appropriate learning model for the third year of MTsN Jeureula students to foster their autonomous learning in reading comprehension skill.

E. Terminology

Autonomous learning

According to one of the important scholar who introduced the autonomy learning, Honri Holec and cited by Si (2014, p. 52) stated that “Autonomous learning means the learners are able to determine the target, content, materials, method of learning, able to determine the time, place and progress of learning, and able to assess learning result”.

Computer-aided reading activities

According to Wang (2010, p. 22) computer-aided activity means “Students learn and practice English language not only in classroom but also by using computer, PC, to search materials on internet, learning disc and other electronic learning tools”.

Reading Comprehension

Yee (2010, p. 4) stated in his thesis that “Reading comprehension can be understood as the process through which the recognized words are transformed into a meaning idea”.
CHAPTER TWO

LITERATURE REVIEW

This chapter focused on some theories related to the using computer-aided reading activities to develop students’ autonomous learning. In general, the writer will discuss about the definition of computer-aided reading activities, social networking, autonomous learning and reading.

A. Computer-aided Reading Activities

1. The definition and the advantages of computer-aided reading activities

In these recent years, the technology plays as the important role in educational practice, especially related to computer, PC, tablet, Ipad, etc. As this software can connect to internet connection and it has increasingly become a common feature in English language learning. Therefore, with the existence of internet access, it changes the roles of students and teachers. Students have become more active than the teachers.

In this study the writer used computer aided-reading activities in reading class. According to Wang (2010, p. 222) computer-aided activity means the students learn and practice English language not only in classroom but also by using computer to search the material on internet, learning disk and other electronic tools that can be used in learning process. Therefore, the writer assumed that with the using of computer or the other digital media can foster students autonomous learning, as Lee stated that and cited by Wach, (2011, p. 369) “Through social interaction, learners develop a capacity to analyze, reflect upon and synthesize information to create new perspective”.

In the other hand, according to Kadir (2005, p. 415) computer aid is used to to change the data or to connect the computer to software or hardware. There are some advantages of computer aids, first some hardware can be used to connect to computer such as hard disk, printer, CD-ROM drive, and modem. These hardware are really helpful for the learner in English learning, particularly in reading class. The students are able to use the hardware to search learning material sources. Second, computer can be used to save the data or program. The students are able to save the data or even the program in order to help them in learning process. And this is the easy way to study because they can edit the data easily. Third, computer can be used to access information through internet. As we know that internet is one of the biggest network implementations in the world. Every one easily can read some articles, catalogues and journals freely. Finally, computer facilitates people to communicate easily each other and it can be done in speed. The computer user can send an e-mail or chat each other easily. Therefore, the students can communicate easily with the teacher to ask some questions related to the subject, such as through facebook.

2. Facebook

These days, everyone is being really familiar with facebook account. As Gwen Solomon & Lynne Schrum and translated by Sjafriani (2010, p. 75) stated that, “MySpace and facebook is known as the first social networking that familiar with people. A thousand of people around the world are joined these media and everyone can find any discussion in it”. Thus, the writer uses facebook as a media to support the learning process in her study.

In addition, social media can be used as a classroom. Both the teacher and students can involve in a long discussion after class. They can discuss about learning materials that cannot explain in the classroom because of the time limitation after class. But, most of students don’t really understand about this perspective, they just spend more of their leisure time on facebook to chat with foreigner and it is really waste their time as a student. Actually, the students should spend most of their time to study.
In this case, the teacher should inform their students to be a wise Facebook user. As the user of Facebook can cause negative effects or positive and it all depends on the user. Therefore, the teacher can minimize some negative effects of using Facebook by creating a learning group on Facebook. On it they can get into long discussion, asking or answering some questions, because as we know that the existence of social network can be useful as a learning media in order to create fun learning. Through Facebook the learner can access easily many material which is provided by the teacher. They can share their own opinion about the lecture and the teacher can correct it directly in any situation. This is one of the advantages of using Facebook during learning process.

Gwen Solomon & Lynne Schrum and translated by Sjafriani (2010, p. 76) stated that, there are some advantages of using social networking sites, some of them that are related to educational process are:

a. Students are able to post some questions on it and an interesting other topics. Since we know that, on Facebook the students are allowed to upload some interesting reading topic freely that can be discussed each other or even asking some question on it. And this is the great moment for them to have a long discussion in order to improve their reading skill. Unintentionally, the students will learn how to write because both of these skills are related.

b. Social networking sites can be used by teacher as a media to keep teacher’s note, video, podcast and other activities during the teaching process.

c. Some absent students in the classroom still can learn autonomously at home. Someone who get ill and cannot attend the class, they are often missed the lesson because they cannot get the lecture at the day. Through Facebook learning group they are able to learn the material by download it directly. Some of teachers ignore this point, because they think that, the students can easily borrow his/ her friend’s book. Basically, every student has his/ her own style to write by using some codes and it must be difficult to understand by other students.

d. The students can improve, collaborate, and keep working themselves every time. The skills can be improved through keep working, hence by using the social network they can do it whenever easily and cheaply.

Therefore, based on the description above we can conclude that Facebook as a social networking that able to connect with computer, PC, tablet, Ipad. All of this software can motivate students to be autonomous learners in English language learning because it provided more visual aids than the textbooks.

According to Dewey and cited by (2011, p. 68), he believed that “a lot of time and attention these days is devoted to the preparation and presentation the subjects, it might be more wise and profitable, if it is spent to train students’ image capacity, so that it continuously produces definitive image, bright, and develop it in their experience”. Based on explanation above, providing some visual aids during instructional process can keep students creating some idea that can influence their daily activities.

The roles of visual aids during the instructional (Dewey, 2011, p. 68) are:
a. Create a concrete thing for a statement. The statement cannot be seen, so the visual aids help students’ imagination. Visual aids help student to remember the content that they learn in classroom. More over the image may help students to represent their imagination.

b. Make an abstract idea to be concrete. Providing a visual aid during instructional can avoid students from abstract idea. An abstract is just like an imagination of students, they cannot see a real example. Whereas, the concrete or real example really helps students during the learning process.

B. Autonomous learning.

1. The definition of autonomous learning

   Autonomy is derived from Greece language “autos” it means independent and the word “nomos” means rules (Abdurrahman, 1987, p. 9). Besides, according to Honri Holec and cited by Si (2014, p. 52) stated that “Autonomous learning means the learners are able to determine the target, content, materials, method of learning, able to determine the time, place and progress of learning, and able to assess learning result”. It means that, autonomous learning can be concluded as an ability to be responsible for our own learning in deciding the objective of learning, materials, etc. Therefore, the students are called as autonomous learners when they can control their own learning, can meet their own need, evaluate the learning outcome, etc.

2. The role of teacher in autonomous learning class

   The teacher is the one who responsible to promote the students to be autonomous learner. Nguyen (2012, p. 320) stated that, “The students ability to behave autonomously depend on their teacher who is responsible to create autonomous learning culture”. In this case, the teacher plays the main role to create autonomous environment in the classroom. Thus the teacher needs to guide the students to be fully autonomous learner.

1. The use of technology to foster students’ autonomous learning

   The use of technology is useful to foster students’ autonomous learning. As Tickton (1970, p. 224) stated that, “Technology can make education more productive, independent, and powerful”. As we know that the technology provides the learners more additional learning materials. Thus, they can be autonomous learner to search a productive reading passage independently.

   Based on the description above, to promote autonomous learning the teacher needs to create a website or online classroom to facilitate the students to learn and able to access materials after class. They are expected to learn independently outside the classroom by sharing their knowledge or idea in online class. This process allows the students to learn independently.

C. Reading

1. Definition of Reading

   Yee (2010, P. 4) stated that “Reading is vital for academic achievement and is an important and necessary skill for successful functioning as a concept adult in today’s society”. Based on Nikki Yee opinion, as an adult, reading is important for academic achievements because there are many written materials that are provided in classroom. Besides, reading also as vital for today’s society. If we are willing to know about political discourses we
can find it on newspaper, magazine, or online article. Thus, reading is necessary for educational purposes and social purposes.

Reading is one of English language skills and this skills is very important for the learner because when the readers have a low ability in understanding the text, they will find some difficulties in mastering English language, as long as most of the material are presented in written text, for instance: students’ text books, newspaper, etc.

English language skills is devided into two types, receptive skills and productive skills. According to Harmer (2002, p. 265) “Productive skills is the term for speaking and writing, skills where students actually have to produce language themselves. Receptive skills is a term used for reading and listening, skills where meaning is extracted from the discourse”. It is called as receptive skills because the learners receive the information or knowledge by listening or reading some text.

2. Definition of Reading Comprehension

Dechant (1991, p. 339) stated that comprehension is the highest level of thinking. It is named as the highest level of thinking because it related to cognitive process. The reader is not only have to interpret the meaning of a text but also have to comprehend a reading text.

Yee (2010, P. 4) stated that “Reading comprehension can be understood as the process through which the recognized words are transformed into a meaning idea”. It means reading comprehension is the process to understand the meaning of the word. As we know that, the reader cannot be able to comprehend the text without understand the meaning of the word.

In the book The Barrett Taxonomy of Cognitive and Affective Dimensions of Reading Comprehension explained that: there are three types of question usually mentioned in students’ book or courses: literal, inferential, and assimilative.

a. Literal comprehension which focuses on the explicit information in the text.

b. Reorganization requires the students to organize ideas or information explicitly stated in the text.

c. Inferential comprehension is students’ demonstration when they use the explicit idea in the text.

d. Evaluation requires students’ responses to make judgment.

3. Reading Process Theories

There are many theories on the reading process. According to brown (2003, p. 185) “For English language learner, there are two primary hurdles must be cleared in order to become efficient reader. First, the need to be able to master fundamental bottom-up strategy for processing separate letters, words, and phrases, as well as top down, conceptually driven strategies for comprehension. Second, as part of that top-down approach, second language readers must develop appropriate content and formal schemata – background information and cultural experience- to carry out those interpretation effectively.”

In contrast, Barchers (1998, p. 14) divided the theory on reading process into: bottom-up, top-down, interactive, and transactional. He stated that, “Bottom-up reading model is a process of separate letters, words and
phrases”. This model focuses on developing the basic skills of matching the sound with the letters, words on a reading passage.

Furthermore, Barchers (1998, p. 17) explained that, “Top-down reading models capitalize on the experience and knowledge that a child brings to the process, coupled with the child’s purpose. Supporters of this theory believe that just as children learn to speak by experimenting, taking risks, guessing, and refining their utterances, so that they learn to read by using their experiences and knowledge of print to make sense of what they are reading. Instead of focusing on building precise sound-symbol relationships, words, sentences, and so forth, children can taught to read by using what they know to approximate the meaning of the text. The more they know about what they are to read, the less they need to rely on exact interpretation of the symbols. In short, the readers’ prediction and their background of knowledge or prior knowledge play the significant role in top-down models. Because when the reader has his background knowledge about the reading text, it will help him to understand it by guessing what will happen next.

According to Barchers, interactive reading model is “Combination between bottom-up and top-down reading models. This theory suggests that the readers use their background knowledge and their decoding skills simultaneously to find meaning in text. The reader begins with some ideas about the text while processing the print. If student has a fair amount of background knowledge about the subject, the reading will be much easier than if she has little or no knowledge about the topic (1998, p. 18)”. Some researcher suggests that in reading comprehension learning should involve two reading models. As interactive reading models that combine two reading models, it will facilitate the reader to understand the text. For instance, bottom-up reading model helps students to decode the letters, words, etc. and top-down reading model helps students to predict what happen after by reader’s background knowledge.

Transactional theory of reading is “An elaboration of the interactive model, which emphasizes social context. Instead of having an interactive relationship, the reader and text are seen as having a circular relationship in which each affects the other (Rosenblatt, 1991, p. 60)”.

According to Brown (2003, p. 189) there are several types of reading performance:

1. Perceptive reading task involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom up processing is implied.
2. Selective, this category is largely an artifact of assessment formats. In order to ascertain one’s reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, usual task are used: matching, true-false, multiple choice, etc.
3. Interactive, this process will interact the reader with the text of reading. The reader will stretch of language of some paragraph to one page or more.
4. Extensive is a process of reading long passage such as professional articles, essay, short story, book, etc.
CHAPTER III

RESEARCH METHODOLOGY

A. Brief Description of Research Location

MTsN Jeureula is name of the school where the study was conducted. The school is located in Sibreh, Aceh Besar. This school is also known as the first junior high school that was established in Aceh Besar. Even though the school location is near the provincial free way, but the school has a good condition to learn because the school building is surrounded with walls, thus it can prevent from noise.

MTsN Jeureula School does not use Kurikulum 2013 in teaching-learning process, but they still use KTSP curriculum. Although in 2014 the books of kurikulum 2013 was distributed in MTsN Jeureula, but until today the school use KTSP curriculum, because there were only a few of teachers who were given training on kurikulum 2013.

Moreover, based on the writer observation, the school has a sufficient facility to support the learning process for example computer laboratory room, library room, and classrooms. There are more than 20 working-computers are available, but the teacher of MTsN Jeureula had never been there. It means, the teacher had never been trained about computer used directly in the school.

Therefore, in this study, the writer needs to train some students who are not able to use computer, PC, Ipad, etc. The aim of this activity is to facilitate both the students and the writer in her study. Because the students’ ability in using this software is necessary in this study.

B. Research Design

Based on the writer observation, she found some problems that faced by MTsN Jeureula students. Their score in reading subject is low, but they do not have a willing to study at home and spend more of their leisure time on social media such as facebook just for having fun. Therefore, the writer promoted autonomous learning to the third year of MTsN Jeureula students by using computer-aided reading activities in teaching reading comprehension skill to foster their autonomous learning.

In this study, the writer used classroom action research to obtain the data and to provide direct solution to the problem. There are some definitions of action research. According to Mills (2000, p. 5) “Action research is a systematic inquiry done by teacher or other individuals in teaching or learning environment together information about and subsequently improve the ways particular school operate, how they teach, and how well their students learn.” And According to Creswell (2008, p. 68), “Action research designs are systematic procedures used by teacher (or other individuals in educational setting) to gather qualitative and quantitative data to address improvements in their educational setting, their teaching, and the learning of their students.” Based on the definition above, we can draw that classroom action research is a research design that try to improve the quality of education, either students’ achievement or teachers’ ways or techniques that is used during instructional process.
In this study the writer had chosen 17 students as her participant. They are will be thought reading comprehension skill with different model that usually their teacher used. In the classroom they used to study in traditional way, but in this study the writer led them to study autonomously by using internet connection.

In conducting classroom action research, the writer applied the Kemmis and Mc Taggart model which involves four steps, they are planning, action, observation, and reflection. The cycle is expected to gain the information or data to solve the problem. Two cycles action were conducted in reading class. The teacher, and her collaborator observed students’ learning attitudes, both the teacher and collaborator observed the activities in the study by filling the students’ participation observation checklist and the teacher contribution observation checklist.

The first cycle was conducted on April and it consists of three meetings. Each meeting, the writer and her collaborator observed students’ behavior, because the purpose of this study is to foster students’ autonomous learning in reading comprehension skill. In cycle 1 the writer obtained some information about the classroom activities. Most of the students who participated in the reading group did not do the learning activities well. Most of them did not do the exercise with the reason that they cannot connect the network because the teacher provided the exercise used googleform.

In contrast, the teacher created the exercise in googleform intended to interact students’ motivation in English language learning especially in reading comprehension skill, because it provides a good visual aid such as the picture. In addition, the teacher can design the exercise form as creative as possible. Thus, the teacher assumed that using googleform in designing the exercise facilitates both the teacher and the students.

But according to the students’ participation and teacher’ contribution observation sheets, they showed us that the first cycle failed. Thus the teacher needs to conduct the next cycle. In cycle 2 the teacher made some revisions on the steps of teaching and lesson plan. It purposes to revise some limitations during the learning process.

Based on the writer’s observation before conducting this study, MTsN Jeureula students’ autonomous learning in reading comprehension skill was still under average. Thus, the writer chooses a computer or laptop as a media in order to find the solution to fix the students’ problem in reading comprehension skill.

C. Population and Sample

1. Population

In this study the writer needs to decide the population to collect the data. According to Prof. Dr. Sugiyono (2008, p. 15) “population is a generalization area that consist of object and subject that have a particular characteristics and quality which has been decided by a researcher to be studied in it.” Based on explanation above, the writer has decided the population of this study is the third year of MTsN Jeureula students, because they have the same characteristics in learning of reading comprehension skill.

2. Sample

The sample of this study was 17 students of the third year at MTsN Jeureula. In selecting the sample, the writer used convenience sample. According to Creswell (2008, p. 155) convenience sample is “the researcher selects the participant because they are willing and available to be studied”.
The reason of using convenience sample because the writer lack of facilities to conduct this research, thus the participant who are willing to be studied have to do a great struggle to participate in the class. Sometimes, the writer brought her laptop and borrowed another teachers’ laptop for those who did not have a computer or laptop to connect to network.

D. Research Preparation

Before conducting an action research, the writer discussed the lesson plan, instructional materials, the instruments and the teaching media with the real teacher of English lesson at MTsN Jeureula. Moreover, the writer was helped by her collaborator to observe the students’ participation and the teacher’s contribution by filling observation checklist.

1. Planning the Action

In order to conduct an action research classroom, the writer designed some plans for action. There are:

a. Deciding three meetings for cycle 1 and two meeting for cycle 2.
b. Designing teaching media and instructional materials for instructional process to motivate students’ learning, such as image, short story, googleform, and the link for quiz.
c. Preparing the criteria of success.
d. Designing the questionnaire to obtain the data of students’ responses.
e. Preparing the observation sheet to observe students’ behaviour and teacher’s limitation during instruction.

2. Action

In this phase, the writer conducted some activities in order to foster students’ autonomous learning in reading class, there are:

a. applying the learning process based on lesson plan in reading group as a learning media.
b. Instructing on the students’ work directly in reading comprehension group.
c. Assessing the students’ comprehend in reading comprehension group and commended directly on students’ work.
d. Leading the students to discuss the learning material together in reading comprehension group and lead all students to be involved during the instructional process.

3. Observation

In observation phase, the writer and her collaborator observed the students’ and the teacher’s activities during the learning process by using observation checklist. There are two points that observed during the teaching learning process:

a. Observing the students’ activities in reading class directly by filling the students’ observation checklist.
b. Observing the teacher’s activities by filling teacher’s observation checklist.

4. Reflection

In reflection phase, both the teacher and her collaborator analyzed the teaching learning activities in reading class, the following:
a. Students’ participation in order to know whether the students’ autonomous learning in reading class improved or not.

b. Teacher’s contribution in classroom in order to know teacher’s limitation during instructional.

E. Technique of Data Collection

To gather the data in the study, the writer used some techniques to collect the information, they are:

1. Observation

In this study, the observation was used to gather data. The writer asked her collaborator to observe the students’ participation and the teacher’s contribution in reading class. “Wallace (1998, p. 106) states that the real observation is observation and analysis as the teaching learning actually happens by using electronic means of recalling the data and it will be done by making checklist or simply taking note”.

In addition, observation is the way to observe students’ ability in English language, aptitudes, and responses. Because observation give the information as it occurs (Creswell, 2008, p. 221). Thus the writer conducted the observation in the study to know students’ real behavior.

The collaborator had been given the students’ participation observation checklist and the teacher’s contribution observation checklist. These observation checklists were given at each meeting in order to record the students’ behavior and the teacher’s performance. In each meeting the collaborator observed by filling observation checklist, they are the students’ participation observation checklist and the teacher’s contribution checklist.

<table>
<thead>
<tr>
<th>No</th>
<th>The use of computer-aided to develop students’ autonomous learning</th>
<th>Yes</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The students responded and answered the teacher’s questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The students responded the teacher’s questions that related to the topic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The students read the reading passage in reading class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The students asked the questions during the learning process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The students tried to answer their friends’ question autonomously</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The students used google to search further information about the topic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The students shared reading links or image that related to the topic</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The students commended on their friends’ posting link.

The students did the quiz in reading class.

The students commended on the quiz that was shared by teacher.

The students did the exercise.

---

**Table. 2**

The teacher’s contribution checklist

<table>
<thead>
<tr>
<th>No</th>
<th>The use of computer-aided to develop students’ autonomous learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The teacher greeted the students and gave apperception</td>
</tr>
<tr>
<td>2</td>
<td>The teacher shared the link that related to the topic learning</td>
</tr>
<tr>
<td>3</td>
<td>The teacher gave some examples in reading class that related to the topic learning</td>
</tr>
<tr>
<td>4</td>
<td>The teacher instructed the students’ answer</td>
</tr>
<tr>
<td>5</td>
<td>The teacher corrected the wrong answer</td>
</tr>
<tr>
<td>6</td>
<td>The teacher motivated the students in reading class</td>
</tr>
<tr>
<td>7</td>
<td>The teacher gave the chance to the students to ask the questions</td>
</tr>
<tr>
<td>8</td>
<td>The teacher gave the chance to the students to answer their friends’ questions</td>
</tr>
<tr>
<td>9</td>
<td>The teacher provided the link for quiz</td>
</tr>
<tr>
<td>10</td>
<td>The teacher checked the students’ exercises</td>
</tr>
</tbody>
</table>

Both the writer and her collaborator worked together in analyzing students’ behavior and teacher’s contribution. If students’ behavior in learning autonomously in reading class does not improve, the writer has to conduct the next cycle in her study. And if teacher’s contribution in reading class found some limitation, the teacher has to revise it for the next meeting.

2. Questionnaire

According to Burns (1999, p. 129) “questionnaire is easier and requires less time consuming to administer than interview and the responses of the larger numbers of informants can be gathered.” Based on this definition, the writer decided to ask the students some questions related to the using computer-aided activities to develop students’ autonomous learning in reading.
The teacher distributed the questionnaire to students at the end of the meeting. Thus, the learner should read the question and answer the questionnaire. This aims to know students’ responses toward the classroom activity. If the responses do not support the writer’s criteria, the teacher has to conduct another cycle.

F. Data Analysis

To make the data analysis, the writer compared the result of observation checklist and questionnaire. The observation sheets were given in each meeting while the questionnaire were given in the last meeting.

1. Observation Checklist

In this section, the writer transcribed the data collected from both the teacher’s contribution and the students’ participation observation checklist to gain some information and for further information, the writer will explain in chapter four about the classroom environment based on observation sheet checklist.

2. Questionnaire

In this section, the writer transcribed the data collected from questionnaire to get general responses from the students and then, the writer concluded students’ responses into the statement.
CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the writer focused on the research finding of the study. In general, the writer will discuss the research finding in the first cycle, the research finding in the second cycle and discussion.

A. Data and Research Finding in the First Cycle

The first cycle of this study was carried out from 28th of April 2015 and it was conducted in three meetings. The data of the planning was designed to solve the students’ and the teachers’ problem in learning reading comprehension in the classroom. In the first cycle, the study consisted of planning of action, implementation, analysis and reflection. Therefore, the data of implementation consisted of the teacher’s and the students’ activities during the learning process in reading class.

1. Planning of action

Before conducting this study, the teacher and the real teacher at MTsN Jeureula (Ms. Winny) designed some plans to implement in the classroom. The planning of actions including: preparation of lesson plan, teaching material, task, affective reading webs, and instruments to gather data such as observation checklist.

The lesson plan was designed for three meetings for the first cycle. The lesson plan also consists of several components that had been discussed to the real teacher of MTsN Jeureula such as standard competence, indicators, learning objectives, teaching materials, teaching methods, learning activities, learning resources and assessment procedures. Learning material was taken from English book, English learning web such as BBC.

2. Implementation of the action

In the implementation of the actions in the first cycle, the teacher played the role as a teacher to facilitate the students in the reading class based on the lesson plan that had been designed before. In the reading class, the teacher posted some reading materials, quiz, and exercise. Besides, the teacher also facilitated the students during the learning process.

Furthermore, the writer also distributed the observation checklist to her collaborator. This aims to gather the data on the students’ and the teacher’s activities in the classroom during in reading class.

a. Meeting 1

Meeting 1 was conducted on 28th of April 2015 through facebook. In the first meeting of cycle 1 the teacher explained the students about the classroom rules. Because this is the first experience they had, learning through electronic tools especially by using facebook.

Starting the action, the teacher posted the learning material about narrative text. The teacher found there were only 12 students who commented in the first meeting. They tried to share their ideas about narrative text. Yet, there were only a few of students who interested to post another reading passage related to learning material. However, that was a great improvement to foster students’ autonomous learning.
Finally, the teacher closed the class by giving an exercise for the students. In the first meeting there were only five students who did it. In this case the writer was sure that, it was the process of improving students’ autonomous learning.

b. Meeting 2

Meeting 2 was conducted on 7th of May 2015. The teacher asked the students’ opinion about main ideas. The aim of asking students’ opinion is to foster students’ autonomous learning by searching some material in google. And there were six students who tried to answer the teacher’s question.

Next, the teacher posted some explanations about main ideas. Besides posted the definition of main ideas, the teacher led the students to get in discussion. There were ten students’ comments in the second meeting. They posted the idea and image in the online classroom.

Moreover, the teacher also led the students to post some links, reading passages or images in the classroom. In meeting 2, the teacher found some students who posted an image, reading passage, etc, and surprisingly, there were also some students commented on it.

c. Meeting 3

Meeting 3 was conducted on 12th of May 2015. The teacher posted the learning material about supporting detail. The teacher found more than 20 comments of students in meeting 3.

Besides giving some explanation about supporting details the teacher also posted some examples of it for the sake to optimizing students’ comprehension. There were three students who tried to give another examples, two students who posted another reading passages and five students who posted some images related to learning material.

The teacher posted an exercise in reading class and asked them to collect it. There were 13 students who did an exercise. It means the number of the students who did the exercise were increased than the first meeting.

3. Reflection of the activity

To see whether the action of the first cycle was successful or not, the writer and her collaborator made a reflection. Actually, the writer and her collaborator analyzed on teaching and learning process by using computer-aided reading activities to develop students’ autonomous learning in reading class.

➢ Analysis of teaching and learning process by using computer-aided reading activities to develop students’ autonomous learning in reading.

The analysis of teaching and learning process was analyzed based on the students’ participation observation checklist and the teacher’s contribution checklist. The information was about the teacher and the students’ activities during the instructional process in the classroom. In cycle 1, the writer found some strengths and weaknesses in running the learning process in reading class. The strengths and weaknesses were found from both side; the teacher’ contribution and the students’ participation.
After analyzing the observation checklist, the writer found some limitations that are needed to be improved in the implementation of computer-aided activities. The limitation was found from both sides; the teacher’s limitation in contribution and the students’ limitation in participation.

a. Analysis of the teacher’s contribution in reading class.

The analysis of the teacher’s contribution in reading class by using computer-aided reading activities was done by analyzing the information that obtained from teacher’s contribution observation checklist. Based on the teacher’s contribution observation checklist, the collaborator stated that, there are some points that that needed to be improved.

In this section, the writer would like to present some activities of action that had been done as follow:

In meeting 1, the teacher did not ask the students some question related to the topic. Actually, apperception is needed at the beginning of the class because it is one of the ways to foster students’ autonomous learning. Therefore, the teacher needed to give apperception before running the class in reading class.

And then, the teacher needed to ask the students’ condition in order to gain the information about the students’ readiness to learn. The students’ condition is really affects their learning activity. Thus, the teacher must ask the students’ condition before running the learning process.

Figure 1

The teacher greeted the students without asking their condition.

Moreover, the teacher did not motivate students during the learning process. Actually learning autonomously needed a great motivation from the teacher, it can be praises for students’ work or other ways. In the first meeting the teacher did not do this activity. It can be seen from the screen capture above. Some students tried to answer the question but the teacher did not praise them.

Figure 2

The teacher did not praise the students’ work
In the other hand, the teacher also lacked of providing the link for the learning materials. The teacher should share the link for learning material in various readings, because every student has their own interest of reading topic. And also they have a different reading level between one students and another.

Further, during the learning process the teacher needed to add some examples of explanation to ease the students’ comprehension. The examples can be from picture to stimulate students’ interest or can be an interesting reading passage. Here is the screen capture and it can be seen only one example that provided by teacher.

In the second meeting, a number of the students’ comments were increased than the first meeting. They showed their enthusiasm in the classroom. There were found 12 students’ comments in the second meeting.

In addition, based on the teacher’s contribution checklist, it was found the teacher needed to ask the students’ condition before starting the class. Besides to gain the information about the students’ readiness to study, it also intended to train the students’ language in a short conversation. Because, the students in reading class were often answer a short question in English. Here we can view that, the teacher did not ask the students’ condition.
The teacher did not ask the students’ condition

Furthermore, the teacher repeated the same mistake. The example is needed during the instructional process. Yet, the teacher did not give many examples in the second meeting. Exactly, it needed more examples to make the students more interact to read the passage. However, there are some students who tried to give the examples. Such as:

The students posted an example in reading

And these were some limitations from the teacher’s contribution in the second meeting. But, some strengths in meeting 2 also were found such as the teacher gave some question at the beginning of the class and let them to discuss each other. And this activity was not found in the first meeting.

The teacher posted the question at the beginning of the class to stimulate students’ attention.
Still, in meeting 3, the teacher had revised some limitations in previous meeting. She added some examples in meeting 3 and it really facilitated the students to comprehend the learning material. In meeting 3, the writer found the students were being more active than previous meeting. In the third meeting of cycle 1 there found more than 20 students’ comments.

The students commented in reading class more than 20 comments.

And these are some limitations that found during instructional process from the teacher’s contribution. Therefore, the teacher needed to revise some activities in the next cycle. The aim of revising the teacher’s activity is to optimizing the learning process.
b. Analysis of the students’ participation in reading comprehension group

The analysis of the students’ participation in reading class by using computer-aided reading activities was done by analyzing the information that obtained from the students’ participation observation checklist. Based on the data gained from the students’ participation observation checklist, there were some points needed to be improved.

In the first meeting, there were found only 12 students who commented. They tried to share the idea by posted about narrative text in the classroom. As the screen capture showed us below.

**Figure. 8**

The students’ comments in the first meeting.

Furthermore, there were found only three students who respond the teacher’s greeting. Actually, the students’ responses on the teacher’s greeting were needed in reading class. As it was one of the ways to analyze the students’ participation in reading class.

**Figure. 9**

Three students respond the teacher’s question.
In the other hand, none of the students asked the question in the first meeting. Thus, it confused the teacher, whether they understood all the materials or not. Because no one of the students asked the questions in the first meeting, and in definitely no one answer the question of their friends in meeting 1.

In addition, only a few of students who posted another reading passage or image related to the learning material. It was found only two students who did it. And also only a small number of the students who commented on their friends’ posting. Therefore, in this class the students needed to share the link or reading passage and commented on it.

Moreover, the students did not do the exercise given by teacher, only 5 of 17 students who did it. This indicated that the students’ autonomous learning was under average. Thus the teacher must motivate them more in order to make them more active in the classroom.

Besides some limitations that were found in the first meeting, there also were found some strengths such as the students did a quiz in reading class, the students commented the teacher’s posted and the student read the learning material in reading class. It can be seen that from screen capture above, 25 comments of 12 students gained in the second meeting.
In the second meeting, there were some improvements in reading class, such as half of the students commented in the reading class, four students asked the question, five students answered their friends’ questions and four students posted another reading passages. But it still found some limitations in the second meeting, not all of students in reading class participated in it.

In the third meeting, it was a great improvement. Most of the students did well in reading class. 20 students’ comments were found in the third meeting. Some of them posted reading passage or image, asked the question in reading class. But it still needed improvement, there were 10 students did not comment on their friends’ posting. Actually it was needed to see their participation in the class. Hence, the students had to commend on their friends’ or teacher’s posting.

Based on the observation checklist analysis, there were found some limitations and strengths in the first cycle. Thus the writer needed to conduct the next cycle.

B. Data and Research Finding in the Second Cycle

The second cycle of this study was carried out from 13th of May 2015 and it was conducted in two meetings. Some revisions have been done by the teacher and her collaborator in order to improve the limitations. The data of teacher’s and students’ limitation was obtained from teacher’s contribution observation checklist and students’ participation observation checklist.

1. Planning of action

Before conducting the next cycle, the teacher and her collaborator designed some plans to revise some limitation in cycle 1. The planning of action including: preparation of lesson plan, teaching material, task, affective reading webs.
The lesson plan was designed for two meetings in cycle 2 and it was helped with the real English teacher of MTsN Jeureula. The lesson plan also consist several components that had been discussed to her such as standard competence, indicators, learning objectives, teaching materials, teaching methods, learning activities, learning resources and assessment procedures. Learning material was taken from English book, English learning web such as BBC.

2. Implementation of the action

In the implementation of the action in the cycle 2, the teacher did the activities similar to cycle 1, yet in cycle 2 the teacher needed to do some revises in her contribution in reading class through social networking.

   a. Meeting 1

Meeting 1 was conducted on 13th of May 2015. At the beginning of the class, the teacher asked some questions related to material to stimulate the students’ participation in the classroom. There were 14 of 17 students commented in reading class. Only three students who were not active in the first meeting of cycle 2.

   b. Meeting 2

Meeting 2 was conducted on 16th of May 2015. In meeting 2 the teacher did the activities as in meeting 1. The teacher posted explanation about opinion and fact. There were more than 30 students’ comments in the second meeting of cycle 2.

Before closing the class, the teacher announced to the students about questionnaire. The day after, they were given a questionnaire. The teacher come to the class and distributed the questionnaire to them. Thus, they needed to answer the questions honestly.

3. Reflection of the activity

To see whether the action in cycle 2 was successful or not, the writer and her collaborator made a reflection. Actually, the reflection was viewed on analysis of using computer-aided reading activities to develop the students’ autonomous learning in reading.

➢ Analysis of using computer-aided reading activities to develop students’ autonomous learning in reading.

The analysis of teaching and learning process was analyzed based on the students’ participation observation checklist and the teacher’s contribution checklist. The information was about the teacher and the students’ activities during the instructional process in reading class. In cycle 2, the teacher revised some limitation in cycle 1.

The writer also provided the questionnaire for the students who were participating in the class and it was given at the end of the class. The questionnaire was distributed for the students to support the main data and to gain some information about the students’ perception of the teachers’ performance and the implementation of computer-aided reading activities in the online class in order to foster students’ autonomous learning.
After having a long discussion with her collaborator, the writer and her collaborator concluded that both the teacher’s contribution and the students’ participation were made the criteria based on the observation checklist. Both of them did a great improvement.

a. Analysis of the teacher’s contribution in reading comprehension group.

The analysis of the teacher’s contribution in reading comprehension group by using computer-aided reading activities was done by analyzing the information that obtained from the teacher’s contribution observation checklist. Based on the teacher’s contribution observation checklist, the collaborator stated that, she found some improvements in cycle 2.

In this section, the writer would like to present some activities of action that had been done as follow:

In the first meeting of cycle 2 the teacher did the activities well. She posted some examples to help the students to comprehend the learning material. The collaborator suggested that the teacher was allowed to add more examples it can be in picture or reading passage.

In the second meeting of cycle 2, the teacher did the activities well. She posted some examples to help the students to comprehend the learning material. The collaborator suggested that the teacher was allowed to add more examples it can be in picture or reading passage.
The students participated well in reading class.

b. Analysis of the students’ participation in reading class

The analysis of the students’ participation in reading class by using computer-aided reading activities was done by analyzing the information that obtained from the students’ participation observation checklist. Based on the data that gained from the students’ participation observation checklist it showed that there were some improvements in cycle 2.

In the first meeting of cycle 2, there was found that 14 of 17 students commented in reading class, they shared their idea about the learning material. In this meeting only three students were not active in reading class.

However, in this meeting also found a limitation. Some of the students in reading class did not answer their friends’ question and there were only two students who responded the teacher’s question on their condition. But overall the students did well in the class as teacher’s instruction, as we can see from the screen capture below.
In the second meeting of cycle 2, 14 of 17 students were really active in reading class. They commented, shared their opinion, posted other reading passages and did the test in reading class. In this meeting the teacher found more than 30 students’ comments. Yet, it was not found students’ responses on the teacher’s question about their condition, as we can see from the screen capture below.

And this was the end of cycle 2. The teacher and her collaborator found some improvements in this cycle. The students were actively participated in reading class and learn autonomously in the reading activities using the social media. They commented, posted, asked the question, answered their friends’ and the teacher’s questions, and completed the assignment.
C. The Analysis of Questionnaire

In this section the writer analyzed the questionnaire by describing the students’ responses. They are:

1. 13 of 17 students in reading class tend to study with their own willing without any forced from the environment because they free to manage their own time to study.
2. 13 of 17 students agreed that learning autonomously through social networking motivate them in learning reading comprehension skill. It can be proven by students’ activeness in reading class. At the end of meeting in reading class 14 of 17 students participated and did the test.
3. 17 of 17 students in reading class believed that learning autonomously is the easy way in learning reading comprehension skill. As they can search the material easily.
4. All of students in reading class believed that learning autonomously through social networking helped them to determine their own grade of learning. This is one of the aims of learning autonomously; able to determine their own grade of learning, thus they able to choose the learning material based on their own capacity.
5. 16 of 17 students in reading class felt comfortable to discuss learning material in reading class through social networking. As we know that, some people felt nervous to ask the questions directly to the teacher.
6. 16 of 17 students in reading class believed that learning autonomously by using computer-aided reading activity stimulate the students to contribute in reading class and it can be seen from the students’ activity in reading class by posting reading passage or commenting in it.

D. Discussion

This research used computer-aided reading activities learning model to foster students’ autonomous learning in reading. Facebook was chosen as a media to conduct this study. This learning model required teacher’s interaction during the learning process because learning through social media might disturb or distract students’ concentration. Therefore, the teacher has to be more creative to stimulate students’ attention in the classroom.

Based on the description of teacher’s contribution and students’ participation checklist, the result showed that using computer-aided reading activities is an effective way to develop students’ autonomous learning in developing reading comprehension skill. In reading class, the students showed their enthusiasm by commenting, asking and answering the question. They were more active in the classroom than before. Before conducting this study, the students tend to wait the learning material from the teacher and they learned the lesson when they were only in the classroom.

In the first cycle and second cycle, students’ autonomous learning has shown improvement. They tend to comment and ask questions in the reading class than before. Because based on the teacher’s observation before conducting the study, the students of MTsN Jeureula tend to wait for the learning materials from their own teacher. They hardly ever become a facilitator for their friends. It can be proven from their exercise book. The teacher asked them to answer the question at home before she explains in the classroom. But, none of them did it. They only waited for the teacher’s explanation. Yet, in reading class the majority of students did the quiz, the test and posted reading passage or image related to learning materials.
The other improvements were measured from teacher’s contribution in the classroom. The teacher contribution from cycle 1 and 2 were good based on the observation checklist. The teacher revised some limitation in each meeting.

Next, it was measured from the students’ responses through questionnaire. The majority of them gave the positive responses in the learning process. They were more active and happy in the classroom. And also the implementation of computer-aided reading activities in reading class room was good to improve students’ autonomous learning in reading comprehension skill. Thus, the writer suggested the using computer-aided reading activities will foster students’ autonomous learning.
CHAPTER V

CONCLUSION AND SUGGESTION

After completing this study, the researcher draws some conclusions and suggestions in terms of the using computer-aided reading activities to develop students’ autonomous learning in reading. As presented in the first chapter, the purpose of this study is to foster students’ autonomous learning in reading.

A. Conclusion

The use of computer aided reading activities provided some advantages in the learning process. Such as stated by Kadir (2005, p. 415), it can be used as a media to access the information. Thus the students are easily to access the learning material through it, they can select the material based on their need. In addition, Tickton (1970, p. 224) stated that “Technology can make education more productive, independent, and powerful”. Thus, the use of technology such as computer aided reading activities led the students to be independent learner or autonomous learner.

Moreover, the students were quite challenged while learning reading comprehension through computer aided reading activities, because the students were required to learn outside the classroom by connecting to social media through computer. And also they were required to search the material, post the material, and comment in the reading class in facebook group. The activities were intended to foster students’ autonomous learning in reading comprehension.

In this study showed that the use of computer aided reading activities foster students’ autonomous learning in reading comprehension skill. It can be proven by students’ participation in the classroom. They tried to comment, answer the question, do an exercise, post other reading passages or images since in the reading class. Actually, before conducting this study, the majority of the third year of MTsN Jeureula students hardly ever study at home and only a few of them who did it. It can be seen from their English book. The real teacher of MTsN Jeureula asked them to learn at home by answering the question in their English book, But it was found only a few of students who did it. In contrast, in the reading class only three students who did not participate as the teacher’s expected, the others did the teacher’s instruction as expected.

Furthermore, the use of computer-aided reading activities also improved the teacher’s contribution during in the classroom. It can be seen from teacher’s contribution analysis in chapter four. The teacher’s contribution improved in every meeting. She revised many mistakes during the learning process based on her collaborator’s suggestions.

Based on the questionnaire analysis, the students also showed their agreement on learning by using computer-aided reading activities can help them in learning reading comprehension skill. They believed that learning by using this media motivated them in learning because it facilitate the students in accessing the learning material, led the students to be active learner and help the students to determine their own learning grade. Even though, in this study also was found that there were only a few of students who showed their disagreement of the statements.
B. Suggestions

After drawing the conclusion, the researcher would like to give some suggestions based on the result and to complete this research. These suggestions are presented as an effort to foster students’ autonomous learning in reading. First, the writer suggests to the other writers to conduct further study to cover wider resources, thus the results may have positive contribution of using computer-aided reading activities to develop students’ autonomous learning in reading.

Second, the writer suggests to another writer to conduct further study on using computer-aided reading activities with anticipate the students to comment full English. Because in the classroom. And finally, the writer believed that this research still needs more developments, evaluations, and discussions on the research topics. The next writer or a follow-up study could be focused on the other reading materials taught by using computer-aided reading activities or other multimedia or digital learning in teaching reading.
REFERENCES


RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

MTsN : MTsN Jeureula
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : IX /2

Standar Kompetensi :
11. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk narrative dan
report untuk berinteraksi dalam konteks kehidupan sehari-hari.

Kompetensi Dasar :
11.2 Merespon makna dalam teks tulis fungsional pendek (misalnya surat pribadi, iklan, brosur,
pengumuman) secara akurat, lancar dan berterima untuk berinteraksi dalam kehidupan
sehari-hari.

Indikator:
Mengidentifikasi makna dalam wacana:
➢ Gagasan pokok dalam text narrative

Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat:
➢ Menemukan gagasan pokok

Materi Pembelajaran
Definition of Main Idea, Supporting Detail, and narrative text
a. Defination of main idea

The main idea of a passage is the core of the material, the particular point the author is
trying to convey. The main idea of a passage can be stated in one sentence that condenses
specific ideas or details in the passage into a general, allinclusive statement of the author’s
message. In classroom discussions, all of the
following words are sometimes used to help students understand the meaning of the main idea.

b. Suppoting Details

The sentences that explain this main point are called supporting details. These details
may be facts, reasons, or examples that provide further information about the topic sentence.

Read the following paragraph, noticing how all the details relate to onepoint, and explain the
topic sentence, which is highlighted and labeled:
There is some evidence that colors affect you physiologically. For example, when subjects are exposed to red light, respiratory movements increase; exposure to blue decreases respiratory movements. Similarly, eye blinks increase in frequency when eyes are exposed to red light and decrease when exposed to blue. This seems consistent with the intuitive feelings about blue being more soothing and red being more arousing. After changing a school’s walls from orange and white to blue, the blood pressure of the students decreased while their academic performance improved.

—DeVito, *Human Communication: The Basic Course*, p. 182

In this paragraph, look at the highlighted topic sentence. It identifies the topic as color and states that colors affect people physiologically. The remaining sentences provide further information about the effects of color. You can think about and visualize a paragraph this way:

c. Narrative text

*A Bell on the Cat*

A large family of mice live in a store. There is always food in the store. Another family of mice comes to the store. Soon there are lots and lots of mice in the store.

The storekeeper is not happy about this. He says, “there are too many mice here!” so one day he goes out. He gets a big, black, cat. It is hungry and it likes to eat mice.

The mice do not know what to do. “what can we do?” says a mother mouse. “this cat is terrible. It is going to kill us all.”

“We must talk to our president. He always know what to do,” says another mouse. So they go to president. “Mr. President,” they say, “the cat is going to kill us. We are afraid. What can we do?”

The president is a big, old mouse, he says, “we must have a meeting. All the mice must come.”

And so there is a meeting of all the mice. The president of the mice comes in and stand up.

“My dear friend,” he says, “we are living in a bad time. A big black cat is here in our store. This terrible animal wants to eat us all. But my friends, I know what to do. Your president always has the answer. We can put the bell on the cat. That way we can always hear it. And we can run away in time.”

“Hurrah”, say all the mice. ‘our president is very wise.” The mice are all happy. They are all talking about their president. ‘isn’t he a wise mouse?’ they say ‘isn’t he a good president?’

But then a young mouse speaks “Mr. President,” she says, ‘ I have a question.’

“Yes,” says the president
“please,” says the young mouse. “who is going to put the bell on the cat?”

“Not! Not I,” say all the mice. So they stop talking. They all go away. The next day, they move out of the store

Here some links related to the learning topic

**Metode Pembelajaran/ Tehnik:** online learning

**Langkah-langkah Kegiatan**

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<td>Elaborasi</td>
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<td>2. Memfasilitasi siswa untuk mengidentifikasi main idea dan detail</td>
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<td>3. Mengajak siswa untuk mengidentifikasi main idea dan detail dari narrative text</td>
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<td>Konfirmasi</td>
<td>1. Memberi umpan-balik terhadap kinerja siswa</td>
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<td>2. Bertanya jawab tentang hal-hal yang belum dikuasai siswa.</td>
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<td>1. Menyimulkan pelajaran</td>
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<td>2. Refleksi</td>
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**Sumber Belajar**

a. Buku Basic Reading Power
b. Internet
Penilaian

a. Teknik : Tes tulis
b. Bentuk : Uraian
c. Instrumen:
   ✓ Narrative text

It was cold day xx Chicago. Laura Simon had no more milk in her refrigerator. She put the baby in the car, and she drove to the store. It was only ten minutes away. But in five minutes, the baby was asleep.

Laura stopped in front of the store. She looked at the sleeping baby. She did not want to wake him up. But she also did not want him to get cold. There was a coat on the back seat. She put it over the baby. Then she went into the store. The car key was still in the car.

Todd Jenkins walked by. He saw the key in Laura Simon car. He was cold, and he did not want to walk. He got in the car and drove away.

After five minutes, there was a noise in the car. What was that? Todd drove some more. Then he stopped. There was something in the car. He looked at the back seat and saw a coat. The noise came from under the coat. He moved the coat, and there was a baby!

Todd looked at the baby. The baby looked at him and smiled. “DaaDaa”, said the baby.
“No, I’m not your daddy,” says Todd. He got out of the car and walked away. Then he looked back. The baby started to cry. Todd went back to the car. The baby stopped crying and smiled again. “DaaDaa,” he said again.

Todd got back to the car and drove some more. The baby was happy. But after a few minutes, he started to cry again. “Waa Waa,” he said.
“What do you want?” asked Todd
“Waa waa,” said the baby.
“Are you hungry?” asked Todd.
The baby stopped crying.
“I don’t have any milk,” said Todd. “Now what can I do? He’s hungry!”
Todd looked at the baby. The baby looked at Todd
“Waa waa,” said the baby again.
“Okay, okay,” Todd said. He drove back to the store. Laura Simon was there. A policeman and policewoman were there, too.

Todd Jenkins got out the car. “I think your baby is hungry.” He said to Laura.
“My poor baby!” said Laura Simon. And she ran to the car.
“Never again!” said Todd Jenkins to the police, and they took him away.
**Answer the question below based on the text above!**

1. What is the suggest title for this passage according to your opinion?
2. Where did Laura Simon go?
3. Who is the main actor of this passage?
4. Read paragraph 6 and then write and select the main idea of it?
5. Did Todd Jenkins realize his mistake?
6. Do you think Todd Jenkins a good boy and give your reason?
7. Who was Todd Jenkins?
8. What was the situation when Todd Jenkins looked at the back seat and saw a coat?
9. What was the situation when Laura Simon finds her baby?
10. What is the message of this passage?

d. Pedoman Penilaian :

1. Key answer

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<th>No</th>
<th>Key answer</th>
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<tr>
<td>1</td>
<td>The Baby, Back seat, do not leave your baby/child alone, Todd Jenkins, Laura Simon who lost her baby.</td>
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</tr>
<tr>
<td>2</td>
<td>She went to shopping or store or supermarket.</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Todd Jenkins</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>The baby started crying when Todd got out of the car and he stopped crying when Todd went back to car.</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Yes he did</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>No, he is not a good boy because he got to another car intentionally.</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>The man who get to another car without permission, the man who drove Laura Simon car without permission.</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>He was shock, afraid, frighten</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>She was very happy</td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>Do not get to others car with asking permission, do not steal other’s property, a good deed will be repaid with a good deed and a bad deed will be repaid by a bad deed, do not leave your baby or child alone.</td>
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2. Tiap jawaban yang benar = 10
3. Skor maksimal = 10 x 100 = 100
4. Nilai maksimal = 100
   e. Rubrik Penilaian

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Mengetahui:

Aceh Besar, 11 April 2015

Pengajar

Nur Afna
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

MTsN : MTsN Jeureula
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : IX /2

Standar Kompetensi :
11. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk narrative dan
   report untuk berinteraksi dalam konteks kehidupan sehari-hari.

Kompetensi Dasar :
11.2 Merespon makna dalam teks tulis fungsional pendek (misalnya surat pribadi, iklan, brosur,
   pengumuman) secara akurat, lancar dan berterima untuk berinteraksi dalam kehidupan
   sehari-hari.

Indikator:
Memahami secara detail:
➢ Generic structure

Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat:
➢ Mentukangeneric structure dari narrative text secara benar

Materi Pembelajaran
1. Definition, purpose and generic structure of narrative text.

   Narrative text definition

   According to Langan (2005, p. 191), narration is commonly called as story telling. Whether we are
   relating a single story or several stories to ones. Through narration, we make a
   statement clear by relating in detail something that has happened to us. In the story tell, we
   present the detail in which they happened. They are series of events that happened to a character
   (human, animal, plan, or thing).

   Narrative text is a story with complication or problematic events and it tries to find the
   resolutions to solve the problems. An important part of narrative text is the narrative mode, the
   set of methods used to communicate the narrative though a process narration.

   Narrative text purpose

   The purpose of narrative text is to amuse or to entertain the reader with a story.
Generic structure of narrative text

a. Orientation
It sets the scene: where and when the story happened and introduced the participant of the story or who and what is involved in the story.

b. Complication
It tells the beginning of the problem which lead to crisis (climax) of the main participant.

c. Resolution
The problem (crisis) is solved, either in happy ending or in sad ending.

d. Re-orientation

e. This is the closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

2. Example of narrative text

A Bell on the Cat

A large family of mice live in a store. There is always food in the store. Another family of mice comes to the store. Soon there are lots and lots of mice in the store.

The storekeeper is not happy about this. He says, “there are too many mice here!” so one day he goes out. He gets a big, black, cat. It is hungry and it likes to eat mice.

The mice do not know what to do. “what can we do?” says a mother mouse. “this cat is terrible. It is going to kill us all.”

“We must talk to our president. He always know what to do,” says another mouse. So they go to president. “Mr. President,” they say, “the cat is going to kill us. We are afraid. What can we do?”

The president is a big, old mouse, he says, “we must have a meeting. All teh mice must come.”

And so there is a meeting of all the mice. The president of the mice comes in and stand up.

“My dear friend,” he says, “we are living in a bad time. A big black cat is here in our store. This terrible animal wants to eat us all. But my friends, I know what to do. Your president alwasy has the answer. We cat put the bell on the cat. That way we can always hear it. And we can run away in time.”

“Hurrah”, say all the mice. ‘our president is very wise.” The mice are all happy. They are all talking about their president. ‘isn’t he a wise mouse?” they say ‘isn’t he a good president?”

But then a young mouse speaks “Mr.President,” she says, ‘ I have a question.”
“Yes,” says the president
“please,” says the young mouse. “ who is going to put the bell on the cat?”
“Not I! Not I,” say all the mice. So they stop talking. They all go away. The next day, they move out of the store

**Metode Pembelajaran/ Tehnik:** online learning

**Langkah-langkah Kegiatan**

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</table>

**5. Sumber Belajar**

a. Buku Basic Reading Power
b. Internet

**6. Penilaian**

a. Teknik : Tes tulis
b. Bentuk : Uraian
c. Instrumen:

find out the example of narrative text and then decide each generic structure!
Mengetahui:

Aceh Besar, 11 April 2015

Pengajar

Nur Afna

d. Pedoman Penilaian:
1. Tiap generic structure yang benar diberi skor 25
2. Skor maksimal = 25 x 4 = 100
3. Nilai maksimal = 100
e. Rubrik Penilaian

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Mata Pelajaran : Bahasa Inggris

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Indikator:
Mengidentifikasi makna dalam wacana:
➢ Informasi rinci dalam text narrative

Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat:
➢ Menemukan informasi rinci

Materi Pembelajaran

Definition of Supporting Details and narrative text
f. Supporting Details

The sentences that explain this main point are called supporting details. These details may be facts, reasons, or examples that provide further information about the topic sentence.

Read the following paragraph, noticing how all the details relate to one point, and explain the topic sentence, which is highlighted and labeled:

There is some evidence that colors affect you physiologically. For example, then subjects are exposed to red light, respiratory movements increase; exposure to blue decreases respiratory movements. Similarly, eye blinks increase in frequency when eyes are exposed to red light and decrease when exposed to blue. This seems consistent with the intuitive feelings about blue being more soothing and red being more arousing. After changing a school’s walls from orange
and white to blue, the blood pressure of the students decreased while their academic performance improved.

—DeVito, *Human Communication: The Basic Course*, p. 182

In this paragraph, look at the highlighted topic sentence. It identifies the topic as color and states that colors affect people physiologically. The remaining sentences provide further information about the effects of color. You can think about and visualize a paragraph this way:

g. Narrative text

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“My dear friend,” he says, “we are living in a bad time. A big black cat is here in our store. This terrible animal wants to eat us all. But my friends, I know what to do. Your president alwasy has the answer. We cat put the bell on the cat. That way we can always hear it. And we can run away in time.”

“Hurrah”, say all the mice. ‘our president is very wise.” The mice are all happy. They are all talking about their president. ‘isn’t he a wise mouse?” they say ‘isn’t he a good president?’

But then a young mouse speaks “Mr.President,” she says, ‘I have a question.”

“Yes,” says the president

“please,” says the young mouse. “ who is going to put the bell on the cat?”

“Not I! Not I,” say all the mice. So they stop talking. They all go away. The next day, they move out of the store
Here some links related to the learning topic

**Metode Pembelajaran/Tehnik**: online learning

**Langkah-langkah Kegiatan**

<table>
<thead>
<tr>
<th>FASE</th>
<th>KEGIATAN PEMBELAJARAN</th>
<th>WAKTU</th>
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<tbody>
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<td>Pendahuluan</td>
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<td>6. Memberikan appersepsi terhadap siswa</td>
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<td>Kegiatan Inti</td>
<td><strong>Eksplorasi</strong></td>
<td></td>
</tr>
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<td>5. Starting the topic of lesson</td>
<td></td>
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<td></td>
<td>6. Explaining the objective of the lesson</td>
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<tr>
<td></td>
<td><strong>Elaborasi</strong></td>
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<tr>
<td></td>
<td>7. Mengajak siswa mengidentifikasi pembelajaran menggunakan narrative text</td>
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</tr>
<tr>
<td></td>
<td>8. Memfasilitasi siswa untuk mengidentifikasi detail</td>
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</tr>
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<td></td>
<td>9. Mengajak siswa untuk mengidentifikasi detail dari narrative text</td>
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<td></td>
<td>6. Bertanya jawab tentang hal-hal yang belum dikuasai siswa.</td>
<td></td>
</tr>
<tr>
<td>Penutup</td>
<td>5. Menyimpulkan pelajaran</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Refleksi</td>
<td></td>
</tr>
</tbody>
</table>

**Sumber Belajar**

a. Buku Basic Reading Power
b. Internet
Penilaian

a. Teknik : Tes tulis
b. Bentuk : Uraian
c. Instrumen:
  ✓ Narrative text

It was cold day xx Chicago. Laura Simon had no more milk in her refrigerator. She put the baby in the car, and she drove to the store. It was only ten minutes away. But in five minutes, the baby was asleep.

Laura stopped in front of the store. She looked at the sleeping baby. She did not want to wake him up. But she also did not want him to get cold. There was a coat on the back seat. She put it over the baby. Then she went into the store. The car key was still in the car.

Todd Jenkins walked by. He saw the key in Laura Simon car. He was cold, and he did not want to walk. He got in the car and drove away.

After five minutes, there was a noisy in the car. What was that? Todd drove some more. Then he stopped. There was something in the car. He looked at the back seat and saw a coat. The noise came from under the coat. He moved the coat, and there was a baby!

Todd looked at the baby. The baby looked at him and smiled. “DaaDaa”, said the baby.

“No, I’m not your daddy,” says Todd. He got out of the car and walked away. Then he looked back. The baby started to cry. Todd went back to the car. The baby stopped crying and smiled again. “DaaDaa,” he said again.

Todd got back to the car and drove some more. The baby was happy. But after a few minutes, he started to cry again. “Waa Waa,” he said.

“What do you want?” asked Todd

“Waa waa,” said the baby.

“Are you hungry?” asked Todd.

The baby stopped crying.

“I don’t have any milk,” said Todd. “Now what can I do? He’s hungry!”

Todd looked at the baby. The baby looked at Todd

“Waa waa,” said the baby again.

“Okay, okay,” Todd said. He drove back to the store. Laura Simon was there. A policeman and policewoman were there, too.

Todd Jenkins got out the car. “I think your baby is hungry.” He said to Laura.

“My poor baby!”said Laura Simon. And she ran to the car.

“Never again!” said Todd Jenkins to the police, and they took him away.
16. Do you think Todd Jenkins a good boy and give your reason?

17. Who was Todd Jenkins?

18. What was the situation when Todd Jenkins looked at the back seat and saw a coat?

19. What was the situation when Laura Simon finds her baby?

20. What is the message of this passage?

h. Pedoman Penilaian:

2. Key answer

<table>
<thead>
<tr>
<th>No</th>
<th>Key answer</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Baby, Back seat, do not leave your baby/child alone, Todd Jenkins, Laura Simon who lost her baby.</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>She went to shopping or store or supermarket.</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Todd Jenkins</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>The baby started crying when Todd got out of the car and he stopped crying when Todd went back to car</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Yes he did</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>No, he is not a good boy because he got to another car intentionally.</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>The man who get to another car without permission, the man who drove Laura Simon car without permission.</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>He was shock, afraid, frighten</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>She was very happy</td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>Do not get to others car with asking permission, do not steal other’s property, a good deed will be repaid with a good deed and a bad deed will be repaid by a bad deed, do not leave your baby or child alone.</td>
<td>10</td>
</tr>
</tbody>
</table>
Mengetahui:

Aceh Besar, 11 April 2015

Pengajar

Nur Afna

MMMI N

2. Tiap jawaban yang benar = 10
3. Skor maksimal = 10 x 100 = 100
4. Nilai maksimal = 100

f. Rubrik Penilaian

<table>
<thead>
<tr>
<th>Uraian</th>
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</thead>
<tbody>
<tr>
<td>Isi benar, tata bahasa benar</td>
<td>100</td>
</tr>
<tr>
<td>Isi benar, tata bahasa kurang tepat</td>
<td>75</td>
</tr>
<tr>
<td>Isi dan tata bahasa kurang tepat</td>
<td>50</td>
</tr>
<tr>
<td>Tidak menjawab</td>
<td>0</td>
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</table>
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

MTsN : MTsN Jeureula
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : IX /2

Standar Kompetensi :

Kompetensi Dasar :
11.2 Merespon makna dalam teks tulis fungsional pendek (misalnya surat pribadi, iklan, brosur, pengumuman) secara akurat, lancar dan berterima untuk berinteraksi dalam kehidupan sehari-hari.

Indikator:
Mengidentifikasi makna dalam wacana:
➢ Report text

Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat:
➢ Memahami makna dari report text

Materi Pembelajaran

Definition of Report Text

A report text is a type of document written by someone or group of people to announce the result of an investigation or announce something to the proper authorities. The information given in a report text is very general information.

Social Function of a Report Text

The purpose of a report text is to present information about something generally. It generally describes the way things are with reference to arrange of natural, manmade and social phenomenon in our environment, such as: mammals, the planets, rocks, plants, countries of region, cultures, transportations, and so on.
The General Characteristics of a Report Text

The characteristics of a report text can be seen from its generic structures and linguistic features. Those characteristics will be explained below.

A. Generic structures

- **Title**: A title of a report text indicates the topic of the text and it is a very general thing.
- **General Classification**: A general classification is a part that state classification of general aspect of things, such as: animals, public places, plants, etc. It will be discussed in general.
- **Description**: This part gives describing of the things which will be discussed in detail, in terms of: parts (and their function), qualities, habits and behavior.

B. Linguistic features

- **Focus on generic participant**.

A report text always introduces group or general aspect and focus on general nouns, such as: ‘Platypus’, ‘Bees’, etc.
- A report text uses relating verb and action verb, for example:
  - Relating verb: Reptiles are scalyanimal.
  - Action verb: Birds fly in the sky.
- A report text uses of simple present tense, for example: Platypus lives in the stream, male platypus does not need any burrow.
- The language used in a report text is a scientific language, for example: water contains oxygen and hydrogen.
- A report text uses Conditionals and logical connectives, such as: but, in other hand.

Metode Pembelajaran/ Tehnik: online learning

Langkah-langkah Kegiatan

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<td></td>
<td>10. Mengajak siswa mengidentifikasi pembelajaran menggunakan report text</td>
<td></td>
</tr>
</tbody>
</table>
11. Memfasilitasi siswa untuk mengidentifikasi report text
12. Mengajak siswa untuk mengidentifikasi generic structure dari report text

Konfirmasi

7. Memberi umpan-balik terhadap kinerja siswa
8. Bertanya jawab tentang hal-hal yang belum dikuasai siswa.

Penutup

7. Menyimpulkan pelajaran
8. Refleksi

Sumber Belajar
a. Buku Basic Reading Power
b. Internet

Penilaian
a. Teknik: Tes tulis
b. Bentuk: Uraian
c. Instrumen:

✓ Please explain about report text?

i. Pedoman Penilaian:
   o Tiap jawaban yang benar = 100
   o Skor maksimal = 100 x 1 = 100
   o Nilai maksimal = 100

j. Rubrik Penilaian
k. Rubrik Penilaian

<table>
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Mengetahui:

Aceh Besar, 11 April 2015

Pengajar

Nur Afna
RENCANA PELAKSANAAN PEMBELAJARAN
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MTsN : MTsN Jeureula
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Indikator:
Mengidentifikasi makna dalam wacana:
➢ Memahami kalimat opini dan fakta

Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat:
➢ Memahami makna kalimat opini dan fakta

Materi Pembelajaran
Definition of Opinion and Fact
What are facts and opinions?

What is a fact?

A fact is something that can be checked and backed up with evidence, e.g. in 2010, Lionel Messi was named FIFA World Footballer of The Year. We can check these details by looking at FIFA records.

Facts are often used in conjunction with research and study. The census (a survey of the population usually conducted by a Government department) is a good example of when facts are used. These facts can be supported by information collected in the census, e.g. According to UK Government national statistics in 2004, approximately one in five people in the UK were aged under 16.

What is an opinion?

An opinion is based on a belief or view. It is not based on evidence that can be checked, e.g. Wayne Rooney is the best football player in the English Premier League. Some people might think there are other players in the English Premier League who are better than Wayne Rooney.

Opinions can be found in many types of writing such as a "Letter to the Editor" in a newspaper. A reader may write in with an opinion e.g. "24 hour pub licensing will ruin our community." Another reader may write in and disagree, e.g. "24 hour licensing will stop yobish behaviour by staggering closing hours."

Mixing fact and opinion

Writers often mix fact and opinion. It is not always easy to tell whether something is based on facts that can be checked or someone's particular viewpoint. For this reason, it is important to read with a questioning mind. Just because someone says something is true it doesn’t mean it is true. What do you think?

Example of opinion

i hate the sun
i just love Friday
i like your hair

Example of fact

Ths sky is clear
Tomorrow is Friday.
**Metode Pembelajaran/ Tehnik:** online learning

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<td>14. Memfasilitasi siswa untuk mengidentifikasi opini dan fakta</td>
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<td>15. Mengajak siswa untuk mengidentifikasi opini dan fakta dari report text</td>
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<td>10. Refleksi</td>
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**Sumber Belajar**

a. Internet

**Penilaian**

a. Teknik : Tes tulis
b. Bentuk : Uraian
c. Instrumen:
   ✓ Report text
Elephants as Example of Report Text

An elephant is the largest and strongest of all animals. It is a strange looking animal which it has thick legs, huge sides and backs, large hanging ears, a small tail, little eyes, long white tusks and above all, elephant has a long nose, the trunk. An elephant is commonly seen in a zoo, it has hard found in it natural habitat.

The trunk is the elephant’s peculiar feature. This trunk has various usages. The elephant draws up water by its trunk and can squirt the water all over its body like a shower bath. The elephant’s trunk also lift leaves and put them into its mouth. In fact, the trunk serves the elephant as long arm and hand. An elephant looks very clumsy and heavy and yet an elephant can move very quickly. The elephant is very intelligent animal. Its intelligence combined with its great strength makes an elephant a very useful servant to man. Elephant can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight. An elephant is really a smart animal.

Answer the question below based on the text above!

21. Please write down two opinion of the passage
22. Please write down 3 fact of the passage?

<table>
<thead>
<tr>
<th>No</th>
<th>Key answer</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>An elephant is the largest and strongest of all animals</td>
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<tr>
<td></td>
<td>It is a strange looking animal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>An elephant looks very clumsy and heavy and yet an elephant can move very</td>
<td></td>
</tr>
<tr>
<td></td>
<td>quickly.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The elephant is very intelligent animal.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>An elephant is really a smart animal.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The trunk is the elephant’s peculiar feature. This trunk has various</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>usages.</td>
<td></td>
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The elephant draws up water by its trunk and can squirt the water all over its body like a shower bath. The elephant’s trunk also lift leaves and put them into its mouth. In fact, the trunk serves the elephant as long arm and hand. Elephant can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight.

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<td>3</td>
<td>Setiap jawaban salah, tata bahasa salah</td>
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</tr>
<tr>
<td>4</td>
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<td>0</td>
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</tbody>
</table>

Mengetahui: Aceh Besar, 11 April 2015

Pengajar

Nur Afna
KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp. 0651-7551423- Fax. 0651-7553020 Site: www.tarbiyah.ar-raniry.ac.id

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : Un.08/DT/TL.00/5970/2015

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan
Perguruan Tinggi;
6. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
7. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi
UIN Ar-Raniry;
8. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry
Banda Aceh;
10. Keputusan Menteri Agama Nomor 492 Tahun 2013, tentang Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
dan Pemindahan Wewenang Dekan;

Perhatikan:
Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan
Keguruan UIN Ar-Raniry Tanggal 14 November 2014

MEMUTUSKAN

TAPAK

Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
Nomor: Un.08/DT/TL.00/5970/2015 tanggal 25 Agustus 2015

Menunjuk Saudara:
1. Saiful Muluk, MA, Ph.D
   Sebagai Pembimbing Pertama
2. Rahmat Yusni, M.TESOL
   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi:
Nama : Nur Afnia
NIM : 231121200
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Using Computer-Aided Reading Activities to Develop Students’ Autonomous Learning in
Reading

Kepada pembimbing yang namanya tersebut diberikan honorarium sesuai dengan peraturan yang berlaku;
Segala pembayaran akibat Surat Keputusan ini dibebankan pada dana DIPA UIN Ar-Raniry Tahun 2016
Surat Keputusan ini berlaku sampai akhir Semester Genap Tahun Akademik 2015/2016;
Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan
diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam
penetapan ini.

Banda Aceh, 31 Desember 2015

Bacaan :
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

Dr. Muisubah Riza, M.Ag
NIP. 197109082001121201
KEMENTERIAN AGAMA
MADRASAH TSANAWIYAH NEGERI JEUREULA
Jln. Banda Aceh – Medan km. 15 Lambaro Sibireh
Telephon ........... Fax ...... Kode Pos 23361
Kabupaten Aceh Besar

SURAT KETERANGAN PEGUMPULAN DATA
Nomor: Mts.01.04.1/PP.005/020/2016

Kepala Madrasah Tsanawiyah Negeri Jeureula Kab. Aceh Besar, dengan ini menerangkan bahwa:

Nama : NUR AFNA
Jenis Kelamin : Perempuan
NIM : 231 121 200
Jurusan : Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry
Darussalam - Banda Aceh.
Jenjang : Sarjana (S1)
Semester : VIII
Alamat : Montasik – Aceh Besar

Benar yang tersebut namanya diatas telah melaksanakan Penelitian / Pengumpulan Data pada MTsN Jeureula Kecamatan Sukamakmur Kabupaten Aceh Besar, dari tanggal 4 sampai dengan 9 Mei 2015 dalam rangka Penyusunan Skripsi yang berjudul “Using Computer Aided Reading Activities to Develop Students’ Autonomous Learning”.

Demikian Surat Keterangan ini kami keluarkan, agar dapat dipergunakan sepertinya.

Jeureula, 19 Januari 2016

[Signature]

Dr. Ibrahim
NIP: 195906031990011001
Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth,

Di Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

Nama : Nur Afna
NIM : 231 121 200
Prodi/Jurusan : Pendidikan Bahasa Inggris
Semester : VIII
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
Alamat : Montasik - Aceh Besar

Untuk mengumpulkan data pada:

MTsN Jeureula

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul

Using Computer Aided Reading Activities to Develop Students' Autonomous Learning

Demikianlah harapan kami atas bantuan dan keziness serta kerja sama yang baik kami ucapkan terima kasih.

Banda Aceh, 22 April 2015

An: Dekan,
Waik Dekan Bidang Akademik,

[Signature]

Dr. Sembilan, M.Ag
NIP: 197204062001121001

Kode: 4128
Nama:  
Kelas:  
Jenis Kelamin:  

**Jawablah questionnaire di bawah ini dengan jujur!**

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Sangat setuju</th>
<th>Setuju</th>
<th>Netral</th>
<th>Sangat Tidak Setuju</th>
<th>Tidak Setuju</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Saya mulai menyukai belajar mandiri melalui aplikasi sosial networking (facebook)</td>
<td></td>
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<td>2</td>
<td>Saya merasa belajar reading secara mandiri melalui aplikasi sosial networking (facebook) sangat menarik</td>
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<td>3</td>
<td>Saya cenderung belajar secara mandiri kapan saya suka tanpa ada pemaksan dari orang lain</td>
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<td>4</td>
<td>Saya termotivasi untuk belajar reading semenjak mengikuti kelas reading secara mandiri melalui aplikasi sosial networking (facebook)</td>
<td></td>
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<td>5</td>
<td>Saya bisa mengakses materi kapan saja saya mau</td>
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<td>6</td>
<td>Saya merasa belajar secara mandiri merupakan cara yang mudah untuk belajar reading</td>
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<td>7</td>
<td>Saya cenderung mencari bahan bacaan di waktu luang</td>
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<tr>
<td>No</td>
<td>Statement</td>
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<tr>
<td>8</td>
<td>Saya bisa mendapatkan bacaan-bacaan dalam bahasa inggris yang menarik melalui kelas reading online ini</td>
<td></td>
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<td>9</td>
<td>Saya bisa menentukan tingkatan pembelajaran sesuai kemampuan saya</td>
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<td>10</td>
<td>Saya mendapatkan banyak timbal-balik dari guru selama berada di kelas reading online ini</td>
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<tr>
<td>11</td>
<td>Saya mendapatkan lebih banyak informasi tentang materi pembelajaran selama mengikuti kelas reading secara mandiri dengan menggunakan aplikasi sosial networking (facebook) daripada belajar di ruang kelas secara formal</td>
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<tr>
<td>12</td>
<td>Saya lebih nyaman berdiskusi selama berada di kelas yang menggunakan aplikasi sosial networking (facebook) daripada di ruang belajar secara formal</td>
<td></td>
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<tr>
<td>13</td>
<td>Saya cenderung lebih cepat memahami materi ajar ketika belajar secara mandiri melalui aplikasi sosial networking</td>
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<tr>
<td>14</td>
<td>Saya memiliki rasa percaya diri yang kuat di saat belajar di kelas reading secara mandiri dengan menggunakan aplikasi sosial networking (facebook)</td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>
15 | Saya memiliki keinginan yang kuat untuk bersaing dengan teman-teman ketika saya belajar di kelas reading secara mandiri dengan menggunakan aplikasi sosial networking (facebook)  

16 | Saya sering mengerjakan soal-soal tambahan lainnya dari link yang sudah ditentukan oleh guru.
## AUTOBIOGRAPHY

1. **Name**: Nur Afna  
2. **Place / Date of Birth**: Lampaseh Lhok/ 03 Maret 1993  
3. **Religion**: Islam  
4. **Sex**: Female  
5. **Nationality / Ethnic**: Indonesia / Acehnese  
6. **Marital Status**: Single  
7. **Occupation**: Student  
8. **Address**: Lampaseh Lhok, Montasik, Aceh Besar  
9. **E-mail**: [Nur.afna@gmail.com](mailto:Nur.afna@gmail.com)  
10. **Parents’ Name**  
    a. Father: M. Jamal  
    b. Mother: Rostina  
    c. Occupation: Goverment employee  
11. **Address**: Lampaseh Lhok, Montasik, Aceh Besar  
12. **Education Background**  
    b. **Junior High School**: MTsS Oemar Diyan (2005-2008)  
    c. **Senior High School**: MAS Oemar Diyan (2008-2011)  
    d. **University**: UIN Ar-Raniry (2011-2016)  

Banda Aceh, January 21st, 2016  
The Researcher,  
Nur Afna