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The Use of Information Search Method to Improve
**Student Ability in
Narrative Reading Skill**

*(A Class-room Action Research
at the First Year Student of
English Department of
Tarbiyah Faculty,
Walisongo State Institute for
Islamic Studies
in the Academic Year of
2011-2012)*



Financed with the budget of DIPA of
Tarbiyah Faculty
IAIN Walisongo Semarang
Year 2012

Report of Individual Research

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IMPROVE STUDENT ABILITY IN NARRATIVE
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Institute for Islamic Studies in the Academic Year of 2011-
2012)



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Financed with the budget of DIPA of IAIN
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ABSTRACT

This research talks about improving students' ability in reading skill through the use of Information Search method. The study is aimed at responding the following questions: (1) How is the implementation of the Information Search Method to improve students' ability in reading skill at the first year students of English Department of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies in the academic year of 2011-2012? (2) To what extent is the improvement made in the reading skill at the first year students of English Department of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies in the academic year of 2011-2012 after being taught using the Information Search Method in its teaching and learning process?

The study is aimed at: (1) Describing the implementation of using Information Search Method to improve students' ability in reading skill at first year students of English Department of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies in the academic year of 2011-2012. (2) Identifying the improvement made in reading skill at first year students of English Department of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies in the academic year of 2011-2012 after using the Information Search Method in its teaching and learning process.

This study is a classroom action research that was done in three cycles. Data collection was done by using observation, test and interview. To analyze the data, descriptive quantitative analysis is used; it is to present result study in the form of descriptive explanation. Statistic analysis is used to analyze the data about the improvement of students' ability in reading skill.

Result of the study shows that the use of Information Search method in teaching reading at first year students of

English Department of Tarbiyah Faculty of IAIN Walisongo can improve their ability in comprehending English text.

This success can be seen from the result of students' average score and good responses by students. The result after getting all of treatment using Information Search method, the students' average score increased in line with the increase of students' score in each cycle. Students' average score from the pre-cycle was 60.68, first cycle was 67.79, second cycle was 73.24 and third cycle was 78.06.

Based on the result of this study, it is informed to teachers or lecturers of English subject that the method of Information Search is good to be utilized in teaching reading, and therefore it is recommended to implement this method in teaching English.



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**“THE USE OF INFORMATION SEARCH METHOD TO
IMPROVE STUDENT ABILITY IN NARRATIVE
READING SKILL
(A Class-room Action Research at the First Year Student of
English Department of Tarbiyah Faculty, Walisongo State
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Semarang, 6 Nopember 2012



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FOREWORD

Alhamdulillah, thanks to God, finally my individual research entitled “THE USE OF INFORMATION SEARCH METHOD TO IMPROVE STUDENT ABILITY IN NARRATIVE READING SKILL (A Class-room Action Research at the First Year Student of English Department of Tarbiyah Faculty, Walisongo State Institute for Islamic Studies in the Academic Year of 2011-2012)” can be finished and the result of which is being presented in this report. Of course, the completion of this work is possible because of some helps and assistances from many parties, and therefore, I would express my gratitude to:

1. My colleagues in Tarbiyah Faculty for the suggestion and motivation as well as criticism they gave to me in order to improve the quality of this research.
2. My beloved wife and kids for their patience and understanding. During the course of the research they have shown incredible support for me to finish this work.
3. Dean of Tarbiyah Faculty and Head of Research Institute of IAIN Walisongo Semarang that supported the researcher to carry out this research and to finish it on time.
4. All parties that have supported and assisted this research which I, the researcher, cannot mention the name one by one.

Apart from those assistances, criticisms and suggestions being given, all what contained in this report of research is fully my responsibility.

Semarang, November 5th, 2012
Researcher,

DR. Muslih MZ, M.A.

ABSTRACT

Muslih MZ, 2012: “THE USE OF INFORMATION SEARCH METHOD TO IMPROVE STUDENT ABILITY IN NARRATIVE READING SKILL (A Class-room Action Research at the Students of Tarbiyah Faculty, Walisongo State Institute for Islamic Studies in the Academic Year of 2011-2012)”

Key words: Active learning, improving instruction’s quality, reading skill.

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The study is aimed at: (1) Describing the implementation of using Information Search Method to improve students’ ability in reading skill at the students of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies in the academic year of 2011-2012. (2) Identifying the improvement made in reading skill at the students of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies in the academic year of 2011-2012 after using the Information Search Method in its teaching and learning process.

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This success can be seen from the result of students' average score and good responses by students. The result after getting all of treatment using Information Search method, the students' average score increased in line with the increase of students' score in each cycle. Students' average score from the pre-cycle was 60.68, first cycle was 67.79, second cycle was 73.24 and third cycle was 78.06.

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CHAPTER I INTRODUCTION

A. Background

Being one of international languages English has been considered to play significant role in daily communication. Since Indonesia got its independence on August 17th, 1945, English has been taught in this country as the first foreign language. It seems that it is not the first time that the teaching of foreign language is introduced in the curriculum of Indonesian schools.¹ In Indonesia, English is included in the curriculum of almost all levels of education from elementary school until university. Considering its important role in international communication the government of Indonesia recommended English to be taught as the first foreign language.

There are four skills in English that must be mastered by every student, namely, listening, reading, speaking and writing. According to Jo Mc Donough and Christopher Shaw,

¹ Ramelan, 1992, *Introduction to Linguistic Analysis*, Semarang: IKIP Semarang Press, p.1.

for many students reading is the most important of the four skills in second language. As a skill, reading is one of the most important language skill because students have to read English material for their subject. The student often thought to be easier to obtain information from written text by reading.²

It must be noted here that reading is an important way of student's receptive knowledge of language. In terms of class-room activities, it stimulates and supports students to talk and write. Anyway, it must be admitted that teaching reading has not been so successful. This phenomenon applies not only on Junior and Senior High School but also in many cases on University levels. Students still have difficulties to comprehend English reading text.

For students, reading English text is not always easy. Students find some difficulties with reading comprehension because they cannot understand the text. Therefore, the teacher of English subject should provide appropriate materials and suitable media in the teaching and learning process in order to help student understand the text. It must be added that the success of teaching and learning process

² Jo Mc Donough and Christopher Shaw, 2003, *Material and Method in ELT: A Teacher Guide*, UK: Backwell Publishing, p.89.

depends on several factors including teacher, learner (student) and the method utilized.

As one of the lecturers of English subject at the Tarbiyah Faculty I feel apprehensive with the reading skill of Students of Tarbiyah Faculty both from English Department and non-English Department. Since I was the chairman of the English Department of Tarbiyah Faculty (2007-2008) until present time I have always been given duty to teach the subject of English in every semester in Tarbiyah (of course, English is not the only subject I teach in Tarbiyah, because in addition to that I have also to teach other subjects). Having experience of five years teaching English subject at Tarbiyah Faculty, either students from English Department or non-English Department, I have found the same fact that the students got difficulty in reading comprehension. Likewise, when given task to teach subject of TOEFL at Tarbiyah Faculty I have found the same fact: my students got lower mark in the reading comprehension section (in addition to the listening section), compared to the structure section. These two experiences of mine motivates me to find out some solutions to improve the ability of students in reading skill. The data which I got from other lecturers of English subject concerning achievement of the student of last years show the same thing, namely the student got lower competence in

reading skill. If minimum passing grade (Indonesian: *KKM*) would strictly be applied some students were still left behind.

Therefore, some action must be taken to repair this condition. Applying a proper method would be a good action to try. Information Search Method is one of active learning methods proposed by Mel Silberman. In my opinion, it is suitable to utilize the Information Search Method in order to improve the students' ability in reading skill. It is for these reasons that I would like to conduct a class-room action research entitled: "THE USE OF INFORMATION SEARCH METHOD TO IMPROVE STUDENT'S ABILITY IN NARRATIVE READING SKILL (A Class-room Action Research at the First Year Student of English Department of Tarbiyah Faculty, Walisongo State Institute for Islamic Studies in the Academic Year of 2011-2012)".

B. Reasons for choosing the topic

Today, it is the fact that a lot of information and knowledge are written in English, including information about Islam. Reading is one of the important English skills that must be mastered by every student in order to get a better understanding of the text. Many students still have problems with their reading skill. Therefore, introducing the use of an appropriate method is worthy. Information Search Method is

considered to be a good method to be applied for students of university, like students of Tarbiyah of IAIN Walisongo Semarang. Their skills in reading English text need to be improved to a higher level.

The subject of this research are the first year students of English Department. Why the first year? They are chosen because of their lack of experience in dealing with English text, compared to their seniors. Why students of English Department? They are chosen because they are expected to have better capability and authority in English as they are prepared to do their duty as professional teacher of English subject in Junior and Senior High School after graduation.

Apart from that, another important reason is that in the beginning of 2012 the Faculty of Tarbiyah made structurization of its lecturers, and I am put to be one of the defined lecturers of the English Department. I want to give my contribution by undertaking research on this topic.

C. Research Questions

Based on the background stated above, some problems appear in this research which, at the end, need to be answered. The problems can be stated as follows:

1. How is the implementation of the Information Search Method To Improve Students' Ability in

reading skill at the first year student of English Department of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies in the academic year of 2011-2012?

2. To what extent is the improvement made in the reading skill at the first year student of English Department of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies in the academic year of 2011-2012 after using the Information Search Method in its teaching and learning process?

D. Research Objectives

Corresponding to the research question mentioned above the objectives of this research are as follows:

1. To describe the implementation of using the Information Search Method to improve students' ability in narrative reading skill at the students of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies in the academic year of 2011-2012.
2. To elucidate and identify the improvement made in the reading skill at the students of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies in the academic year of 2011-2012 after using the

Information Search Method in its teaching and learning process.

E. Pedagogical significance

The result of this study will give a valuable information to teachers/lecturers of English subject concerning advantages of using the Information Search Method in the process of teaching and learning in the classroom.

F. Note on previous research

Reviewing previous research is an important step to be taken in order to avoid repetition and plagiarism. In addition, it is useful to know where the present research takes its position. From my investigation I found few studies discussing similar topic that have been done by previous researchers. The first study is an undergraduate thesis authored by Yunus Abdussalam, which is entitled “The Use of Jigsaw Technique to Improve Students’ Reading Skill on Narrative Text (An Action Research at the Second Grade of SMPN 20 Semarang in the Academic Year of 2009/2010)”. The objective of this study is to describe the implementation of Jigsaw technique to improve students reading skill on narrative text. The result of this research shows the improvement of students’ narrative reading skill. This can be

read from the resulted score. The score in the pre-cycle was 61.7, the first cycle was 66.1, and the second cycle was 73.3.³

Another study is an undergraduate thesis done by Anisatus Sa’adah entitled “Improving Students Narrative Reading Skill through Snowball Throwing (A Classroom Action Research with the Eight Grade Students of SMPN 30 Semarang in the Academic Year of 2010/2011)”. Having objective of describing the implementation of teaching narrative reading skill to eight grade students of SMPN 30 Semarang in the academic year of 2010/2011 through snowball throwing this research has found the result that it can help students’ problems in understanding reading text. It states that in the pre-cycle the average score of the student is 63.11, it rises to 69.6 in the first cycle, and increase again to 75 in the second cycle. It becomes 78.11 in the third cycle.⁴

The present research which I carry out has different angle and object from the previous studies mentioned above.

³ Yunus Abdussalam, “The Use of Jigsaw Technique to Improve Student’s Reading Skill on Narrative Text (An Action Research at the Second Grade of SMPN 20 Semarang in the Academic Year of 2009/2010)”, Semarang: Tarbiyah Faculty, State Institute for Islamic Studies Walisongo, 2009, Unpublished thesis.

⁴ Anisatus Sa’adah, “Improving Students Narrative Reading Skill through Snowball Throwing (A Classroom Action Research with the Eight Grade Students of SMPN 30 Semarang in the Academic Year of 2010/2011)”, Semarang: Tarbiyah Faculty, State Institute for Islamic Studies Walisongo, 2011, Unpublished thesis.

These two previous studies took student of junior high school as the object of the research while mine takes a university student i.e. students of Tarbiyah Faculty which, of course, have different character and more mature than that of junior high school, as the object the research. In addition to that, my study will employ different method of learning from the previous studies, i.e. Information Search Method, as the method used in the teaching and learning process during the classroom action research. This research is intended to complement to what has been done by other researchers. In other words, it is aimed at enriching the treasure of study in this field. I think these reasons are enough to explain its difference from the previous one and determine the position of the present research.

G. Structure of the report

The report will be made in five chapters. **Chapter one** is Introduction. This includes points such as (a) background, (b) reasons for choosing the topic, (c) research questions, (d) research objectives, (e) pedagogical significance, (f) note on previous research, (g) structure of the report. **Chapter two** contains Theoretical Foundation. Information search as an active learning method and its benefit for teaching reading

skill. This will include point such as (a) active learning, (b) information search, (c) reading, (d) hypothesis. **Chapter three** is Research Method. This includes points such as (a) research design, (b) subject and location of the research, (c) collaborator, (d) research procedure, (e) data collection technique, (f) data analysis technique, (g) achievement indicator. **Chapter four** is Research Findings and Discussion. This includes points like (a) The implementation of information search in teaching reading text during pre-cycle, first cycle, second cycle, and third cycle. B. Discussion on the implementation of the pre-cycle, first cycle, second cycle, and third cycle. **Chapter five** is Conclusion.

CHAPTER II
INFORMATION SEARCH AS AN ACTIVE LEARNING
METHOD AND ITS BENEFIT FOR TEACHING
READING SKILL

A. Active Learning

1. Definition

Experts of educations give various definitions of learning. Some of them will be cited here. Hamalik states that learning is a form of growth or change in the self of someone manifested in the manner of new behavior due to experiences and trainings.⁵ Having similar view, Makmun says that learning is a process of changing in someone's behavior or personality resulted from practices and experiences.⁶

Active learning has different emphasize. According to Sudjana, active learning is a teaching and learning process in which its students are involved

⁵ Oemar Hamalik, 2008, *Kurikulum dan Pembelajaran*, Cet.VII, Jakarta: Bumi Aksara.p.21.

⁶ Abin Syamsudi Makmun, 2004, *Psikologi Kependidikan: Perangkat Sistem Pengajaran Modul*, Bandung: Remaja Rosydakarya, p.157.

intellectually and emotionally so that they really play their role and actively participate in that learning activity.⁷ Active learning can be understood as learning which challenge students to study actively. If they do so it means that they are dominating learning activity. Thus, they are actively using their mind either to find main idea of the subject being taught or to solve any problem or to apply what they are just studying for a problem in real life. With active learning, students are invited to participate in all process of learning, not only mentally but also physically. By this way, students will feel comfortable and get a new pleasant situation so that they will have a better achievement.

Active learning is needed to improve students' achievement. When a student is passive or merely receives what the teacher said in the learning process he or she tends to forget what is being taught. Therefore, a set of equipment is needed to bind information delivered by the teacher. Active learning is one way to bind new information and then store it in the mind.

⁷ Nana Sudjana, 1989, *Cara Belajar Siswa Aktif dalam Proses Belajar Mengajar*, Bandung: CV Sinar Baru, p.20.

It is imperative to note that learning model has a big contribution during learning process. The capability that is expected to be acquired by students is determined by the relevance in the use of learning models which are appropriate with the purpose so that, the aim of learning will be achieved with the preciseness of using the models, appropriate with standard of success in learning objective.

Active learning is a good model to be practiced by teachers to achieve the learning aims. Some experts view that to get a better result in their instruction teachers might upgrade the learning from active to be cooperative. Cooperative learning is an instructional program in which students work in small groups to help one another master academic content.⁸

Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange on information between learners in groups and in which each learner is held accountable for this or her own learning and is motivated to increase the

⁸ Robert E. Salvin, 2002, *Cooperative Learning: Theory, Research and Practice*, New York: Prentice Hall, 2nd Ed., p. 2.

learning of other.⁹ In other words, cooperative learning is an instructional method in which students work together in small groups so that each member of the group can participate in a clearly assigned collective task.

2. Characteristic

Active learning comprises multiple methods that make students active from the beginning through activities of building team work in short time and make them thinking of the subject or lesson. Active learning is a quick step, pleasant, and supporting to learning process so that the students will not only sit but move and think aloud.¹⁰

The characteristic of active learning is that its compatibility to study concepts, to learn from the student's experience in solving problem of real life. Active learning stresses its process on student's activeness; the learning activity is done critically with

⁹ Jack C. Richard and Theodore S. Rodgers, 2003, *Approaches and Methods in Language Teaching*, United States: Cambridge University Press, 2003, 2nd Ed., p. 192.

¹⁰ Melvin L. Silberman, 2007, *Active Learning: 101 Pembelajaran Aktiv*, Yogyakarta: Insan Madani, p.9.

high motivation. In other words, active learning emphasizes that students are playing the main role of the whole learning process, while a teacher functions as its facilitator. Active learning invokes students to access more information and knowledge when the process of learning takes place in the class so that they get many experiences to upgrade their competence.

3. Basic principle and purpose

Basically, active learning tries to reinforce and equip students with stimulus, response and motivation so that the learning process becomes pleasant and joyful. Applying active learning in the class can help improving student's memory and understanding which in turn brings them to the success.

In order to achieve that purpose it is imperative to pay attention to the following principles of active learning. They are: (a) attention and motivation are important requisites. Active learning has purpose to keep students paying attention to the whole process of learning. (b) Usually, learning activity is dominated by teacher's story, at active learning, however, active participation of student are expected and emphasized. (c) Learning is an active process, if students are less

involved their achievement is low. One form of involving student in the learning process is by making them paying more attention, internalizing information, actively solving problem, etc. (d) Confirmation in the learning process is needed. Every step of instruction which leads to students' satisfaction can be repeated. (e) Human mind is able to store unlimited information, therefore its systematization and arrangement must be proper and correct so that it can be used easily when needed.¹¹

Observing to the above principles, it can be depicted that the purpose of active learning is creating a pleasant atmosphere, using of students' potencies at maximum level so that they can reach their best achievement in line with their personal characteristic.

B. Information search as active learning method

1. Definition

Information search is a method in active learning which can be employed by teacher to make students become more active both individually and collectively.

¹¹ Ahmad Tafsir, 2003, *Metodologi Pengajaran Agama Islam*, cet.III, Bandung: Remaja Rosydakarya, p. 147.

This method is used to delivered material of reading. Implementing this method makes the learning pleasant and joyful activity. It takes side more on student (student centered learning), while teacher funcitons as facilitator, guide and motivator.

Mel Silberman states that one of the best ways to develop active learning is by giving assignment which must be finished by the students in a small group. Support from peers, diversity of views as well as knowledge does help to make collaborative learning become precious part of learning milieu in the class.¹² Information search can be applied by teacher when giving assignment to the student and can be carried out in small group.

2. Procedure

Steps or procedure in applying information search method are as follows:

- a. The teacher determines reading material to be studied by students.

¹² Mel Silberman, 2007, p.151.

- b. The teacher prepares several questions to be answered by student by using method of information search.
- c. The teacher distribute that reading material to the student.
- d. The teacher asks students to read the material and answer questions. Let the student search the information in small group. Competition can motivate them to take part.¹³
- e. Together with the teacher, the students discuss questions in the reading text.
- f. The teacher gives explanation to the student concerning the correct answers.
- g. At the end, the teacher gives conclusion, clarification and follow up.¹⁴

3. Benefit and shortcoming

Basically, there is no best method to be applied at all tme and situation. Each method, including information search, has its strength and weakness. The the benefit of this method, among others, are:

¹³ Mel Silberman, 2007, p.152-153.

¹⁴ Hisyam Zaini dkk., 2008, *Srategi Pembelajaran Aktif*, Yogyakarta: Pustaka Insan Madani, p.8)

- a. It makes students more active in reading.
- b. It makes students compete each other to answer questions from the teacher.
- c. It makes situation in the class codusive and the teacher can fully control the learning activity.
- d. It helps students improving their interest in reading.

Apart from that benefit, this method has some weaknesses or shortcomings, such as:

- a. Students who are slow in reading will be left behind their friends so that it can create gap between them.
- b. The teacher must prepare reading materials accompanied with its question as many as the number of students in that class. This needs a good plan and preparation from the teacher.
- c. Students who are afraid to raise question or answer questions from teacher will be left behind in passing the minimum (passing) grade.

C. Reading

1. Definition

Reading is one the linguistic skill that people should have in order to communicate in English fluently. According to Mc Donough and Shaw, reading is one of the most important skills. Reading is the

ability to draw meaning from the printed page and interpret this information appropriately.¹⁵

Reading is one of important skill in daily life. As a matter of fact, nearly all children begin school with the expectation they will learn to read, and one of the most important things to child asked to do is to read.

In Islam, reading becomes something important because it was the first commandment to all Muslims as state in the first revelation to Prophet Muhammad. It reads:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾
 أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ
 الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

*Read the name of your Lord who created. Created man from clots of congealed blood. Read! Your Lord is the most bountiful one. Who taught by the pen. Taught man what he did not know.*¹⁶

This verse shows that Islam gives high attention to reading. It explains about how reading can be a first

¹⁵ William Grabe and Fredricka L. Stoller, 2002, *Teaching and Researching Reading*, England: Pearson Education, p. 9.

¹⁶ A. Yusuf Ali, 1983, *the Holy Qur'an Text, Translation and Commentary*, USA: Amana Corp, pp.1761-1762

step of teaching learning process. Reading in Islamic perspective is not only dealing with the understanding, but also interpreting and extracting. The information from the text should be related to the real phenomenon of the readers.¹⁷ Reading is an activity that involves system of thought, evaluate, analyze and solve the problem.

Teaching reading is one part of educational activities. The teacher has obligation to teach students how to get meaning from printed or written material. To help students comprehend the written material in the text, the teacher should make them able to read the material joyfully.

2. Purposes and reasons of reading

Different people can have different reasons and purposes when reading. According to Grabe and Stoller the purpose for reading are as follows:

1) Reading to search for simple information.

Scanning is quickly searching for some particular piece or piece information in a text, the purpose of scanning is to extract specific information

without reading the whole text. It is a common reading ability that is used so often in reading task. For example, we usually search information either an address or a phone number in a telephone book.

2) Reading to skim quickly.

Skimming is reading quickly across a whole text for its gist. Skimming gives reader being able to predict the purpose of the passage, the main topic and supporting idea. It involves a combination of strategies for guessing the important information and using basic reading comprehension skill on the text until a general idea is performed.

3) Reading to learn from text.

Reading to learn usually occurs in academic context in which a person needs to learn amount of information from a text. The reading rate somewhat slower than general reading comprehension, primarily due to rereading and reflection to help remember information.

4) Reading to integrate information.

Reading that requires additional decision about the relative important of complementary, mutually supporting or conflicting information and

¹⁷ M. Quraish Shihab, 2003, *Wawasan Al-Qur'an*, Bandung: Mizan, p. 5

the likely restructuring of a rhetorical frame to accommodate information from multiple sources.

- 5) Reading to write (or search for information needed for writing).

Reading to search for information needed for writing, it requires ability to compose and select information from a text.

- 6) Reading to critique text.

Reading that requires critical evaluation of the information from a text has been read.

- 7) Reading for general comprehension.

It is the most basic purpose for reading, underlying and supporting most other purpose for reading. Reading for general comprehension requires very rapid and automatic processing of words in forming a general meaning representation of main ideas.¹⁸

There are many purposes in reading texts as stated above. Each person has his or her own purpose in reading text. In this case, I am willing to help the students to reach their purpose in reading text. The main purpose in reading is to seek

¹⁸ William Grabe and Fredricka I. Stoller, 2002, p. 13.

and obtain information, including the contents, understand the meaning of the reading material.

Rivers and Temperlay, as cited by Mc Donough and Christopher, give opinions about reasons of reading. They are including:

- a) To obtain information for some purposes or because we are curious about some topic.
- b) To obtain instructions on how to perform some tasks for our work or daily life.
- c) To keep in touch with friends by correspondence or to understand business letters.
- d) To know when or where something will take place or what is available.
- e) To know what is happening or has happened (as reported in newspaper, magazine, reports).
- f) For enjoyment or excitement.¹⁹

3. Types of Reading

Two types of reading were usually applying in reading class:

- 1) Intensive Reading

¹⁹ Jo Mc Donough and Christopher Shaw, 2003, *Materials and Methods in ELT a Teacher's Guide*, United Kingdom: Blackwell Publishing Ltd, 2nd Ed., p.90.

Intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage.²⁰ Students forced to pay great attention to the text; the aim of intensive reading is to arrive at a profound and detailed understanding of the text. Reading not only understands the meaning but also how the meaning is produced.

Focus types of understanding are specified for training in intensive reading:

- a) Understanding the plan sense or factual exact surface meanings in the text.
- b) Understanding implication which involves making inferences and being sensitive to emotional tone and figurative language.
- c) Understanding the relationship of ideas in the reading passage including intersection relationship and linkages between paragraphs.
- d) Being able to relate the reading materials to one's own knowledge and experience.

²⁰ H. Douglas Brown, 2002, *Teaching by Principles an Interactive Approach to Language Pedagogy*, New York: Addison Wesley Longman, Inc, 2nd Ed., p.312.

2) Extensive Reading

Extensive reading refers to reading which students do often away from the classroom.²¹ It is usually for pleasure such as read novels, newspaper, magazines or any other reference material. Extensive reading do not need comprehend all the details of the text but skill and the gist are the most important. Understanding in a general way the author's intent and getting the main idea are the goals when reading extensively.

4. Models of Reading

a. Bottom-up

The essential features of the bottom-up are that the reader tries to decode each individual letter to minimal units of meaning.²² The reader first identifies each letter in a text, these letters are blended together to identify the words, words are chained together to form sentences, sentences are

²¹ Jeremy Harmer, 2007, *How to Teach English*, England: Longman, p.99.

²² Jo Mc Donough and Christopher Shaw, 2003, p.97.

linked together into paragraphs and paragraphs are tried together to form complete text. Finally, comprehension is the final step in a lengthy process of decoding. This can be concluded that the reader focuses on individual words and phrases, stringing these details elements together to build up a whole to achieve understanding.

b. Top-down

Top-down processing is the interaction process between the reader and the text. The interaction process involves activating knowledge of the world, expectations and invitation to arrive at a meaning of a text. The reader's prior experience or background knowledge plays a significant role in the process.²³

Top-down strategies that good readers employ include the following:

- a) Using background knowledge to assist in comprehending a particular text.

- b) Scanning the text for heading, subheadings to acquire a broad understanding before more detailed reading.
- c) Skimming the text and thinking about the content.
- d) Identifying the genre of the text, knowing the type of text that we read can facilitate reading comprehension.
- e) Discriminating between more and less important information, for example discriminating between key information and supporting detail.²⁴

5. Reading Strategies

The following are reading strategies to develop reading comprehension:

- 1) Scanning

Scanning is quickly searching for some particular piece of information in text.²⁵ The reader usually reads a text to find information without read the whole text. It is used to search

²³ David Nunan, 1993, *Introducing Discourse Analysis*, England: Penguin Books Ltd, p.81.

²⁴ David Nunan, 1993, p. 82.

²⁵ Alice C. Omaggio, 2002, *Teaching Language in Context, Proficiency-Oriented Instruction*, USA: Heinle and Heinle Publisher, Inc, p. 151.

for specific information (e.g. a name, a date) or to get an initial impression whether the text is suitable with the purpose (e.g. whether a book of gardening deals with cultivation of a particular vegetable). Scanning helps students locate important or difficult items quickly.

2) Skimming

Skimming is quickly running one's eyes over the text to get the gist.²⁶ The reader usually reads to get the general information from a text; it is done with ignored unimportant information.

3) Ignore words that unimportant

When reading, you may often come upon a word or phrase that you do not understand. Your first impulse may be to look up the word in your dictionary. Before resorting to a dictionary, though, you should first determine whether the word you do not know is important. If it is not, ignore it. Consider the following sentence.

4) Read in units or chunks of words

When we see sentences written on paper, we see words that are separated by spaces. What

²⁶ Alice C. Omaggio, 2002, p.151.

we hear when we speak, though, are not words but sounds. Words are separated by spaces on paper of convenience. Reading is similar to speaking because people who are proficient readers read sentences in units of words rather than one word at a time. This skill takes practice, but if mastered is well worth the effort.

D. Hypothesis

Hypothesis consists of two words, namely, *hypo* and *thesis*. *Hypo* means "under" or "less" or "weak". *Thesis* means "theory or proposition that showed as a proof".²⁷ Hypothesis is a temporary answer of problems in research until proved from the collected data.²⁸

The working hypothesis forwarded in this research is that the use of the Information Search Method can improve the ability of students' reading skill at the student of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies in the academic year of 2011-2012.

²⁷ Sutrisno Hadi, 2000, *Statistik*, vol.2, Yogyakarta: Andi Offset, p. 257.

²⁸ Suharsimi Arikunto, 1996, *Prosedur Penelitian: Suatu Pendekatan Praktek*, Jakarta: Rineka Cipta, p. 67.

CHAPTER III

RESEARCH METHOD

A. Research design

In this study, I use Classroom Action Research (CAR). It is a type of structured teacher reflection in which teachers or lecturers look critically at their own classrooms for the purpose of improving their own teaching and enhancing the quality of learning that take place there.²⁹

Arikunto explains that it is a practical research carried out to solve a factual problem faced by teachers in the form of action in learning activity intentionally created together in a class.³⁰ Suroso states the classroom action research is a kind of reflective research with certain actions in order to correct and improve practices in teaching and learning process in a class

²⁹ William Grabe and Fredricka L. Stoller, 2002, *Teaching and Researching Reading*, England: Person Education, p.156.

³⁰ Suharsimi Arikunto, 2008, *Penelitian Tindakan Kelas*, Jakarta: Bumi Aksara, p.3.

professionally.³¹ Kemmis and Taggart, quoted in Louis Cohen, stated that:

Action research is concerned equally with changing individuals, on the one hand, and, on the other, the culture of the groups, institutions and societies to which they belong. The culture of a group can be defined in terms of the characteristic substance and form of the language and discourses, activities and practices, and social relationship and organization which constitute the interaction of the group.³²

Meanwhile, Wiriaatmadja defines classroom action research as how a number of teachers can organize condition of their instructions and learning from their own experiences. They can try improvement ideas in their instructions and see the influence resulted from that effort.³³

The aim of classroom action research is to make changing at the students' selves as the subject of research and changing of situation at the place of research to achieve improvement of practice continuously. Furthermore, it is noted that the main objective of classroom action research is

³¹ Suroso, 2009, *Penelitian Tindakan Kelas: Peningkatan Kemampuan Menulis Melalui Classroom Action Research*, Yogyakarta: Pararaton, p. 20.

³² Louis Cohen, *Research Methods in Education*, (London: MPG Books Ltd, 2007), p.298.

³³ Rochiati Wiriaatmadja, 2008, *Metode Penelitian Tindakan Kelas Untuk Meningkatkan Kinerja Guru dan Dosen*, Cet. 5, Bandung: Remaja Rosdakarya, p.13.

to repair and improve the practice of teaching and learning in any class continuously and professionally.³⁴

In short, classroom action research is how a group of teachers organize the condition of their instruction in the class, learning from their experiences and try some improvement ideas and looking the real influence of that attempt.

Suroso mentions there are four types of classroom action research. They are (1) teacher as researcher, (2) collaborative action research, (3) simultaneous integrated action research, and (4) experimental social administration.³⁵ The first type has an objective of improving learning and instruction in the class where the teacher itself is fully in charge of planning, action and reflection. The teacher itself seeks the problem and solves the problem in his/her instruction. At the second type, a teacher involves other parties such as another teacher, headmaster, or lecturer all at once for the purpose of improving instructional practice. The third type tries to solve practical problem and resulting in scientific knowledge in the field of instruction in the class. In this classroom action research teachers are involved in action

³⁴ See Aqib Zaenal, 2006, *Penelitian Tindakan Kelas Bagi Pengembangan Profesi Guru*, Cet. 1, Bandung: Yrama Widya, p18. See also Mulyasa, E., *Menjadi Guru Profesional Menciptakan Pembelajaran Kreatif dan Menyenangkan*, Cet.7, Bandung: Remaja Rosdakarya, 2008, p.155.

³⁵ Suroso, 2009, *Penelitian Tindakan Kelas*, p. 23.

and reflection. The fourth type emphasizes on impact of any policy on instructional practice. In this type teachers are not involved in planning, acting, and reflecting toward instruction in his or her class.³⁶

Based on this view, I decided to use the first type of classroom action research and combined it with the second type. As a lecturer I myself try to seek the problem in my instructional practice and find out the solution to that problem, while inviting my colleague to assist me give some inputs and suggestions when giving treatments. I asked one of my colleagues to be my collaborator in my classroom action research.

In this research, I have conducted three cycles in classroom action research. According to Kemmis and Mc Taggart there are four components in each cycle for doing classroom action research. It consists of (1) planning, (2) acting, (3) observing, and (4) reflecting.³⁷

1. Planning

Plan as the first step of research procedure is done to give solution for the identified problems. It is a plan to conduct treatments. In order to improve student's reading

³⁶ Suroso, 2009, *Penelitian Tindakan Kelas*, pp. 23-24.

³⁷ Louis Cohen, *Research Methods in Education*, p.303.

comprehension ability I have decided to utilize the Information Search as learning method.

2. Acting

After planning the concept, then I carried out the treatment referring to the plan that had been made. I have planned to conduct a pre-cycle before applying the treatment.

3. Observing

Observation is the activity of observing the collected data in order to know what extent the action activities have reached the objectives of the study. In this step, I have identified and analyzed the data collected during the treatment. In this stage I used observation sheet to help me record what happened in the class during teaching and learning process.

4. Reflecting

Reflection is the activity of evaluating critically the progress made by the students. In this step I could observe any action or activity done by students in their learning process that brought about some improvement. I reflected whether the treatment given to the class is appropriate enough and whether the action done is good enough to improve the quality of learning. Furthermore, I also reflected and questioned which aspects of treatment need to be improved and perfected when doing action in the next

cycle. At this stage I used all I have to help me doing reflecting, namely my observation sheet, result of my interviews with students as well as result of the test to gather the data.

In general, the cycle of action research could be seen from the figure below.

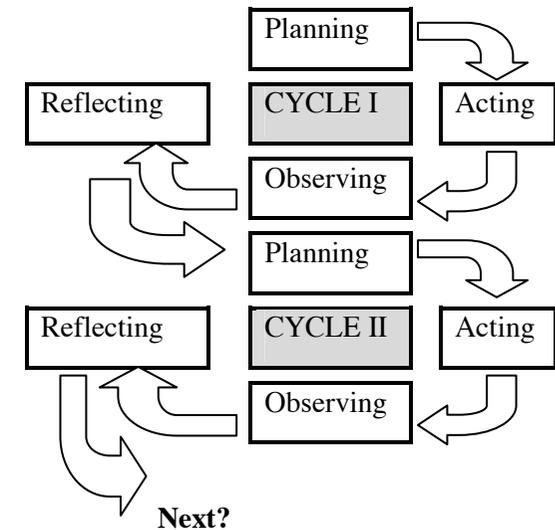


Figure 1. Classroom Action Research³⁸

Classroom action research has several principles and characteristics, they are:

³⁸ Suharsimi Arikunto, 2008, *Penelitian Tindakan Kelas*, Jakarta: Bumi Aksara, p.16.

1. Action research is an approach to improving education by changing it and learning from the consequences of changes.
2. Action research is participatory: it is research through which people work toward the improvement of their own practices.
3. Action research is collaborative, between a teacher and researcher.
4. Action research establishes self-critical communities of people participating and collaborating in all phases of the research process: the planning, the action, the observation and the reflection; it aims to build communities of people committed to enlightening themselves about the relationship between circumstance, action and consequence in their own situation, and emancipating themselves from the institutional and personal constraints which limit their power to live their own legitimate educational and social values.
5. Makes for practical problem-solving as well as expanding scientific knowledge.
6. Enhances the competencies of participants.
7. Uses feedback from data in an ongoing cyclical process.
8. Seeks to understand particular complex social situations.
9. Seeks to improve the quality of human actions.
10. Focuses on those problems that are of immediate concern to practitioners.³⁹

³⁹ Louis Cohen, *Research Methods in Education*, pp. 299-300.

B. Subject and location of the research

The subject of this research, as stated in its earlier proposal, is planned to be the first year student of English Department of Tarbiyah Faculty of the Walisongo State Institute for Islamic Studies. However, due to the changing policy in teaching foreign language (English and Arabic) in IAIN in this academic year, which is no longer tackled by the Faculty, I need to make some adjustment. In this academic year the teaching of English and Arabic of all students in IAIN is handled by *Pusat Bahasa dan Budaya* (PBB). New students of Syariah and Dakwah faculties are to take English in this semester, while new students of Tarbiyah and Ushuluddin faculties are to take Arabic. In the next semester, students of Syariah and Dakwah are to take Arabic while students of Tarbiyah and Ushuluddin have to take English. Thus, the first year students of Tarbiyah are not taking English until next semester. Because of these reasons, the researcher should make some adjustments and change the subject with the second year students, in order that this action research can be conducted on time and finished before the end of this semester. I think this is enough to explain this little adjustment.

I decided to choose my own class (English III) for the second year students, TF-3 class. This class is chosen because

from the preliminary observation it is known that students of this class have low achievement in English, especially in reading comprehension of English text.

I am motivated to conduct classroom action research in order to improve their achievement in comprehending English text when reading. In addition, at this semester I am given task by the authority of Tarbiyah Faculty to teach English. This classroom action research has been conducted at Tarbiyah Faculty from September 25th until October 23rd, 2012. The location of the research took place in room 12 of building D of Tarbiyah Faculty located in Jl. Prof. Dr. Hamka (Campus II) Semarang.

Detailed implementation of the classroom action research was can be seen in the time line below.

Table 1. Research Journal in Classroom Action Research

No	Activities	Date
1.	Making arrangement with students that a classroom action research for English subject will be taken.	Sep. 25 th , 2012
2.	Carrying out the research (pre-cycle)	Oct. 2 nd , 2012
3.	Cycle I	Oct. 9 th , 2012
4.	Evaluation of cycle I	Oct. 10 th , 2012
5.	Cycle II	Oct. 16 th 2012

6.	Evaluation of cycle II	Oct. 17 th 2012
7.	Cycle III	Oct. 23 th 2012
8.	Evaluation cycle III	Oct. 24 th 2012
9.	Reporting the research	Oct. 27 th 2012

C. Collaborator

For my research I have decided to use the first type of classroom action research based on category made by Suroso, namely teacher as researcher, in stead of the second type (collaborative action research), the third type (simultaneous integrated action research), or the fourth type (experimental social administration). This means that as a lecturer I myself try to seek the problem in my instructional practice and find out the solution to that problem. Following this view I, actually, do not need to have a collaborator. However, in order to reduce the bias that might appear in its implementation I have chosen a colleague of mine to help me giving some input when doing action or giving treatment to the class. In this study, I planned collaboration with another lecturer at Tarbiyah Faculty who has enough experience in teaching English subject, namely Mr. Nafi' Annuri.

D. Research Procedure

In this classroom action research, I have planned to conduct three cycles. The cycle of classroom action research would involve identifying a problem (planning), collecting data (acting), analyzing and interpreting data (observing), and developing an action (reflecting).⁴⁰ In this research, I have taught reading comprehension skill using Information Search method. The activities that have been done in each cycle are as follows:

a. Pre-cycle

In the pre-cycle phase, before carrying out a classroom action research, I, as lecturer and researcher, began with an observation to the class as my first step. This observation was done in order to get information about student's capability in reading comprehension and problems they have in reading skill. In this phase, the students were taught by using conventional method (lecturing). At the end of the instruction, students were given a test. After getting data from the observation and the test, I decided to analyze problems being faced by students.

⁴⁰ Graham Hitchcock and David Hughes, *Research and Teacher: a Qualitative Introduction to School-Based Research*, (USA: Routledge: 1995), p.29.

After recognizing the problem faced by students, the next step is designing a plan and determining what kind of treatment (action) is going to be given to the class.

b. The first cycle

In this first cycle, as lecturer and at the same time the researcher, I have arranged following activities.

No	Step	Activity
1.	Planning	Arranging a lesson plan based on teaching material. Preparing the teaching material and list of students' attendance. Preparing the test instrument. Preparing the observation scheme.
2.	Acting	Introducing the information search method to be used in teaching reading. Teaching narrative reading using information search method. Asking students about the problems on the previous lesson. Giving a test to evaluate students.
3.	Observing	Applying this method and at the same time observing the teaching learning process by using observation scheme. Asking to the collaborator to observe the process too. Observing students' respond toward the use of information search method. Asking collaborator to observe the same thing.
4.	Reflecting	Together with collaborator evaluating the step in teaching learning process and discussing the result of observation for the students' skill

		in reading. Together with collaborator discussing the result of observation for the improvement of students' ability in reading.
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c. The second cycle

The second cycle is carried out based on the result of reflection done at the first cycle. When the result from the first cycle indicates that the learning quality is still low it means that another action was needed to be taken in order to get a better result. In this second cycle, as teacher/ lecturer and at the same time the researcher, I have arranged following activities.

No	Steps	Activity
1.	Planning	a. Preparing the teaching material and preparing students' attendance list. b. Preparing the test instrument. c. Preparing the observation scheme. d. Arranging improvement action to be developed as learning improvement point.

2.	Acting	a. Asking students about their problems on the previous lesson. b. Dividing students into some groups consist of 5 or 6 students. c. Spreading the reading text for students. Asking collaborator to help doing this. d. Helping the students to find out the meaning of the difficult word. e. Explaining the students' problem. f. Giving test to the students to check their understanding after being given some treatments. g. Asking collaborator to observe the process of teaching by using observation scheme.
3.	Observing	a. Applying the information search method in teaching reading text. Asking the collaborator to observe the teacher's instruction by using observation scheme. b. Observing students' participation. Asking collaborator to do the same thing.
4.	Reflecting	a. Together with collaborator, evaluating the step in teaching learning process and discussing the result of observation for the students' ability in reading. b. Together with collaborator, discussing the result of the observation for the improvement of students' ability in reading. c. Together with collaborator, discussing about teaching learning process that had been done to find out some weaknesses and how to improve it in the next cycle.

d. The third cycle

The third cycle is carried out based on the result of reflection done at the second cycle. The result from the second cycle showed that the students achieved some improvements in their score, but they still got difficulties in understanding reading text in English. Thus, another action was needed to be taken in order get the better result. In this third cycle, as teacher/ lecturer and at the same time the researcher, I have arranged following activities.

No	Steps	Activity
1.	Planning	a. Preparing the teaching material. b. Preparing students' attendance list. c. Preparing the test instrument. d. Preparing the observation scheme. e. Arranging improvement action to be developed as learning improvement point.
2.	Acting	a. Teaching narrative reading skill through information search method. Asking collaborator to observe the process of learning. b. Spreading the text for each student, helped by collaborator. c. Helping students to understand the text and giving a test to evaluate students.
3.	Observing	a. Applying this model. Asking collaborator to observe this process using observation scheme. b. Observing the teaching learning process. Asking collaborator to do the same thing. c. Observe students participation. Asking

		collaborator to do the same thing.
4.	Reflecting	a. Together with collaborator evaluating the step in teaching learning process and discussing the result of observation for the students' ability in reading. b. Together with collaborator reflecting the activities that had been done. The result of this analysis could be used as review to use information search method in teaching narrative reading.

E. Data Collection Technique

In gaining the data, I employed these following methods:

a. Observation

Observation is an activity of giving total concern to research object of the sense.⁴¹ The purpose of observation is to explain the situation in class activities, individuals involved in some activities and relation between situation, activity, and individual.⁴² In conducting the observation, I have used the observation scheme to make it more systematic, containing list of

⁴¹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2006), p. 156.

⁴² Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p.239.

activities or events, which might happen.⁴³ In this research, observation is used to know how the information search method was implemented to improve students reading skill on narrative text. It was used to know the condition of the class, obstacles appeared during teaching and learning process, and it was used to saw students' difficulties, problems and understanding about material being instructed.

b. Test

Test is a set of questions and exercises that were used to measure the achievement or capability of the individual or group.⁴⁴ It can also be said, test is a share of questionnaires and exercises which is used to measure some skill, intelligence, knowledge or ability that is owned by individuals.

c. Interview

Interview is the process of getting explanation by asking questions face to face between researcher and

⁴³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, p. 157.

⁴⁴ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, p. 150.

respondent using guide.⁴⁵ In this research, interview is used to get the data from the students. It can be used to investigate and dig the students understanding about lesson being taught.

This method is applied by the present researcher to know the students achievement in learning English, especially in understanding English text.

F. Data Analysis Technique

Data analysis is an attempt by teacher researcher to summarize the data that had been collected in a dependable, accurate, reliable and correct manner. The data analysis used in this research is as follow.

Data analysis technique used in this research is descriptive analysis which is presented and analyzed by factual information systematically. Qualitative data was gained from observation note and interview. Quantitative data was gained from the test in every cycle, it is used to know the students achievement on understanding reading text.

⁴⁵ Mohammad Nazir, *Metode Penelitian*, (Jakarta: Ghalia Indonesia, 1999), p.234.

The score of students' achievement would be calculated using this following formula:⁴⁶

$$\text{Score} = \frac{\sum \text{The number of right answer}}{\text{The number of Questions}} \times 100\%$$

In this research, the researcher also used mean formula to know the average of students' score and to check students' improvement in learning.

The formula is as follow:⁴⁷

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

Explanation:

M : the average of students score

$\sum X$: total score

N : the number of students

Mean of score from one cycle would be compared with that of other two cycles. It is to know how far the progress was made by the students in this research.

⁴⁶ Slameto, *Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2001), p.189.

⁴⁷ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, p. 264.

G. Achievement Indicator

Indicator of success of this research is that this research is considered successful if collectively, at least 85% of the students in the class could pass the passing grade. Whereas individually student got the score at least 70 as passing grade made for the class.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Implementation of Information Search in Teaching

Reading

This study is a classroom action research on improving students' ability in reading skill using information search method. The objective of this study is to describe the implementation of information search method during the learning process in the class to improve students' ability in reading skill, and to identify the improvement made after being taught by using information search method. In this research three cycles have been done, and a pre-cycle was also undertaken to get preliminary data concerning the students' base score in reading skill before some treatments or actions given to them. Each activity of every cycle will be presented below.

1. Pre-Cycle

This pre-cycle was undertaken on October 2nd 2012. In this cycle, the writer (functions as lecturer and researcher as well) used conventional way of learning (lecturing by giving speech in one way direction). This activity was done in order to know basic score of

students before being taught by using information search method.

In this activity, the lecturer was doing teaching learning process as usual; the teaching learning process began with reading loudly by lecturer. However, not all students paid attention to the lecturer. There were only some students active to ask questions to the lecturer during the teaching learning process. After that the lecturer gave post test to get students' basic score by using technique or method which is usually applied.

The students had to answer ten items of open questions and ten questions of filling the gap. All questions are related to the text. 29 students in this class took part in it. The lecturer provided 45 minutes for them to do the test. The purpose of the test was to measure the skill of the students in comprehending English reading text and to know basic score of reading skill when taught using conventional method.

Based on my observation in this activity, I, the writer can conclude that some students were less motivated in doing this test. Their faces showed that they were less enthusiastic in doing it. After reading their answers the writer found a fact that some of them still had difficulties to do it. My assumption is that the

condition like that is not good for reading class. Therefore, the writer (functions as lecturer and researcher), decided to use another method to make students interested and enjoyed the reading class in order to improve their ability in reading skill and understanding the text. The writer decided to utilize information search method.

2. First Cycle

This first cycle was undertaken on October 9th 2012. After knowing the result of learning activity in pre-cycle the writer decided to give treatment to the class by using information search method.

In this cycle, the writer (function as lecturer as researcher) taught reading skill using information search method. The writer expected that it would make students pay attention better and become more motivated in the learning process.

Before doing the action, I, the writer explained to the students about information search method in reading. I gave an overview on it and described on how it works based on procedure recommended by Mel Silberman. It seemed that students did not familiar with this method before. After a while, however, they began

to understand and were willing to do or to work for reading class with different method from the old one which is usually practiced.

After giving brief explanation about the reading material, I divided the students into several small groups each consisted of four people. At the beginning this activity sounded noisy because the students had to arrange their chairs to have a good shape to work in a group. After all students found their partners to work in a group, I distributed the material (reading text) to each group and demonstrated about the technique or method to be applied. Being convinced that all students understand how to work with information search method in reading text, I let them to begin working with that reading text in a group. It is worthy to note here, that a teacher or lecturer has to have ability to control or manage learning group. This is important to avoid or at least minimize the group being dominated by certain students while others being passive and dependent. This is part of the teacher or lecturer's duty to facilitate teaching and learning process so that it can run well.

More detailed activities that had happened in the first cycle in this action research can be described as follows.

a. Stage of Planning

In this stage, the writer (function as lecturer as researcher) prepared the learning instrument such as:

- 1) Lesson plan based on the teaching material
- 2) Reading materials
- 3) Test
- 4) Observation scheme
- 5) Students attendance list

In this stage the writer planned three activities: pre-activity, main activity and post activity. Pre activity is the activity where the writer (as a lecturer) prepared for teaching learning process. In this activity, the lecturer would greet to the students, would check the students' attendance list in order to know whether or not any student was absent from the class at that day. In the main activity, the writer would explain the material, including grammatical features and generic structure of the text. Then, the writer would divide students into several groups each group consist of four until six students. The writer would ask them if they had

understood about how information search method would be applied. After that the writer would ask students to practice reading or comprehending English text using information search method. The last activity in this stage is called post activity in which the lecturer would give individual test to the students. This is all what the writer had in the planning phase.

b. Stage of Acting

This is the phase where the writer did real action. The writer gave treatment to the class based on observation made in the pre-cycle. The writer brought into reality what had been planned before.

In this activity the writer introduced new technique or method in reading, namely information search to improve students' reading skill.

Same as usual, the lecturer opened the lesson with greeting, *salam*. The lecturer asked to students how they felt at that day. The writer thought it was important to make a warm communication with the students before start

giving instruction in learning activity. After a while, the lecturer checked whether or not all students attending the class at that day. Being convinced that all students were present, the lecturer continued the learning activity by giving them introductory speech about the use of information search in reading text. The lecturer explained to the student that a technique or method for reading was about to be implemented to them in order to upgrade their understanding on English text, namely information search method. The lecturer elaborated how the students should work in reading by using this method. At the beginning some students were confused because they did not even hear before about the name of this method. However, after a while they began understand and became convinced that it is possible to practice new technique or method to increase their achievement in reading class. Afterwards, the lecturer distributed the reading materials to be studied by the students using information search method. The reading material which was given by the lecturer at this first cycle was entitled “**How the revelation came?**” This

text contained information about Islam, as this text was written by an expert of Islamic studies in Temple University in the USA.

As designed in the planning phase before, the lecturer would give a treatment or take an action in the learning process of reading class by using information search method. At this time, the lecturer asked the students to read the text just being distributed to them. The lecturer helped them by explaining the meaning of some difficult vocabularies. The lecturer also explained the main idea of each paragraph to help students catch the point and make it easy to understand the text. The lecturer felt it was enough to give some helps to students with vocabulary, and then the lecturer asked the students to practice reading using the information search method. The students agreed with the command given by the lecturer. However, few students seemed not to be enthusiastic in practicing what the lecturer had instructed. They did not fully pay attention to the instruction given by the lecturer. They tried to talk each other. To keep other students away from doing the same thing and to avoid the class from

being noisy the lecturer approached these students and asked them to keep concentrating on the learning process. The lecturer walked around the students in the class in order that the students keep studying the text. It is worth noting here that the lecturer must keep paying attention to the whole process of teaching and learning whatever the method is applied.

At the end, the lecturer gave a test to be worked individually with instruments prepared before to measure how far the students understand the text. The students had to answer ten items of open questions and ten questions of filling the gap. All questions are related to the text. 29 students in this class took part in it. The lecturer provided 45 minutes for them to do the test. The purpose of the test was to measure the skill of the students in comprehending English reading text.

c. Stage of Observing⁴⁸

This phase is done together and at the same time with the stage of action when the writer giving treatment to the class or taking an action. Based on the writer's observation the following facts had happened.

- 1) Some students enjoyed the reading text using the information search method, while few others still had difficulties to understand the text. It can be seen from the class' being noisy and few students tried to cheat and discussed the answer with their friends.
- 2) The lecturer still had low preparation in learning aid. The lecturer less motivate to the students.
- 3) Some students had not fully paid attention. Few students got difficulty in understanding the text.

d. Stage of Reflecting

After finishing giving a treatment or taking an action to the class (acting and observing

⁴⁸ Observation result from the first cycle on October 9th. 2012.

stages), the writer considered important to reflect whether or not the treatment or action had been given properly and done correctly. After taking some time reflecting of what had been done in the first cycle the writer found the following facts:

- 1) The lecturer should prepare learning aid more.
- 2) The lecturer should improve students' motivation in the learning process especially those students who paid less attention.

3. Second Cycle

This second cycle was undertaken on October 16th 2012. The Students did activity the same way as the first cycle. The lecturer taught reading skill using information search method. In this cycle, the lecturer explained again about how to work with information search when doing reading text before giving new reading material. The lecturer prepared another text related with Islamic studies. The lecturer asked the students to work in small group. At the end of the learning process the lecturer gave a test to measure students' ability in understanding reading text.

More detailed activities that had happened in the second cycle in this action research can be described as follows.

a. Stage of Planning

In this stage, the writer (function as lecturer as researcher) prepared the learning instrument such as:

- 1) Lesson plan based on the teaching material
- 2) Reading materials
- 3) Test
- 4) Observation scheme
- 5) Students attendance list

The same as in the first cycle, in this stage the writer planned three activities: pre-activity, main activity and post activity. Pre activity is the activity where the writer (as a lecturer) prepared for teaching learning process. In this activity, the lecturer would greet to the students, would check the students' attendance list in order to know whether or not any student was absent from the class at that day. In the main activity, the writer would explain the material, including grammatical features and generic structure of the

text. Then, the writer would divide students into several groups each group consist of four until six students. The writer would ask them again like done in the first cycle if they had understood about how information search method would be applied. After that the writer would ask students to practice reading or comprehending English text using information search method. The last activity in this stage is called post activity in which the lecturer would give individual test to the students. This is all what the writer had in the planning phase.

b. Stage of Acting

This is the phase where the writer did real action. The writer gave treatment to the class based on observation made in the pre-cycle and that had been applied in the first cycle, namely the use of information search method in reading text. The writer brought into reality what had been planned before.

In this activity the writer reminded again to the student that a method in reading text, namely

information search would be applied again to improve students' reading skill.

The same as what is usually done, the lecturer opened the lesson with greeting, *salam*. The lecturer asked to students how they felt at that day. The writer thought it was important to make a warm communication with the students before start giving instruction in learning activity. After a while, the lecturer checked whether or not all students attending the class at that day. Being convinced that all students were present, the lecturer continued the learning activity by giving them introductory speech about the use of information search in reading text to let them know that the lecturer would apply the same method as in the first cycle. The lecturer explained again to the student that the same method as the first cycle would be implemented to them in order to upgrade their understanding on English text. The lecturer elaborated how the students should work in reading by using this method correctly. The lecturer asked to the students if they had difficulty in the first cycle. The lecturer reviewed a little bit about lesson or

material of last week which was done in the first cycle. If they had problems what kind of difficulty they had. Some students admitted they got difficulty with new vocabularies which are novel and strange to them. They did not know the exact meaning of those new words in the text and could not even guess its meaning. Other students confessed they had difficulty to understand the text because the structure of the text is sophisticated as it was written by native speaker (Arab American). Few other students even claimed they got difficulty both in understanding the text because of its sophistication in the structure and because the text also contained new vocabularies which are unfamiliar to them. Afterwards, the lecturer distributed the reading materials to be studied by the students using information search method. The reading material which was given by the lecturer at this second cycle was entitled “**Establishing An Islamic State**”. This text contained information about Islam, as this text was written by an expert of Islamic studies in Temple University in the USA.

As designed in the planning phase before, the lecturer would continue giving a treatment or take an action in the learning process of reading class by using information search method, as had been done in first cycle. At this time, the lecturer asked the students to read the text just being distributed to them. Just like done in the first cycle, the lecturer helped them by explaining the meaning of some difficult vocabularies. The lecturer also explained the main idea of each paragraph, especially that one with difficult structure of sentence, to help students catch the point and make it easy to understand the text. The lecturer felt it was enough to give some helps to students with vocabulary, and then the lecturer asked the students to practice reading using the information search method. The students agreed with the command given by the lecturer. However, few students still seemed not to be enthusiastic in practicing what the lecturer had instructed. However, the number of these students was less if compared to those in the first cycle. They did not fully pay attention to the instruction given by the lecturer. They tried to

talk each other. To keep other students away from doing the same thing and to avoid the class from being noisy the lecturer approached these students and asked them to keep concentrating on the learning process. The lecturer walked around the students in the class in order that the students keep studying the text. It is worth noting here that the lecturer must keep paying attention to the whole process of teaching and learning whatever the method is applied.

At the end, the lecturer gave a test to be worked collaboratively in a small group consisted of four students with instruments prepared before to measure how far the students understand the text. The students had to answer ten items of open questions and ten questions of filling the gap. All questions are related to the text. 29 students in this class took part in it. The lecturer provided 45 minutes for them to do the test. The purpose of the test was to measure the skill of the students in comprehending English reading text.

c. Stage of Observing⁴⁹

This phase is done together and at the same time with the stage of action when the writer giving treatment to the class or taking an action. Based on the writer's observation the following facts had happened.

- 1) There was an increasing number of students who seemed enjoyed the reading text by using the information search method. However, few others still less enjoyed the process. The writer asked them why so? They replied they had to prepare another lesson which will do mid test on that day.
- 2) During the action the noisy in the class was reduced compared to the first cycle. This is a good progress which is positive.
- 3) The lecturer had a better preparation in learning aids compared to the first cycle. The lecturer gave more motivation to the students.
- 4) The number of students who did not fully paid attention is decreased compared to the first cycle.

⁴⁹ Observation result from the second cycle on October 16th. 2012.

d. Stage of Reflecting

After finishing giving a treatment or taking an action to the class (acting and observing stages), the writer considered important to reflect whether or not the treatment or action had been given properly and done correctly. After taking some time reflecting of what had been done in the second cycle the writer found the following facts:

- 1) The lecturer should prepare better learning aids.
- 2) The lecturer should improve students' motivation in the learning process especially those students who paid less attention.
- 3) Teacher should motivate less active students in order to be brave and confident.
- 4) Students' activeness during teaching learning process must be improved again.

4. Third Cycle

This third cycle was undertaken on October 23rd 2012. In this cycle, the students did activity the same way as the second cycle. The lecturer taught reading using information search method. In this cycle, the lecturer explained again about how to

work with information search when doing reading text before giving new reading material. The lecturer prepared another text related with Islamic studies. The lecturer asked the students to work in small group. At the end of the learning process the lecturer gave a test to measure students' ability in understanding reading text.

More detailed activities that had happened in the third cycle in this action research can be described as follows.

a. Stage of Planning

In this stage, the writer (function as lecturer as researcher) prepared the learning instrument such as:

- 1) Lesson plan based on the teaching material
- 2) Reading materials
- 3) Test
- 4) Observation scheme
- 5) Students attendance list

The same as in the second cycle, in this stage the writer planned three activities: pre-activity, main activity and post activity. Pre activity is the activity where the writer (as a

lecturer) prepared for teaching learning process. In this activity, the lecturer would greet to the students, would check the students' attendance list in order to know whether or not any student was absent from the class at that day. In the main activity, the writer would explain the material, including grammatical features and generic structure of the text. Then, the writer would divide students into several groups each group consist of four until six students. The writer would ask them again like done in the first and second cycle if they had understood about how information search method would be applied. After that the writer would ask students to practice reading or comprehending English text using information search method. The last activity in this stage is called post activity in which the lecturer would give individual test to the students. This is all what the writer had in the planning phase.

b. Stage of Acting

This is the phase where the writer did real action. The writer gave treatment to the class

based on observation made in the pre-cycle and that had been applied in the first cycle and second cycle, namely the use of information search method in reading text. The writer brought into reality what had been planned before.

In this activity the writer reminded again to the student that a method in reading text, namely information search would be applied again to improve students' reading skill.

The same as what is usually done, the lecturer opened the lesson with greeting, *salam*. The lecturer asked to students how they felt at that day. The writer thought it was important to make a warm communication with the students before start giving instruction in learning activity. After a while, the lecturer checked whether or not all students attending the class at that day. Being convinced that all students were present, the lecturer continued the learning activity by giving them introductory speech about the use of information search in reading text to let them know that the lecturer would apply the same method as in the first and second cycle. The lecturer explained again to the student that the

same method as the first cycle and second cycle would be implemented to them in order to upgrade their understanding on English text. The lecturer elaborated again in brief how the students should work in reading by using this method correctly. The lecturer asked to the students if they had difficulty in the second cycle. The lecturer reviewed a little bit about lesson or material of last week which was done in the second cycle. If they had problems what kind of difficulty they had. Some students admitted they still got difficulty with new vocabularies which are novel and strange to them, like their experience in the first cycle. They did not know the exact meaning of those new words in the text and could not even guess its meaning. Other students confessed they had difficulty to understand the text because the structure of the text is so sophisticated as it was written by a native speaker (Arab American). Few other students still claimed they got difficulty both in understanding the text because of its sophistication in the structure and because the text also contained new vocabularies which are

unfamiliar to them. However, compared to the second cycle the number of these students who got difficulty had been decreased. Some students added that they did better in the second cycle because it can be done collaboratively in a small group. Afterwards, the lecturer distributed the reading materials to be studied by the students using information search method. Like in the second cycle, the students would study reading material or texts using information method by working in a small group collaboratively. The reading material which was given by the lecturer at this third cycle was entitled **“Tolerance in Islamic State”**. This text contained information about Islam, as this text was written by an expert of Islamic studies in Temple University in the USA.

As designed in the planning phase before, the lecturer would continue giving a treatment or take an action in the learning process of reading class by using information search method, as had been done in first and second cycle. At this time, the lecturer asked the students to read the text just being distributed to them. As had been done in

the first and second cycle, the lecturer helped them by explaining the meaning of some difficult vocabularies. The lecturer also explained the main idea of each paragraph, especially that one with difficult structure of sentence, to help students catch the point and make it easy to understand the text. The lecturer felt it was enough to give some helps to students with vocabulary, and then the lecturer asked the students to practice reading using the information search method. They had to work collaboratively in a small group consisted of four students. The students agreed with the command given by the lecturer. At this time, majority of students seemed to be enthusiastic in practicing what the lecturer had instructed them to do, and only few of them seemed less enthusiastic. To those who seemed less enthusiastic the lecturer approached them and asked what happened. They replied they thought of mid test of another lesson going to be given after this class.

To keep other students away from doing the same thing and to avoid the class from being noisy the lecturer approached these students and

asked them to keep concentrating on the learning process. The lecturer walked around the students in the class in order that the students keep studying the text. It is worth noting here that the lecturer must keep paying attention to the whole process of teaching and learning whatever the method is applied.

At the end, the lecturer gave a test to be worked collaboratively in a small group consisted of four students with instruments prepared before to measure how far the students understand the text. The students had to answer ten items of open questions and ten questions of filling the gap. All questions are related to the text. 29 students in this class took part in it. The lecturer provided 45 minutes for them to do the test. The purpose of the test was to measure the skill of the students in comprehending English reading text.

c. Stage of Observing⁵⁰

This phase is done together and at the same time with the stage of action when the writer

⁵⁰ Observation result from the third cycle on October 23rd, 2012.

giving treatment to the class or taking an action. Based on the writer's observation the following facts had happened.

- 1) The majority of students seemed enjoyed well working on reading text by using the information search method.
- 2) During the action the noisy in the class was reduced compared to the second cycle. This is a good progress which is positive. The students seemed to pay full attention and they focused on working with reading using information search method.
- 3) The lecturer had a better preparation in learning aids compared to the second cycle. The lecturer gave more motivation to the students.

d. Stage of Reflecting

After finishing giving a treatment or taking an action to the class (acting and observing stages), the writer considered important to reflect whether or not the treatment or action had been given properly and done correctly. After taking

some time reflecting of what had been done in the third cycle the writer found the following facts:

- 1) The lecturer had prepared better learning aids and this must improved again in future.
- 2) Students' motivation in the learning process is good but the lecturer should remind them to keep this motivation on the top.
- 3) Students' activeness during teaching learning process is good but the lecturer has to remind them to improve it again and again.

B. Discussion of the research findings

In the previous section, the description of the whole process of the action research conducted from the pre-cycle until the third cycle has been presented. In the following paragraphs, the writer will discuss about the findings of the research.

After having implemented the use of information search method in teaching reading skill, the writer got enough data. The data from the pre-cycle, first cycle, second cycle and third cycle will be analysed and presented as follows.

1. Pre-Cycle

This pre-cycle was undertaken on October 2nd 2012. In this cycle, the writer (functions as lecturer and researcher as well) used conventional way of learning (lecturing by giving speech in one way direction). This activity was done in order to know basic score of students before being taught by using information search method.

In this activity, the lecturer was doing teaching learning process as usual; the teaching learning process began with reading loudly by lecturer. This is one way direction communication in which the lecturer speaks and students just listen. However, not all students paid attention to the lecturer. There were only some students active to ask questions to the lecturer during the teaching learning process. After that the lecturer gave post test to get students' basic score by using technique or method which is usually applied.

a. Measuring the students individual achievement

After conducting the test, the writer gave score. The maximum score is 100. In stead of giving them multiple choice tests the writer would

prefer to give them open question and filling gap test, because they are university students.

After getting the result of students' test score in reading skill, the writer went on with further analysis by using percentage of scoring as follow:

$$\text{Score} = \frac{\sum \text{The number of right answer}}{\text{The number of questions}} \times 100\%$$

Students' score in reading skill was analyzed by using the percentage of scoring in order to get the percentage of descriptive analysis of score in reading skill test.

The result of the pre-cycle can be seen in the table below:

Table 2.

The test result of the pre-cycle is as follow:

No	Students code	Score
1.	Student-1	50
2.	Student-2	60
3.	Student-3	55
4.	Student-4	60
5.	Student-5	55
6.	Student-6	61
7.	Student-7	60

8.	Student-8	62
9.	Student-9	64
10.	Student-10	72
11.	Student-11	54
12.	Student-12	53
13.	Student-13	67
14.	Student-14	60
15.	Student-15	70
16.	Student-16	60
17.	Student-17	60
18.	Student-18	52
19.	Student-19	70
20.	Student-20	60
21.	Student-21	62
22.	Student-22	68
23.	Student-23	65
24.	Student-24	60
25.	Student-25	60
26.	Student-26	60
27.	Student-27	60
28.	Student-28	60
29.	Student-29	60
	Sum	1760
	Low Score	50
	High Score	72
	Average Score	60,689655

Table 3.
The percentages of pre cycle result

Level of achievement	Number of the students	Percentages
Excellent (91-100)	-	-
Very good (81-90)	-	-
Good (71-80)	1	3,44 %
Fair (60-70)	22	75,86 %
Fail (below 60)	6	20,6 %
Σ	29	100 %

The result of pre-cycle showed that many of students still low in their reading skill. From 29 students, only one student got 72, two students got 70, one student got 68, one students got 67, one student got 65, one student got 64, two student got 62, one student got 61, thirteen student got 60, two student got 55, one student got 54, one student got 53, one student got 52, one student got 50.

b. Measuring the mean

Students score in reading skill was analyzed by using the percentage of scoring in order to get

the percentage of descriptive analysis of the score in reading skill.

The mean score of the class can be searched by using this following formula:⁵¹

$$\text{Mean} = \frac{\text{Score}}{\text{Frequency (the number of student)}}$$

$$\text{The average of students score} = \frac{1760}{29}$$

The average of students test result of the pre-cycle was **60,68**. It means that the result was low. According to the writer, this condition was caused by an uninteresting atmosphere for reading class because the student were being taught using conventional method namely lecturing which is one way direction so that the students were just passive and less motivated. The writer decided to use another method to make students interested and motivated in reading class in order that the students can improve their reading ability and understanding the text. The writer then applied information search method.

⁵¹ Suharsimi Arikunto, *Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), p.264.

2. First Cycle

Activity in the first cycle was undertaken on October 9th 2012. After knowing that the result of the pre-cycle was not satisfying enough the writer decided to give treatment to the class and taking an action by using another method in the learning process. The writer introduced the information search method to be applied to the class to solve the problem being faced.

In this cycle, the writer (function as lecturer as researcher) taught reading skill using information search method. The writer expected that it would make students pay attention better and become more motivated in the learning process.

In the planning stage the writer prepared learning aids, students' attendance list, lesson plan, reading materials contained information related to Islamic studies. The writer also prepared a set of questions consisted of ten items of open questions and ten items of filling gap questions as instrument for the test to measure their competence and the degree of understanding of the reading text being taught. The writer did not use multiple choice questions because are already university students.

The writer also prepared observation scheme as an instrument for guiding in doing observation to the class during the learning process.

In the acting stage the writer conducted the learning process using the information search method. The lecturer reviewed previous lesson asking the students if they got difficulty. The lecturer also improved learning tool to increase students' skill in reading class. The writer divided those students into seven groups. Group one to five each consisted of four students while group six and seven consisted of five students. Then, the writer asked them to work collaboratively in a group studying the new reading material using the information search method.

In the observing stage the writer did observation to the class. Based on the observation⁵², the writer found facts such as some students enjoyed the reading text using the information search method, while few others still could not enjoy it and had difficulties to understand the text. It can be seen from the class' being noisy and few students tried to

⁵² Observation result in the first cycle on October 9th 2012.

cheat and discussed it with their friends. The writer also found the fact that some students had not fully paid attention and focused in the learning process.

At the end, the writer gave a test to the students to measure their mastering of material being given and to know to what extent they understand the text. After examining their answer sheet, the writer found the result as shown in the following table.

Table 4.
The result of the first cycle is as follow:

No	Students code	Score
1.	Student-1	56
2.	Student-2	70
3.	Student-3	60
4.	Student-4	64
5.	Student-5	60
6.	Student-6	75
7.	Student-7	75
8.	Student-8	72
9.	Student-9	75
10.	Student-10	75
11.	Student-11	60
12.	Student-12	57
13.	Student-13	70
14.	Student-14	70
15.	Student-15	72

16.	Student-16	70
17.	Student-17	70
18.	Student-18	65
19.	Student-19	70
20.	Student-20	65
21.	Student-21	68
22.	Student-22	70
23.	Student-23	74
24.	Student-24	66
25.	Student-25	68
26.	Student-26	68
27.	Student-27	68
28.	Student-28	68
29.	Student-29	65
	Sum	1966
	Low Score	56
	High Score	75
	Average Score	67,793103

Table 5.
The percentages of first cycle result

Level of achievement	Number of the students	Percentages
Excellent (91-100)	-	-
Very good (81-90)	-	-
Good (71-80)	7	24,13 %

Fair (60-70)	20	68,96 %
Fail (below 60)	2	6,8 %
Σ	29	100%

From the result presented above, the writer could calculate the average of students score or mean of the score by using the following formula:

$$\text{Mean} = \frac{\text{Score}}{\text{Frequency (the number of student)}}$$

$$\text{The average of students score} = \frac{1966}{29}$$

From the result above, it is clear that the average of students test result of the first cycle was **67,79** Students had difficulty in understanding the text because they did not know the meaning of unfamiliar vocabulary and difficult sentences. Result from this first cycle indicates that the students score increased only little if compared with the result of pre-cycle. Therefore, the writer decided to conduct the next cycle (second cycle) and intended to give better explanation, and to motivate more to the students.

3. Second Cycle

Activity in this second cycle was undertaken on October 16th 2012. The Students did activity in the learning process the same way as the first cycle. The lecturer taught reading skill using information search method. In this cycle, the lecturer explained again about how to work with information search when doing reading text before giving new reading material.

In the planning stage the writer prepared more learning aids, students' attendance list, lesson plan, new reading materials contained information related to Islamic studies. The writer also prepared a set of questions consisted of ten items of open questions and ten items of filling gap questions as instrument for the test to measure their competence and the degree of understanding of the reading text being taught. The writer did not use multiple choice questions because are already university students. The writer also prepared observation scheme as an instrument for guiding in doing observation to the class during the learning process.

In the acting stage the writer conducted the learning process using the information search

method. The lecturer reviewed previous lesson asking the students if they got difficulty. The lecturer also improved learning tool to increase students' skill in reading class. The writer divided those students into seven groups. Group one to five each consisted of four students while group six and seven consisted of five students. Then, the writer asked them to work collaboratively in a group studying the new reading material using the information search method.

In the observing stage the writer did observation to the class. Based on the observation⁵³, the writer found the following facts. There were an increasing number of students who enjoyed the reading text by using the information search method even though few others still less enjoyed the process. During the action the noisy in the class was reduced compared to the first cycle. The lecturer had a better preparation and gave more motivation to the students. The number of students who did not fully paid attention was decreased.

⁵³ Observation result in the second cycle on October 16th 2012.

At the end, the writer gave a test to the students to measure their mastering of material being given and to know to what extent they understand the text. After examining their answer sheet, the writer found the result as shown in the following table.

Table 6.
The result of the second cycle is as follow

No	Students code	Score
1.	Student-1	65
2.	Student-2	75
3.	Student-3	65
4.	Student-4	70
5.	Student-5	65
6.	Student-6	80
7.	Student-7	81
8.	Student-8	80
9.	Student-9	80
10.	Student-10	80
11.	Student-11	70
12.	Student-12	70
13.	Student-13	72
14.	Student-14	74
15.	Student-15	76
16.	Student-16	76
17.	Student-17	75
18.	Student-18	70
19.	Student-19	75

20.	Student-20	70
21.	Student-21	70
22.	Student-22	74
23.	Student-23	76
24.	Student-24	75
25.	Student-25	74
26.	Student-26	72
27.	Student-27	70
28.	Student-28	72
29.	Student-29	72
	Sum	2124
	Low Score	65
	High Score	81
	Average Score	73,2413793

Table 7.
The percentages of second cycle result

Level of achievement	Number of the students	Percentages
Excellent (91-100)		-
Very good (81-90)	1	3,44 %
Good (71-80)	18	62,06 %
Fair (60-70)	10	34,48 %
Fail (below 60)	-	-
Σ		100 %

From the result presented above, the writer could calculate the average of the students' score or mean of the score by using the following formula:

$$\text{Mean} = \frac{\text{Score}}{\text{Frequency (the number of student)}}$$

$$\text{The average of students score} = \frac{2124}{29}$$

The result above shows that the average score of students' test of the second cycle was **73,24**. The result of the second cycle was better than the previous one.

This fact tells that an improvement had happened in the student's ability in reading skill in the second cycle. From the interview with some students in this cycle, the writer found the following facts. One⁵⁴ of students got low mark in the previous test because they did not review the lesson at home. She said that reading was difficult enough to be learned because she did not understand the meaning of the text. This indicates that her vocabulary was

⁵⁴ The writer's interview result with a female student (name to be hidden) on October 16th, 2012.

limited. Other students⁵⁵ claimed that they still got difficulty to understand the text because the structure of the sentence is complicated or sophisticated as it was authored by native speaker. These students, however, got good mark in the test.

The test result of the second cycle indicates that there was an improvement in students' ability in reading skill. However, based on the writer's observation to the learning process in the class and interview with some students the writer found the fact that some of them still got difficulty in understanding English text. Therefore, the writer decided to continue giving treatment to the class and insisted to conduct a better action in the next (third) cycle.

4. Third Cycle

Activity in this third cycle was undertaken on October 23rd 2012. In this cycle, the students did activity the same way as the second cycle. The lecturer continued teaching reading using

⁵⁵ The writer's interview result with two male students (their names to be hidden) on October 16th, 2012.

information search method. In this cycle, the lecturer explained again about how to work with information search when doing reading text before giving new reading material as refreshment to the students' memory. The lecturer prepared another text related with Islamic studies.

In the planning stage the writer prepared better learning aids, students' attendance list, lesson plan, and new reading materials contained information related to Islamic studies. Just like in the previous cycle, the writer also prepared a set of questions consisted of ten items of open questions and ten items of filling gap questions as instrument for the test to measure their competence and the degree of understanding of the reading text being taught. The writer did not use multiple choice questions because are already university students. The writer also prepared observation scheme as an instrument for guiding in doing observation to the class during the learning process.

In the acting stage the writer conducted the learning process using the information search method. The lecturer reviewed previous lesson asking the students if they got difficulty. The lecturer

also improved learning tool to increase students' skill in reading class. The writer divided those students into seven groups. Group one to five each consisted of four students while group six and seven consisted of five students. Then, the writer asked them to work collaboratively in a group studying the new reading material using the information search method.

In the observing stage the writer did observation to the class. Based on the observation⁵⁶, the writer found the following facts. The majority of students seemed to be motivated and enjoyed well working on reading text by using the information search method. During the action the noisy in the class was reduced compared to the second cycle. The students seemed to pay full attention and they focused on working with reading using information search method. The lecturer had a better preparation in learning aids compared to the previous cycle.

At the end, the writer gave a test to the students to measure their mastering of material being given and to know to what extent they understand

⁵⁶ Observation result in the second cycle on October 23rd, 2012.

the text. After examining their answer sheet, the writer tended to conclude that difficulties in vocabulary and understanding difficult sentences could be decreased after working by using information search method. The improvement of students' reading skill seemed to be real. This can be proven from their result of the test, as shown in the following table.

Table 8.
The result of the third cycle is as follow

No	Students code	Score
1.	Student-1	75
2.	Student-2	78
3.	Student-3	70
4.	Student-4	75
5.	Student-5	72
6.	Student-6	82
7.	Student-7	83
8.	Student-8	81
9.	Student-9	82
10.	Student-10	82
11.	Student-11	75
12.	Student-12	75
13.	Student-13	75
14.	Student-14	78
15.	Student-15	80

16.	Student-16	78
17.	Student-17	80
18.	Student-18	75
19.	Student-19	82
20.	Student-20	80
21.	Student-21	78
22.	Student-22	78
23.	Student-23	78
24.	Student-24	78
25.	Student-25	78
26.	Student-26	80
27.	Student-27	78
28.	Student-28	78
29.	Student-29	80
	Sum	2264
	Low Score	70
	High Score	83
	Average Score	78,0689655

Table 9.
The percentages of third cycle result

Level of achievement	Number of the students	Percentages
Excellent (91-100)		-
Very good (81-90)	6	20,68 %
Good (71-80)	22	75,86 %
Fair	1	3,44 %

(60-70)		
Fail (below 60)	-	-
Σ	29	100%

From the result presented above, the writer could calculate the average of the students' score or mean of the score by using the following formula:

$$\text{Mean} = \frac{\text{Score}}{\text{Frequency (the number of student)}}$$

$$\text{The average of students score} = \frac{2264}{29}$$

The result above shows that the average of students test result of third cycle was **78,06**. The result of the third cycle was better than previous one. This fact indicates that some improvement had happened to the students' ability in understanding text or reading skill in the third cycle. Problems with difficult vocabularies like in the previous cycle might not be erased hundred percent, but it could be lowered after using information search method. This result would say that the problem can be partly solved by the use of information search. One of

indications of this is that when students were given question on the meaning of new vocabularies at the first they did know, after the lecturer gave a clue they could guess the meaning of the words. The writer concluded that mastering vocabulary is one of crucial parts to understand English text. The writer decided to stop the action research in this cycle.

It can be seen from students improvement in reading skill has been proven since pre cycle until third cycle.

Result of this action research shows improvement in students' ability in reading skill. This can be seen from the progress of every cycle. Students' average score in the pre-cycle was only **60,68**, in third cycle their average score increased to become **78,06**. This means that the implementation of information search method was successful to improve students' ability in reading skill.

Table 10.
The result of the test from the pre-cycle until third cycle.

NO	STUDENT CODE	PRE-CYCLE	FIRST CYCLE	SECOND CYCLE	THIRD CYCLE
1	STUDENT-01	50	56	65	75
2	STUDENT-02	60	70	75	78
3	STUDENT-03	55	60	65	70
4	STUDENT-04	60	64	70	75
5	STUDENT-05	55	60	65	72
6	STUDENT-06	61	75	80	82
7	STUDENT-07	60	75	81	83
8	STUDENT-08	62	72	80	81
9	STUDENT-09	64	75	80	82
10	STUDENT-10	72	75	80	82
11	STUDENT-11	54	60	70	75
12	STUDENT-12	53	57	70	75
13	STUDENT-13	67	70	72	75
14	STUDENT-14	60	70	74	78
15	STUDENT-15	70	72	76	80
16	STUDENT-16	60	70	76	78
17	STUDENT-17	60	70	75	80
18	STUDENT-18	52	65	70	75
19	STUDENT-19	70	70	75	82
20	STUDENT-20	60	65	70	80
21	STUDENT-21	62	68	70	78
22	STUDENT-22	68	70	74	78
23	STUDENT-23	65	74	76	78

24	STUDENT-24	60	66	75	78
25	STUDENT-25	60	68	74	78
26	STUDENT-26	60	68	72	80
27	STUDENT-27	60	68	70	78
28	STUDENT-28	60	68	72	78
29	STUDENT-29	60	65	72	80
	SUM	1760	1966	2124	2264
	Low score	50	56	65	70
	High score	70	75	81	83
	Average Score	60,689655	67,793103	73,2413793	78,0689655

From the table above, it can be concluded that the use of information search method in teaching reading can improve students' ability in understanding text. Thus, the writer would claim that this classroom action research of the use of information search method for students of Tarbiyah Faculty of State Institute for Islamic Studies Walisongo was successful. This success can be seen from the result of pre-cycle until third cycle which shows some improvements.

The improvement of students' ability in reading skill can be seen trough the histogram below:

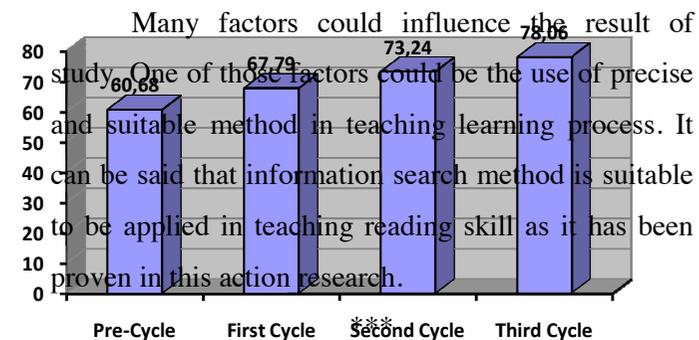


Figure 2. Diagram of the whole test

From the diagram above, the writer can concluded that there was improvement on students' score in reading skill after being taught by using information search method. Figure of pre-cycle showed that students score was only 60,68 which is low.

Figures of the first cycle showed that there was an increasing in students' score. It increased up to 67,79. Figures of the second cycle showed an improvement too in students' score. It increased up to 73,24. Likewise, figures of the third cycle also showed an improvement in students' score. It increased up to 78,06. It means that there was an improvement in every cycle after using information search method.

CHAPTER V

CONCLUSIONS

In this last chapter, the writer will present three points as closing of this report. They are (a) conclusion, (b) suggestion, (c) closing.

A. Conclusion

Based on the data presented and discussed in the previous chapters, the writer would conclude that teaching reading skill using information search method at university student level can be applied well to motivate students in reading and improving their ability in reading skill. The extent to which improvements were made seems to be quite significant as shown from the first cycle until the last cycle.

This study concludes as follows:

1. The implementation of information search method to improve students' reading ability at the students of Tarbiyah Faculty of State Institute of Islamic Studies Walisongo in the academic year of 2011-2012 has been applied through action research. This implementation has brought about some positive aspects in teaching and learning process. They are the improvement of learning

aids, and the lecturer could choose interesting texts in every cycle in order to make students interested with the text. In addition, the implementation of a suitable method could motivate students to cooperate in group. It also motivates the less active students to be more active during the lesson.

2. This research shows that the use of information search method in teaching reading at the students of Tarbiyah Faculty of State Institute of Islamic Studies Walisongo in the academic year of 2011-2012 can help the students solving their problems in understanding reading text. Result of the test indicated that the students varied in their reading skill. It can be seen from the average score of students from each cycle. In the pre-cycle, the average score of students was 60,68. In the first cycle, the average score of students was 67,79. In the second cycle, the average score of students was 73,24. In the third cycle, the average score of students was 78,06.

B. Suggestion

Having drawn the above conclusions the researcher proposed the following suggestions:

&&&

1. In learning English, including the teaching of reading, it is highly recommended to the teacher or lecturer to utilize models, strategies and various methods in its learning process.
2. The teacher or lecturer of English could choose information search as an alternative method to be practiced in the learning process.
3. The teacher or lecturer of English should motivate students who are less active in the learning process in the class.
4. The teacher or lecturer should make the teaching and learning process enjoyable to every student.

C. Closing

Alhamdulillah, thanks God, Praise is due to Allah SWT who has been giving protection and guidance to me so that this research can be finished on time.

I am fully aware that this work is not perfect. Therefore, criticisms and suggestions from anyone are always welcomed. I hope that this simple work can give contribution to the scientific progress.

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APPENDICES

Appendix 1:

**NAMES OF STUDENTS TAKING PART IN
THIS CLASSROOM ACTION RESEARCH
AT TARBIYAH FACULTY
IN THE ACADEMIC YEAR OF 2011/2012
(The research was been conducted from 23 Sep. – 25 Oct. 2012)**

NO	STUDENT REG. NUMBER	NAME	STUDENT CODE
01	113611019	Erma Susanti	STUDENT-01
02	113611006	Rohmatun	STUDENT-02
03	113611008	Muh. Arifin	STUDENT-03
04	113611028	Mukhammad Fudlla Ghifar	STUDENT-04
05	113611011	Muhammad Shofi Fuad	STUDENT-05
06	113611026	Lailatul Maghfiroh	STUDENT-06
07	113611014	Nyamiatun	STUDENT-07
08	113611009	Muhammad Mustafidhin	STUDENT-08
09	113611018	Eka Zainurrohmah	STUDENT-09
10	113611015	Siti Nur Karimah	STUDENT-10
11	113611024	Ismu Aris Dianto	STUDENT-11
12	113611027	Muhammad Ibnu Anis F	STUDENT-12
13	113611032	Siti Nurjanah	STUDENT-13
14	113611003	Lailatus Saida	STUDENT-14
15	113611033	Sunnatul Lailiyah	STUDENT-15
16	113611034	Untung Fatoni	STUDENT-16
17	113711027	Joko Triyanto	STUDENT-17
18	113611022	Iantara Hestu Wahana	STUDENT-18

19	113611031	Riris Arumningsih	STUDENT-19
20	113611017	Atabik Muhammad Munji Umam	STUDENT-20
21	113611016	Ahmad Turmudzi	STUDENT-21
22	113611020	Gilang Nike Andriani	STUDENT-22
23	113611010	Muhammad Najib Mustaqim	STUDENT-23
24	113711026	Ita Rohmatina	STUDENT-24
25	113711014	Rizal Arbai	STUDENT-25
26	113611012	Muhammad Wahib Ardiansyah	STUDENT-26
27	113611023	Ilham Fachreza	STUDENT-27
28	113711022	Hijroh Rosiatun Annur	STUDENT-28
29	113611001	Ahmad Balya	STUDENT-29

Appendix 2:

OBSERVATION SCHEME IN 1ST CYCLE

Class : English III
 Lecturer/ researcher : Dr. Muslih, MA.
 Date : October 9th, 2012

No	Indicators	Poor (0-35%)	Fair (40-59%)	Average (60-74%)	Good (75-84%)	Excellent (85-100%)	Total score
		1	2	3	4	5	
1	Students concern toward lecturer's explanation.		2				2
2	Student's cooperative in group.			3			3
3	Students' activeness in presenting the material in group.			3			3
4	Students' activeness in asking question in group.		2				2
5	Students' activeness in answering questions in group.		2				2
							12

$$\text{Score} = \frac{\text{Total score} \times 100}{\text{Maximum score}}$$

$$\text{Score} = \frac{12 \times 100}{25}$$

$$\text{Score} = 48 \%$$

Appendix 3:

OBSERVATION SCHEME IN 2ND CYCLE

Class : English III
 Lecturer/ researcher : Dr. Muslih, MA.
 Date : October 16th, 2012

No	Indicators	Poor (0-35%)	Fair (40-59%)	Average (60-74%)	Good (75-84%)	Excellent (85-100%)	Total score
		1	2	3	4	5	
1	Students concern toward lecturer's explanation.		2				2
2	Students' cooperative in group.			3			3
3	Students' activeness in presenting the material in group.			3			3
4	Students' activeness in asking question in group.				3		3
5	Students' activeness in answering questions in group.			3			3
							14

$$\text{Score} = \frac{\text{Total score} \times 100}{\text{Maximum score}}$$

$$\text{Score} = \frac{14 \times 100}{25}$$

$$\text{Score} = 56 \%$$

Appendix 4:

OBSERVATION SCHEME IN 3rd CYCLE

Class : English III
 Lecturer/ researcher : Dr. Muslih, MA.
 Date : October 23rd, 2012

No	Indicators	Poor (0-35%)	Fair (40-59%)	Average (60-74%)	Good (75-84%)	Excellent (85-100%)	Total score
		1	2	3	4	5	
1	Students concern toward lecturer's explanation.				4		4
2	Students' cooperative in group.				4		4
3	Students' activeness in presenting the material in group.			3			3
4	Students' activeness in asking question in group.				4		4
5	Students' activeness in answering questions in group.				4		4
							19

$$\text{Score} = \frac{\text{Total score} \times 100}{\text{Maximum score}}$$

$$\text{Score} = \frac{19 \times 100}{25}$$

$$\text{Score} = 76 \%$$

Appendix 6:

**PRE-CYCLE
 LESSON PLAN**

Subject : English
 Skill Focus : Reading
 Time Allotment : 90 minutes

- I. Standard of Competence:
 Understanding the meaning of simple written functional texts containing information on Islamic studies.
- II. Basic Competence:
 Responding accurately, fluently and appropriately the meaning of essays in the form of narrative text within daily-life contexts, especially related to Islamic studies, in order to access knowledge.
- III. Indicator:
 - A. Students are able to identify difficult vocabularies in English text on Islamic studies.
 - B. Students are able to read fluently English text on Islamic studies.
 - C. Students are able to understand well English text on Islamic studies.
- IV. Learning Outcome:
 By the end of the lesson, students will have been able to read and understand English texts on Islamic studies.
- V. Teaching Method:
 Communicative Language Teaching (CLT)
- VI. Learning Activities:
 - A. Pre Activities
 1. Lecturer opens the lesson by greeting the students.
 2. Lecturer checks the students' attendance by calling the roll
 - B. Main Activities:
 1. BCoF (Building Knowledge of Field)
 2. MoT (Modeling of Text)
 3. JCoT (Join Construction of Text)
 4. ICoT (Independent Construction of Text)
 - C. Post Activities:
 1. Lecturer and students make summary
 2. Lecturer gives feedback and review the material
 3. Lecturer motivates students to study by themselves in their home
 4. Lecturer closes the lesson

- VII. Media and Resources:
- A. Media: English Text
 - B. Sources: Dr. Muslih MZ, M.A., *Understanding Islam: English for Islamic Studies*, Yogyakarta: Idea Press, 2011.
- VIII. Assessment
- A. Form: written test.
 - B. Technique: Students are able to answer the questions.
 - C. Scoring Guidance:

$$\text{Score} = \frac{\sum \text{The number of right answer}}{\text{The number of Questions}} \times 100\%$$
 - D. Instrument: test

Semarang, October 2nd, 2012
Lecturer/Researcher

Dr. Muslih MZ, M.A.
NIP. 196908131996031003

Appendix 7:

FIRST CYCLE LESSON PLAN

Subject : English
Skill Focus : Reading
Time Allotment : 90 minutes

- I. Standard of Competence:
Understanding the meaning of simple written functional texts containing information on Islamic studies.
- II. Basic Competence:
Responding accurately, fluently and appropriately the meaning of essays in the form of narrative text within daily-life contexts, especially related to Islamic studies, in order to access knowledge.
- III. Indicator:
 - A. Students are able to identify difficult vocabularies in English text on Islamic studies.
 - B. Students are able to read fluently English text on Islamic studies.
 - C. Students are able to understand well English text on Islamic studies.
- IV. Learning Outcome:
By the end of the lesson, students will have been able to read and to understand English texts on Islamic studies.
- V. Teaching Method:
 - A. Communicative Language Teaching (CLT)
 - B. Group work
- VI. Learning Activities:
 - A. Pre Activities
 1. Lecturer opens the lesson by greeting the students.
 2. Lecturer checks the students' attendance by calling the roll
 3. Lecturer asks the students about the lesson and test of last week whether difficult or not.
 4. Students answer the questions orally.
 - B. Main Activities
 1. BKoF (Building Knowledge of Field)
 2. MoT (Modeling of Text)
 3. JCoT (Join Construction of Text)
 4. ICoT (Independent Construction of Text)
Lecturer gives students first cycle test

C. Post Activities

1. Lecturer and students to make summary
2. Lecturer gives feedback and review the material
3. Lecturer motivates students to study by themselves in their home
4. Lecturer closes the lesson

VII. Media and Resources:

- A. Media: English Text
- B. Sources: Dr. Muslih MZ, M.A., *Understanding Islam: English for Islamic Studies*, Yogyakarta: Idea Press, 2011.

VIII. Assessment:

- A. Form: written test.
- B. Technique: Students are able to answer the questions.
- C. Scoring Guidance:

$$\text{Score} = \frac{\sum \text{The number of right answer}}{\text{The number of Questions}} \times 100\%$$

- D. Instrument: test

Semarang, October 9th, 2012
Lecturer/Researcher

Dr. Muslih MZ, M.A.
NIP. 196908131996031003

Appendix 8:

**SECOND CYCLE
LESSON PLAN**

Subject : English
Skill Focus : Reading
Time Allotment : 90 minutes

I. Standard of Competence:

Understanding the meaning of simple written functional texts containing information on Islamic studies.

II. Basic Competence:

Responding accurately, fluently and appropriately the meaning of essays in the form of narrative text within daily-life contexts, especially related to Islamic studies, in order to access knowledge.

III. Indicator:

- A. Students are able to identify difficult vocabularies in English text on Islamic studies.
- B. Students are able to read fluently English text on Islamic studies.
- C. Students are able to understand well English text on Islamic studies.

IV. Learning Outcome:

By the end of the lesson, students will have been able to read and understand English texts on Islamic studies.

V. Teaching Method:

- A. Communicative Language Teaching (CLT)
- B. Group work

VI. Learning Activities:

A. Pre Activities

1. Lecturer opens the lesson by greeting the students.
2. Lecturer checks the students' attendance by calling the roll
3. Lecturer asks the students about the lesson and test of last week whether difficult or not.
4. Students answer the questions orally.

B. Main Activities

1. BCoF (Building Knowledge of Field)
2. MoT (Modeling of Text)
3. JCoT (Join Construction of Text)
 - a. Lecturer gives reading material English text about Islamic studies.

- b. Lecturer divides students into seven groups consist of four to five students and explains about information search method for reading.
 - c. Lecturer asks students to work in group to study the reading material given to them.
4. ICoT (Independent Construction of Text)
Lecturer gives students first cycle test
- C. Post Activities
1. Lecturer and students to make summary
 2. Lecturer gives feedback and review the material
 3. Lecturer motivates students to study by themselves in their home
 4. Lecturer closes the lesson

VII. Media and Resources:

- A. Media: English Text
- B. Sources: Dr. Muslih MZ, M.A., *Understanding Islam: English for Islamic Studies*, Yogyakarta: Idea Press, 2011.

VIII. Assessment:

- A. Form: written test.
- B. Technique: Students are able to answer the questions.
- C. Scoring Guidance:

$$\text{Score} = \frac{\sum \text{The number of right answer}}{\text{The number of Questions}} \times 100\%$$

- D. Instrument: test

Semarang, October 16th, 2012
Lecturer/Researcher

Dr. Muslih MZ, M.A.
NIP. 196908131996031003

Appendix 9:

**THIRD CYCLE
LESSON PLAN**

Subject : English
Skill Focus : Reading
Time Allotment : 90 minutes

- I. Standard of Competence:
Understanding the meaning of simple written functional texts containing information on Islamic studies.
- II. Basic Competence:
Responding accurately, fluently and appropriately the meaning of essays in the form of narrative text within daily-life contexts, especially related to Islamic studies, in order to access knowledge.
- III. Indicator:
 - A. Students are able to identify difficult vocabularies in English text on Islamic studies.
 - B. Students are able to read fluently English text on Islamic studies.
 - C. Students are able to understand well English text on Islamic studies.
- IV. Learning Outcome:
By the end of the lesson, students will have been able to read and understand English texts on Islamic studies.
- V. Teaching Method:
 - A. Communicative Language Teaching (CLT)
 - B. Group work
- VI. Learning Activities:
 - A. Pre Activities
 1. Lecturer opens the lesson by greeting the students.
 2. Lecturer checks the students' attendance by calling the roll
 3. Lecturer asks the students about the lesson and test of last week whether difficult or not.
 4. Students answer the questions orally.
 - B. Main Activities
 1. BCoF (Building Knowledge of Field)
 2. MoT (Modeling of Text)
 3. JCoT (Join Construction of Text)
 - a. Lecturer gives reading material English text about Islamic studies.

- b. Lecturer divides students into seven groups consist of four to five students and explains about information search method for reading.
 - c. Lecturer asks students to work in group to study the reading material given to them.
4. ICoT (Independent Construction of Text)
Lecturer gives students first cycle test
- C. Post Activities
- 1. Lecturer and students to make summary
 - 2. Lecturer gives feedback and review the material
 - 3. Lecturer motivates students to study by themselves in their home
 - 4. Lecturer closes the lesson

VII. Media and Resources:

- A. Media: English Text
- B. Sources: Dr. Muslih MZ, M.A., *Understanding Islam: English for Islamic Studies*, Yogyakarta: Idea Press, 2011.

VIII. Assessment:

- A. Form: written test.
- B. Technique: Students are able to answer the questions.
- C. Scoring Guidance:

$$\text{Score} = \frac{\sum \text{The number of right answer}}{\text{The number of Questions}} \times 100\%$$

- D. Instrument: test

Semarang, October 23rd, 2012
Lecturer/Researcher

Dr. Muslih MZ, M.A.
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Appendix 10:

**READING MATERIAL
PRE-CYCLE
DATE: 02-10-2012**

PREACHING ISLAM IN MAKKAH

The Arabs, whose traditional faith was pagan, denied the unity and transcendence of God as well as the Day of Judgment. At first they reacted to the new teaching with scorn. But Muhammad and his companions stood firm. Then the unbelievers countered with public abuse, slander, and persecution.

The fledgling community bore its travail with patience and determination and continues to grow. Soon the Arab hierarchy in Makkah decided that there was no escape from total war against the new Muslims if the position of Makkah and its rulers in the religious, social, political, and economic spheres was to be saved. They offered Muhammad wealth and the kingship of Makkah, and promised to cure his "madness" by the greatest physicians of the world. But he refused.

Then they sought to break up the tribal solidarity of Muhammad's clan of Hashim on which the Muslims depended for intertribal security. They appealed to the Prophet's uncle and personal protector – the non-Muslim Abu Talib, the clan's elder statesman – to renounce his tribal solidarity with Muhammad. The old uncle pleaded with his nephew to cease cause difficulties because the clan could no longer bear them. But the Prophet replied: "If the sun was put in my right hand and the moon in the left hand in exchange for God's religion, I would never yield – not if I were to perish in preaching it!"

A. ANSWER THE FOLLOWING QUESTIONS!

1. What is the traditional faith of the Arabs?
2. Did the Arabs believe in the unity and transcendence of God and the Day of Judgment?
3. How did the Arabs react to the new teach taught by Muhammad?
4. What did the Arab hierarchy in Makkah decide then?
5. What did they offer to Muhammad?
6. What was Muhammad's response to their offer?
7. What did they appeal to the Prophet's uncle?
8. What did the Prophet's uncle do?
9. What did the Prophet reply to his uncle?

B. WHAT DOES EACH OF THE FOLLOWING PRONOUNS OR WORDS REFER TO?

1. At first *they* reacted to the new teaching with scorn.
They:.....
2. But Muhammad and *his* companions stood firm.
His:.....
3. The position of Makkah and *its* rulers in the religious, social, political, and economic spheres was to be saved.
Its:.....
4. *They* offered Muhammad wealth and the kingship of Makkah, and promised to cure *his* “madness” by the greatest physicians of the world.
Its:.....
5. But *he* refused. Then *they* sought to break up the tribal solidarity.
He:.....
They:.....
6. *They* appealed to the Prophet’s uncle and personal protector – the non-Muslim Abu Talib, the clan’s elder statesman – to renounce *his* tribal solidarity with Muhammad.
They:.....
His:.....
7. The old uncle pleaded with *his* nephew to cease cause difficulties because the clan could no longer bear *them*.
His:.....
Them:.....
8. If the sun was put in *my* right hand and the moon in the left hand in exchange for God’s religion, *I* would never yield – not if *I* were to perish in preaching *it*!”
My:.....
I:.....
It:.....

C. FILL IN THE BLANKS IN THE FOLLOWING SENTENCES WITH ONE WORD OR PHRASE YOU FIND IN THE TEXT!

1. How did he to your idea?
2. We just ran out of with him.
3. The economy has steadily over the last ten years.
4. A spokesman stressed the police’s to find the girl’s killer.
5. She’s to do all she can to help.
6. Can I you something to drink?
7. Citizens must be allowed to their own futures.
8. your work and close down any applications that are open.
9. Farmers have To the government for help.
10. Young people capitalism in favor of peace and love.

Appendix 11:

**READING MATERIAL
FIRST CYCLE
DATE: 09-10-2012**

HOW THE REVELATIONS CAME?

Islam began as a world religious movement in the first decade of the seventh century of Makkah (Mecca) in Arabia. It was taught by Muhammad, son of ‘Abdullah, of the tribe of Quraysh and the clan of Hashim. When Muhammad was forty years old, he began to have visions in which God sent down a series of revelations through the Angel Gabriel. The revelation, recited in Arabic form, were a disclosure not of God, but of His will or commandments.

The revelations came piecemeal, sometimes asserting God’s existence, His unity and providence, His judgment on the Last Day, sometimes describing what should be done in a situation which called for a solution, dispensation, or guidance. Sometimes the revelations applied to a situation with a wider religious context such as relations with unbelievers, or with Christians and Jews, of whom there were many in Arabia and the adjoining countries. At first Muhammad himself did not believe. He thought he was having illusions or was being tempted or possessed by the devil. But the visions persisted and the revelations continued, and he finally became convinced that God was truly calling him to rise and teach the new faith. The first convert was Muhammad’s wife, Khadijah. She became convinced, even before Muhammad, that he was indeed a prophet.

A. ANSWER THE FOLLOWING QUESTIONS!

1. When did Islam begin as a world religious movement?
2. From which tribe and which clan Muhammad came?
3. How old was Muhammad when he received revelation from God?
4. In which language was the revelation recited?
5. The revelation is a disclosure of what?
6. How did the revelation come?
7. What was asserted by the revelation?
8. In the first time did Muhammad believe in the revelation he received?
9. How did he think of himself when receiving the revelation?
10. Who was the first convert to Islam?

B. WHAT DOES EACH OF THE FOLLOWING PRONOUNS OR WORDS REFER TO?

1. *It* was taught by Muhammad, son of ‘Abdullah, of the tribe of Quraysh and the clan of Hashim.

- It:*.....
2. The revelation, recited in Arabic form, were a disclosure not of God, but of *His* will or commandments.
His:.....
 3. The revelations came piecemeal, sometimes asserting God's existence, *His* unity and providence, *His* judgment on the Last Day.
His:.....
His:.....
 4. Sometimes the revelations applied to a situation with a wider religious context such as relations with unbelievers, or with Christians and Jews, of *whom* there were many in Arabia.
Whom:.....
 5. *He* thought *he* was having illusions or was being tempted or possessed by the devil.
He:.....
He:.....
 6. *He* finally became convinced that God was truly calling *him* to rise and teach the new faith.
He:.....
Him:.....
 7. *She* became convinced, even before Muhammad, that *he* was indeed a prophet.
She:.....
He:.....

C. FILL IN THE BLANKS IN THE FOLLOWING SENTENCES WITH ONE WORD OR PHRASE YOU FIND IN THE TEXT!

1. education is compulsory in all English schools.
2. He had a clear of how he hoped the company would develop.
3. One of the 10 is to keep the Sabbath Holy.
4. The new fire regulations have been introduced
5. In his speech the Prime Minister stressed the need for party
6. Could you try to the man you saw?
7. There are no simple to the problem
8. Children need moral to make their way in the world.
9. I tried to explain the to my boss.
10. She had no about her physical attractions

Appendix 12:

**READING MATERIAL
SECOND CYCLE
DATE: 16-10-2012**

ESTABLISHING AN ISLAMIC STATE

The Makkans finally decided Muhammad would have to be assassinated. But sensing danger, Muhammad had already arranged with Muslim converts in Madinah (Medina), a city some 250 miles to the north, to furnish him protection in case of need. When danger came close, he outwitted his enemies and slipped out of Makkah and escaped to Madinah. This move, called the Hijrah (emigration), marks the first year of the Muslim calendar, which corresponds to the year 622 of the Christian calendar.

Madinah was now reinforced with the Muslims of Makkah who had emigrated there, one after the other, on the advice of the Prophet. However, the danger there did not disappear, but took a more ominous turn. Now a real war broke out between Makkah and Madinah involving all the tribes the countryside which the two powers could rally to their sides. Upon arrival in Madinah, Muhammad integrated the Muslims of all tribes into one solid body, and integrated this body with Jews Madinah to form an Islamic state. He gave it a constitution and assumed its leadership. The revelations continued to come, providing guidance in the social, political, economic, and judicial affairs with which Muhammad had to deal. The war with Makkah began with skirmishes followed by two great battles, one of which was gained by each party; but neither win was conclusive enough to enable the victor to put a final end to the hostility.

A. ANSWER THE FOLLOWING QUESTIONS!

1. What the Makkans finally decided to do towards Muhammad?
2. What had Muhammad arranged to protect himself?
3. What did Muhammad do when danger came close?
4. What was Muhammad's move to Madinah called?
5. According to Christian calendar what year was Muhammad emigration to Madinah?
6. With whom was Madinah then reinforced?
7. Did the danger there disappear?
8. What did Muhammad do after his arrival in Madinah?
9. What did Muhammad give to Madinah?
10. How was the war between Madinah and Makkah going on?

B. WHAT DOES EACH OF THE FOLLOWING PRONOUNS OR WORDS REFER TO?

1. Muhammad had already arranged with Muslim converts in Madinah (Medina), a

- city some 250 miles to the north, to furnish *him* protection in case of need.
Him:.....
2. When danger came close, *he* outwitted *his* enemies and slipped out of Makkah and escaped to Madinah.
He:.....
His:.....
3. *This move*, called the Hijrah (emigration).
This move:.....
4. Madinah was now reinforced with the Muslims of Makkah *who* had emigrated *there*.
Who:.....
There:.....
5. ...involving all the tribes the countryside which *the two powers* could rally to *their* sides.
The two powers:.....
Their:.....
6. Muhammad integrated the Muslims of all tribes into one solid body, and integrated *this* body with Jews Madinah to form an Islamic state.
This:.....
7. *He* gave it a constitution and assumed *its* leadership.
He:.....
It:.....
Its:.....
8. The war with Makkah began with skirmishes followed by two great battles, *one* of *which* was gained by each party
One:.....
Which:.....
9. But neither win was conclusive enough to enable *the victor* to put a final end to the hostility.
The victor:.....

C. FILL IN THE BLANKS IN THE FOLLOWING SENTENCES WITH ONE WORD OR PHRASE YOU FIND IN THE TEXT!

1. President Lincoln was by John Wilkes Booth.
2. The refugees believe that their lives are in
3. I'd like to a business loan.
4. The common that united them was communism.
5. The sun had behind a cloud.
6. There was an silence in the room.
7. A good manager will try to everyone in the decision-making process
8. The students were taking reading aloud.
9. A of Aborigines known as the Dolphin People
10. The winning party will the government.

Appendix 13:

**READING MATERIAL
 THIRD CYCLE
 DATE: 23-10-2012**

TOLERANCE IN ISLAMIC STATE

One campaign after another was launched to bring Islam to the remaining tribes of Arabia. Some tribes now felt free from the might of pagan Makkah and thus free to give conscientious consideration to the call of Islam. These joined the ranks of Islam voluntarily. Others felt strong enough to continue the fight without Makkah, and they had to be brought into line by force. Converts to Islam, however, did not come only from pagan Arabian religion. Arab Christians and Jews also converted. Those who rejected Islam and stood firm by their old faith, whether Judaism or Christianity, were not molested. On the contrary, under divine sanction revealed in the Qur'an, the Prophet had recognized Christianity, Judaism, and the religion of the Sabaeans as revealed and valid. Muslims fraternized with followers of these religions and integrated them within the Islamic state, but allowed them to preserve their religion, their culture, their customs, and their non-Muslim identities. The Islamic state was their protector. They lived under its protection as religious, cultural, and legally autonomous units. They were complete communities with their own schools, temples, law courts, and leaders. Muhammad died in 632 of the Christian calendar – ten years after his Hijrah to Madinah. But by then he left the whole of Arabia united and ready to carry the message of Islam to the world.

A. ANSWER THE FOLLOWING QUESTIONS!

1. How did some tribes of Arabia feel after some campaigns were launched?
2. Did they join Islam voluntarily or under forces?
3. Did they feel strong enough to fight without Makkah?
4. Who were the converts to Islam?
5. What did Muslims do toward those who rejected Islam?
6. What did Muslims do toward the followers of other religions?
7. What is the function of Islamic state for the non-Muslims?
8. Were the non-Muslims protected by Islamic state?
9. When did Muhammad die?
10. What was the condition of Arabia after the death of Muhammad?

B. WHAT DOES EACH OF THE FOLLOWING PRONOUNS OR WORDS REFER TO?

1. Others felt strong enough to continue the fight without Makkah, and *they* had to be brought into line by force.
They:.....
2. *Those* who rejected Islam and stood firm by *their* old faith, whether Judaism or

Christianity, were not molested.

Those:.....

Their:.....

- 3. Muslims fraternized with followers of *these* religions and integrated *them* within the Islamic state.

These:.....

Them:.....

- 4. But allowed *them* to preserve *their* religion, *their* culture, *their* customs, and *their* non-Muslim identities.

Them:.....

Their:.....

Their:.....

Their:.....

Their:.....

- 5. The Islamic state was *their* protector.

Their:.....

- 6. *They* lived under *its* protection as religious, cultural, and legally autonomous units.

They:.....

Its:.....

- 7. *They* were complete communities with *their* own schools, temples, law courts, and leaders.

They:.....

Their:.....

- 8. Ten years after *his* Hijrah to Madinah.

His:.....

- 9. But by then *he* left the whole of Arabia united and ready to carry the message of Islam to the world.

He:.....

C. FILL IN THE BLANKS IN THE FOLLOWING SENTENCES WITH ONE WORD OR PHRASE YOU FIND IN THE TEXT!

- 1. Before the train, make sure you have all your belongings with you.
- 2. Borobudur is the largest in the world.
- 3. The police were in control of the situation.
- 4. This law provides for threatened animals and plants.
- 5. In what ways do British and Australian differ?
- 6. The guide offers information on local
- 7. Bus and subway services have been fully
- 8. Marx and his were convinced that capitalism would destroy itself.
- 9. There is general that the study techniques of many students are weak.
- 10. He was a big man.

AUTHOR'S BRIEF BIOGRAPHY

Dr. Muslih MZ, M.A. was born in Bojonegoro, East Java, on August 13th 1969. He is a certified professional lecturer with the current rank of (III/d) / Head Lector in the

field of History of Islamic Civilization. He undertook his Undergraduate Program (S.1) in the Department of Islamic Teachings (PAI) of Tarbiyah Faculty of State Institute for Islamic Studies (IAIN) Walisongo Semarang, graduated in 1993 with the predicate of *cumlaude*. He continued his study for Master Degree (S.2) in Islamic Studies at *Faculteit der Letteren* (Faculty of Arts) and *Facultiet der Godgeleerheid* (Faculty of Theology), RijksUniversiteit Leiden, The Netherland, graduated in 1999. He pursued his study for Doctor Degree (S.3) in Islamic Studies at *Faculteit der Godgeleerdheid* (Faculty of Theology), Universiteit Leiden, TheNetherland, graduated in 2006. Both his Master and Doctorate program were funded by scholarship of INIS (Indonesia-Netherland Cooperation in Islamic Studies).

The author has been a definitive lecturer at Tarbiyah Faculty of IAIN Walisongo since 1996 until present. The author has ever been the Head of Study Program of English Department (TBI) of Tarbiyah Faculty (2007-2008). He has once been the Secretary to Doctorate Study Program of Graduate Program of IAIN Walisongo Semarang (2008-2011). The writer is also an assessor for teacher certification program, LPTK of IAIN Walisongo (2007 until present). He is also an assessor of National Accreditation Body for Higher Education (BAN-PT) Jakarta (2009 until present). In addition, the writer is a member of Walisongo Mediation Center (WMC) (2009 until present) and member of editorial board of journal *Ihya' Ulum al-Din* of IAIN Walisongo.



The writer has published several articles such as: “The International Institute of Islamic Thought (IIIT), USA: A think tank of Muslim Intellectual Movement”, (in *Journal Ihya 'Ulum al-Din*, IAIN Walisongo Semarang, vol.8, No.1, June 2006); “*Muhammadiyah Pasca Kemerdekaan: Pemikiran Keagamaan dan Implikasinya dalam Pendidikan*” (in *Journal Ihya 'Ulum al-Din*, IAIN Walisongo Semarang, vol.8, No.2, Dec. 2006); “Mecca Conference: An Effort to Find out Solution to Crises in Islamic Education” (in *Journal Ihya 'Ulum al-Din*, Vol. 10, Number 1, June 2008); “*Kontroversi*

Seputar Gagasan Islamisasi Ilmu Pengetahuan” *Jurnal Teologia*, Fakultas Ushuluddin IAIN Walisongo), Vol. 21, No. 2, July 2010.

The writer has conducted several researches, some of them are: “*Konflik Internal Partai Kebangkitan Bangsa (PKB) Dalam Pencalegan Anggota DPRD Jawa Tengah*”, as researcher chief, (Walisongo Mediation Center [WMC] Semarang, 2008); “*Reintegrasi Mantan Kombatan dan Transformasi Konflik di Aceh Paska MoU Helsinki*” (Walisongo Mediation Center [WMC] Semarang, 2009); “*Budaya Damai Masyarakat Karimunjawa*”, as researcher member, (Walisongo Mediation Center [WMC] Semarang, 2010).

The writer has published several books, such as: “*Pengantar Mediasi: Teori dan Praktek*” in M. Mukhsin Jamil (Ed.), *Mengelola Konflik Membangun Damai*, (Semarang: Walisongo Mediation Center [WMC], 2007), pp. 105-127; *Understanding Islam: English for Islamic Studies*, (Semarang: Walisongo Press, 2009); *Islamization of Knowledge And Islamic Educational Reform: Understanding of al-Faruqi’s Thought*, (Yogyakarta: Idea Press, 2009); *Islamic Revivalism in The West: Study on the Role of International Institute of Islamic Thought (IIIT) USA*, (Yogyakarta: Idea Press, 2010).

The author has taken part and been involved in several trainings, such as: “*Academic and TOEFL Preparation Classes*” in Yayasan LIA Slipi, Jakarta (June-August 1997); “*English Language Course I*” in Inter Consultancy Bureau (ICB) Reijksuniversiteit Leiden, Nederland, (17 Sep.1997 - 11 Dec.1997); “*English Language Course II*” di Inter Consultancy Bureau (ICB) Reijksuniversiteit Leiden, Nederland, (4 Feb. 1998 - 20 May 1998); “*English Academic Writing Course*” di Inter Consultancy Bureau (ICB) Reijksuniversiteit Leiden, Nederland, (4 Feb. 1999 - 27 May 1999); “*Dutch Course*” in Taal Centrum Universiteit Leiden and “*Dutch Course*” in ROC Leiden, Nederland (2002); “*English Language Training*” in Indonesia Australia Language Foundation (IALF) Surabaya (Jan. – Mar 2007); “*Training on Mediation and Conflict Resolution*” in Wageningen University, The Netherlands (20 April – 28 May 2007); “*Short-course on Peace Study*” in European Peace University (EPU), Austria (27 Sep. - 20 Dec. 2009).

The writer has attended some seminar and conference either at national or international level, such as: “*International Conference on Muslim Education in Europe*” in Bonn, Germany (2002); *International Conference (Fifth Annual Conference) on “Defining and Establishing Justice in Muslim*

Societies”, Organized by Center for the Study of Islam and Democracy (CSID), held in Wyndham Hotels & Resort, Washington, DC. (28-29 May, 2004); National seminar on “Sertifikasi Guru Antara Harapan dan Realita”, as speaker, organized by MAN Magelang, (29 Maret 2008); International Conference on “Mediation and its Future in Indonesia” organized by Walisongo Mediation Center [WMC] IAIN Walisongo in cooperation with NUFFIC, The Netherlands, held in Novotel Hotel Semarang on 30 Nov-1 Dec. 2010, as moderator; International Conference on “Is Indonesian Islam Different? Islam in Indonesia in a Comparative International Perspective”, organized by the Training Indonesia’s Young Leaders Programme (Leiden University) in Cooperation with the Ministry of Religious Affairs (Jakarta) and Pusat Pengkajian Islam dan Masyarakat (PPIM), UIN Syarif Hidayatullah Jakarta, held in Novotel Hotel Bogor from 23-26 January 2011, as speaker.

The writer has ever received appreciation of “Satyalancana Karya Satya X Tahun” in 2010 from the President of Republic of Indonesia. The author has once been a guest speaker at a TV program of Voice of America (VOA) Washington DC (2004). The author can be contacted via email: muslihe@yahoo.com and muslihmz@gmail.com

THIS research talks about improving students' ability in reading skill through the use of Information Search method. The study is aimed at responding the following questions: (1) How is the implementation of the Information Search Method to improve students' ability in reading skill at the first year students of English Department of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies in the academic year of 2011-2012? (2) To what extent is the improvement made in the reading skill at the first year students of English Department of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies in the academic year of 2011-2012 after being taught using the Information Search Method in its teaching and learning process?

This study is a classroom action research that was done in three cycles. Data collection was done by using observation, test and interview. To analyze the data, descriptive quantitative analysis is used; it is to present result study in the form of descriptive explanation. Statistic analysis is used to analyze the data about the improvement of students' ability in reading skill.

Result of the study shows that the use of Information Search method in teaching reading at first year students of English Department of Tarbiyah Faculty of IAIN Walisongo can improve their ability in comprehending English text.

Based on the result of this study, it is informed to teachers or lecturers of English subject that the method of Information Search is good to be utilized in teaching reading, and therefore it is recommended to implement this method in teaching English.



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