ABSTRACT

This study aims to determine the ability of authors in implementing learning to identify the important points of a book enrichment (nonfiction) is read and to determine the ability of students class XI SMK National Bandung 2016/2017 academic year in identifying the key points of a book enrichment (Nonfiction) read.

The problem that the writer asks of them (1) Can the authors plan, implement, and assess learning to identify the important points of a book enrichment (nonfiction) that is read using the take and give model on students of class XI SMK National Bandung exactly? (2) Can the students of class XI SMK Nasional Bandung follow the learning to identify the important points of a book enrichment (nonfiction) that is read using the take and give model appropriately? (3) How effective is the take and give model applied in learning to identify the important points of a book of enrichment (nonfiction) that is read on the students of class XI SMK National Bandung exactly?

The research method used is quasi experiment with literature review technique, observation, test, and analytical technique. The results of his research as follows.

1. The author is able to plan, implement, and assess the learning of identifying the important points of a book enrichment (nonfiction) which is read by using take and give model in class XI SMK Nasional Bandung academic year 2016/2017. This is evidenced from the results of planning assessment and perceived learning the author obtained an average grade of 3.8 with very good category.

2. Students of class XI SMK Nasional Bandung are able to identify the important points of a book enrichment (nonfiction) that is read by using the take and give model appropriately. It can be proved that the average value of pretest is 41,34 with less category with criterion D and average value of postes equal to 84,73 including very good category with criterion A, whereas difference of pretes and postes is 43.38 with percentage increase 16.68%.

3. The effective take and give model used in learning identifies key points from a book of enrichment (nonfiction) that is read. This is evidenced by the statistical calculation with the result t arithmetic> t table that is 29.71> 24.37 which means there is a significant difference between the results of pretes and postes on learning to identify the important points of a book enrichment (nonfiction) is read.

Based on the data of this study the authors conclude that learning to identify the important points of a book (nonfiction) that is read in the class XI SMK National Bandung, implemented and managed well.

Keywords: Identify, Enrichment Book (Nonfiction), Model Take and Give